

# Hispanic Community Conversations

Insights  
&  
Analysis



**PHASE 1**  
**June 2018**

# Community Conversations: Sentiment Report

June 2018



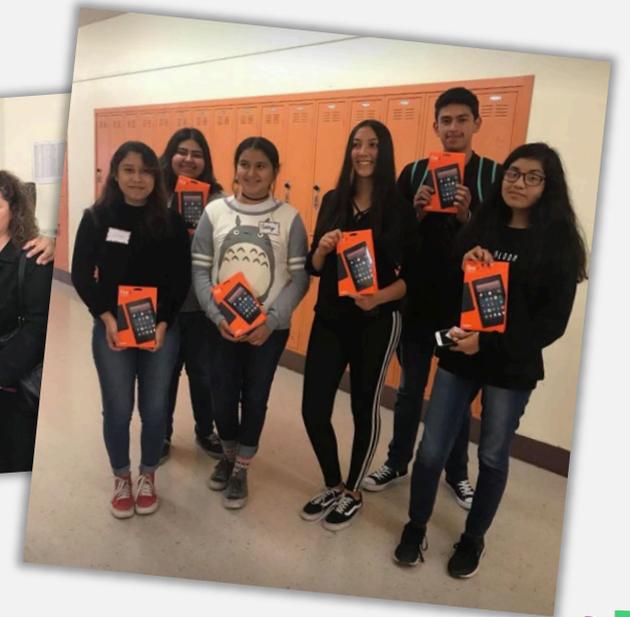
# Objectives

## Research Objectives

- How prepared are Hispanic students to succeed in school and life?
- What do they hope to get out of their education?
- How can we be more effective in our content production and messaging?
- How can we be more effective in getting Hispanics to embrace skills that will prepare them for 21<sup>st</sup> Century jobs?

## Audiences we spoke to

- Hispanic Parents
- College Students
- Combined Middle / High School Students



# Methodology

## Who we reached

### Community Conversations

#### 92 PARTICIPANTS

- 33 Parents
- 29 College Students
- 30 Middle/High School Students

**Countries of Origin:** Strong representation (Mexico, El Salvador, Argentina, Cuba)

All parent groups were conducted in Spanish. Students groups were conducted in English with exception of NY.

Groups lasted approximately **1 to 1½ hours** and included **8-10 participants per group**



### Survey Polls

#### 35 RESPONDENTS

31 Female / 4 Male

#### Countries of Origin:

31 from Mexico, 2 from Guatemala, 2 from Dominican Republic.  
5 spoke English in addition to Spanish  
The remainder ONLY spoke Spanish

# Methodology

## Timelines/Locations

- **NY: Week of 5/16**  
PS 218 Rafael Hernandez Dual Language Magnet (Parents)  
Westbury Middle School (Middle School Students)  
John Jay College (College Students)
- **Los Angeles: Week of 5/21**  
Cal State Dominguez Hills (College Students)  
Chatsworth Charter High School (Parents & HS Students)
- **Miami: Week of 5/29**<sup>L</sup><sub>SEP</sub>  
Florida International University (College Students)  
Ruben Dario Middle School (Students and parents) at Univision offices

Throughout  
presentation  
symbols  
denotes:



Middle / High School Students



College Students



Parents



# Discussion Guide

**Questions for the conversations revolved around the following topics for each respective audience:**

## **PARENTS**

- Aspirations for their children/skills needed to achieve
- Barriers to success (for Hispanics)
- Education Expectations/child's progress, confidence at school, learning curve, exposure to Deeper Learning
- Future - Beyond math and English
- Media Consumption habits (format/platforms)

## **MIDDLE SCHOOL & HIGH SCHOOL/COLLEGE**

- Future goals & career aspirations/skills needed to achieve
- Barriers to success/Main Challenges (for Hispanics)
- Education confidence at school, Teacher feedback, exposure to Deeper Learning
- Future - Beyond math and English
- Media Consumption habits (format/platforms)



# Key Takeaways

- 1** The majority of parents and students we spoke to were not familiar nor did they comprehend the concepts behind Deeper Learning.
- 2** Most of the students do not feel properly prepared for the upcoming challenges of college and career.
- 3** Students are aware that lack of confidence is what holds them back, yet they know that proper education is the key to building that confidence.
- 4** In addition, students do not feel prepared for life in general, there is a need for guidance in key life skills.
- 5** The best placement for the highest reaching content is during the evening news and through radio. Facebook has the most potential to engage the audience with a combination of narrative/repurposed news stories and animated content.

# Hispanic Parents have high aspirations for their children

- Parents want their children to choose careers based out of passion
  - Their child's happiness is a priority
  - Success means achieving THEIR dreams
  - While being a person of good and high morals
  - With a strong sense of pride of their Hispanic roots
- While also being able to provide them with financial security and independence
- While passion and happiness is mentioned as the priority, there is a contradiction as you continue to talk to parents, in that the search for happiness is important as long as financial security is achieved
- Professional careers such as Law, Engineering, Medical & Architecture were mostly mentioned

“

*I want my children to **be independent** so they can have a future and not have to depend on others and provide for themselves.*

“

*I want to be able to help them achieve what my parents could not do for me. When we came to this country they were older and they were not able to help me because of the limitations in the language. I would like to help take them as far as I can to help them **achieve success**.*

“

*I want my child to be someone that in the future can be free, because **a person who develops themselves and becomes a professional can then be free.***



# And what do Hispanic students aspire for themselves?

- ❑ To aim for careers that are driven by passion and provide a balanced life
- ❑ To be motivated by a sense of loyalty and responsibility towards the Hispanic Community
- ❑ To take their education as far as they can: Masters level
- ❑ To feel a sense of responsibility for all of the sacrifices parents made and to give back
- ❑ To have professional careers such as International Business, Biology, legal, medical, Astronomy, Computer programming, Photography and Military service were mostly mentioned

“

*I can relate to that because my parents would always tell me that I have to find a job that doesn't feel like a job, **just do something that you feel that you're helping others**, but you're doing it happily.*

”

***I want to have what my parents never did – a career.”***

“

*Because I want to be someone in life. If my parents didn't end up going to college, well I want to go even farther so that they can feel proud and know that I am on the right path.*

”

*I'm pretty sure a lot of us are first generation, and being able to give back and help students get to where we are, to help them get further ahead. I try to tell people to follow that rule - is **we're only as good as the people who come after us**. So if we don't help the ones that are going to come after us be any better than us, what important impact are we really leaving on this planet?*

“

*For me, it's passion. Is this something I want to do to help others? Because growing up, you don't have a lot of people-- especially in my life, that I didn't have people to push me to do stuff that I want to do. So **picking a career that gives back is important.***



# What are the skills they believe are needed to be successful?

Effective Communication

Presentation skills

Networking skills

Confidence

Empathy

Commitment

Work Ethic

Passion

Team work

“

*I think that you need to be **sympathetic**, and you need to be **empathetic**. You really have to put yourself into other people's perspectives and understand that we are not all the same, and that's the beauty of life, that we're not all the same. But to understand those different qualities that make different people are what I think drives humanity.*

“

*I think **work ethic**. You have to have a really good work ethic to-- just not just in school, but also in the workplace. You have to be able to be professional, be on time. A lot of times, people lack work ethic, and that shows in your school and at the job. So even in your personal life, how you do things.*

“

*I think **confidence** is definitely a big key. Because I know in some of my classes that I'm in, I feel very left out because of the group. And it comes down to confidence and believing in myself.*



# What are the challenges that Hispanics face in order to be successful from the students' perspective?

- ❑ Perceived low support and expectations from school staff for their proceeding to college
  - They feel there are more opportunities for non-Hispanics
  - Do not feel school and teachers are advocating for them, therefore missed opportunities
  - Limited knowledge of financial aid & scholarships available
  - Lack of understanding of steps to take to apply to college
- ❑ Not enough guidance and support from family
- ❑ Family expectations at home and financial responsibilities
- ❑ Undocumented students – additional challenges to find resources
- ❑ Affected by discrimination, which can affect confidence levels

“

*They want me to graduate college as soon as I can so that I can help pay for myself and then **also be able to give back for my brother.***

”

*Because **nobody was really reaching out to the Hispanic students.** I know in my school, it was split between regular school and then magnet school, and all the Hispanics were in the regular school. There was none in the magnet part. I didn't understand why, because for me to be in the school that I was at, I had to live around that area or have the good grades.*



# More on challenges...directly from the students.

“

Since I'm undocumented as well, I can't do exactly everything I would like to. So for example, when I was in my transition between high school and college, I was thinking about going to the army. But then it said you have to be a citizen. So let's say I want to be a cop. Because my major's criminology. I can't because you have to be a citizen. So yeah. I feel like **that's a challenge for me.**

“

*With the **current sociopolitical climate in our country.** It's so easy for Latinx students to really get in a shell and say, "The statistics say this." But to have that courage, to have that empowerment, to have the resources in order to get these students out of that comfort zone, to lead, to be encouraged to lean into discomfort, and to just continue continuously working hard and just try **to knock down any sort of borders, walls, that society puts up.** And just continue chasing your dream, I think, is very important*

“

My **parents really played a role to empower me** and tell me, "Your status is this. We're going to try to work through that and fix that. We're going to get you the support that you need. But don't let that be the end-all, be-all. Continue being you.

“

*My parents didn't know about all the exams I had to take, like ACT or SAT. So I had to **go out on my own** and pay for these exams myself. These are just very simple things that my **parents have no idea about, including FAFSA.***



# What do parents' think are the general barriers to success for Hispanics?

- ❑ Lack of dominance of English Language
- ❑ Facing discrimination, which affects everyone's confidence
- ❑ Parents have limited time/knowledge to help and guide their kids
  - Work long hours or multiple jobs to make ends meet
  - Limited exposure to variety of careers available – Few mentors surround them
- ❑ Limited access for parents to participate in educational and enriching activities
  - Few mothers drive
  - Cost associated with entrance to museums, activities, etc.
- ❑ Uncertainty of their own future “legal status” makes it very hard to plan

“

*I would say **my parents didn't know that many career options**, so it took me a while to find what I really wanted to do throughout high school. And then even until I got to college, I still wasn't 100% sure what I wanted to do with my life as a career.*

“

*It's hard to imagine the future, when at times we **see so few Hispanics succeeding**.*

“

*I want my kids to take advantage of the rights they have, and put aside the stereotypes that exist, showing that their capacities are the same as everyone's.*



# Did students feel properly prepared to succeed in college?

## ❑ Most did not feel prepared for college

- Not enough rigor and higher education curriculum
- Did not properly develop critical thinking skills

## ❑ They do not feel as confident of understanding material they learned in previous years

## ❑ Do not feel fully confident regarding their future

“

*I am undocumented. I went to a workshop because **I thought I qualified for FAFSA** and one of the first questions was, "What's your security number?" and I didn't have one. So I told them, and they're like, "Oh, well, **we don't have a resource for you.**"*

”

***I was definitely not prepared** as a student, an undocumented student. I feel like academic-wise, I was, but that was because I am that way. Not because anybody pushed me, because nobody did push me. It was because it's just been part of my nature. So I feel like if I didn't have that, I probably wouldn't be here right now, because **not a lot of people from my high school are in universities.***



# Why do students feel they are not being properly prepared in Middle/High School?

- ❑ Not enough access to teachers, counselors and school administration
- ❑ Classrooms are not motivating
- ❑ Few had memorable learning experiences recalled
- ❑ Teachers are not always providing valuable feedback

“

*I feel like **one person can make such a huge impact on us**. And I feel like if you have that in high school, or in college, or in middle school, someone to push you, I feel like that helps you. Not only as a person, but it **helps build that confidence** that you never had.*

”

*It needs to be **less about the grade and more about learning** because they say for example – “we’re going to learn something today and at the end, we’re going to have a quiz that’s worth five grades so pay attention: and now the mindset is “oh man I have to pay attention, and write down details and not really learn”.*



# Are teachers doing the best they can?

- ❑ Students recognize that a teacher with passion makes all of the difference
- ❑ Size of classrooms affects teacher availability
- ❑ Teachers are more focused on reactive feedback as opposed to proactive

“

**Some of the teachers just either didn't care enough**, maybe because they weren't paid enough, or they just weren't good at teaching. They were good at research or something else and they just happened to land in this job.

”

I feel that there's a very huge **gap between understanding a concept and being interested** and the only bridge that could connect those two is a really good teacher.



# How do students know if they were truly learning?

- ❑ Not always clear in having learned concepts
- ❑ They knew they were doing well simply by the grades they received in class
- ❑ Few had exposure to writing assignments or projects as assessments
- ❑ There was a lot of memorizing and little learning to remember
- ❑ Mostly multiple-choice test (scantrons)

“

*I knew I learned it because I was able to talk about it. If I didn't know it, then I would just stay quiet.*

”

**Group work helps me because I can build off of others' ideas.** Sometimes I don't understand concepts as well as others, and when I ask them for help I tend to understand them more than the teachers.



# How was time in the classroom spent?

- ❑ Generally spent listening to teacher instead of group interaction
- ❑ The majority stated 20% of time was spent interacting vs 80% listening during their Middle and High School years.
- ❑ Felt their confidence was impacted by not engaging more

“

*We had to rely more on our peers in some courses. And then in other courses, it was more just us and the teacher, listening to the teacher. Out of my four years in high school, **I probably participated about 20%.***



# Are they familiar with Deeper Learning\* competencies?

- ❑ Only a handful of the students mentioned being familiar or having been exposed to Deeper Learning
- ❑ Helps you develop much needed confidence
- ❑ Reinforces and helps you retain information learned
- ❑ Prepares you for the demands of college
- ❑ They can see how the skills are directly transferable to careers and life



Knowledge that you take from the classroom –  
**you should be able to apply it somewhere else.**



*The way I know I learned something is if those **skills that I learned are transferable to other aspects of my life.** That's how I know I truly learned something. And having the deeper learning in the classes definitely allows you to apply what you learned elsewhere.*



*\*The concept of Deeper Learning was elaborated to provide context.*



UNIVISION

# Students thoughts on Deeper Learning\* competencies...

“

*My life was structured around exams and multiple choice." And then coming into college, I think it was a shock. My professors would say, "Well, you have complete creative control-- you can do whatever you want with your topics." And I was just like, "What does that mean?" And I think that, like Ilona said, so many people are learning differently, and I think that **until you come to college, you're not exposed to that. And I feel like so many students become disengaged because of that.***

“

*I don't think letter grades measure a person's intelligence. **I only remembered it for the test to get a good grade because that's the way school's structure things.***

“

*Reflecting now, I see that having professors that weren't as structured and **gave me more leeway allowed me to learn more** than having a structured professor who taught for an exam.*

“

***People learn different ways.** I think it's a disservice to students if teachers just really think that they could teach one way and every single student is going to get it. That's not the way it works. People learn different ways and you have to really work with that, and understand your students, and see the best way they can learn. For me, this way of learning was extremely effective as I did the best and got the most out of those classes, built the best relationships with those teachers that, still to this day, I'm in constant communication with.*



\*The concept of Deeper Learning was elaborated to provide context.



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# How are the skills learned through Deeper Learning useful?

- ❑ Learn how to communicate and work well with others
- ❑ Be able to lead effectively
- ❑ Develop ability to persuade others in business
- ❑ Builds confidence to take risks in career

“

*You learn how to present yourself and **how to articulate yourself better**. You also gain more social and professional skills. Those are the things that are most useful.*

“

*People learn differently, and at least personally-- **having that deeper learning implemented in my educational journey definitely made all the difference in the world.***

”

*One of the things that I remember from working in high school was working in groups. Group presentations, group projects, group assignments. One of the things that developed from this was being able to socialize with other people, working together with other students, and even when it comes to an issue within the group, when it's somebody not putting in the work, you're able to develop this skill of how to confront this person, how to be professional about it. And it also applies to college, and how working together is essential, even in the long run for a career. **Many careers depend on working with others so getting along with other people is essential.***



*\*The concept of Deeper Learning was elaborated to provide context.*



# Memorable vs rigorous?

- ❑ **Parents stated preferring that their children have a memorable versus rigorous experience**  
However, most did not understand the clear definition of what that would entail in classroom
- ❑ **They want their children to enjoy their day**
- ❑ **They want their children be active participants in their learning experience**
- ❑ **With the exception of the magnet school in New York; exposure to Deeper Learning was limited**



# Courses participants would like to see implemented

## ☐ Life skills class

Personal Finances (Taxes, budget)  
Short & Long term planning  
How to live on your own  
Voting – Civic Engagement

## ☐ Career and Professional development

How to communicate  
Networking skills

## ☐ Ethics, morals

Emotional Stability  
Building Empathy  
Latin American History

## ☐ Various Languages – Immersive

## ☐ Current Issues

Need to gain a better understanding  
from various perspectives



Design thinking teaches you how to see a problem, **empathize with the people who need the solution**, and then come up with a creative solution. And I think that, going back to what we said before about problem-solving, there should be a class strictly on critical thinking and solving real-life problems because we are taught in textbook format where everything is hypothetical. And what happens, you get to the real world. You're an engineer, and you only know hypothetical. Or I'm a doctor, and I only know hypothetical situations until I actually go to my residency. Then I learn real-life applications. And sometimes, things can't be all textbook-based. So we need to be able to learn, utilize what we learned in the textbook, formulate our own ideas, and solve the problem.



JUST A FEW:

- ☐ Design Thinking
- ☐ Environmental Issues

# Why these courses?

## Financial Literacy

- They are not obtaining this information at home
- They see how stressed their parents are regarding finances
- They worry about their own abilities to manage personal finances in the future

“

When I see **my mom she's always stressing about it** (taxes) and it's not something they teach about. They just throw it in and we're supposed to know about it.

“

How to get through life with the money your job gives you, because **there's a lot of people who don't know how to pay rent or how to pay for their car**, so that's just something really important.

“

*And I remember once in high school, they made us do a budget, but it was **a budget assuming that we were a professional**. And throughout the entire project, I was thinking, "But what about all the years before that?"*

“

*A lot of students, once they go off to college, have to learn on their own. They need to **learn how to budget themselves**, how to shop for groceries, balance their budget when they have a job, tuition, whatever it may be. And I don't think that a lot of students get that. Having a course like this would help students be better prepared for, "Okay, you're on your own. You need to learn how to manage your money now," which is very difficult.*



# Why these courses?

## Empathy / Emotional Stability

- They see the world as lacking empathy and hope for a better future
- Exposed to others who are not receiving proper emotional support or simply empathetic to the needs and being proactive

## Latin American History / Languages

- Better understanding & pride of their own culture

“

Well **with the current state we are in right now**, I know it sounds kind of silly, but emotionally, like how to help a kid get through some stuff.

“

Like if your parents were to pass away, **there are certain people who don't know how to deal with it and they go through some really hard stuff**, so maybe if from a young age we kind of teach children how to let their emotions out in a safe way and a controlled way then instead of them going to do something bad, then that's a kind of help that you can give to a person.

“

We've had multiple school shootings now, and there's been a lot situations where, most of the time, some of the stuff happens because **the kid was suppressed emotionally**.

## Communication / Networking

- Many do not feel they understand how to properly socialize in a professional setting
- They understand the importance of networking and contacts, but do not know how to proceed



# What are the obstacles to implement these new courses?

- ❑ Lack of funding
- ❑ Bureaucracy – school politics
- ❑ Lack of Hispanics in leadership
- ❑ Not enough teachers or knowledgeable personnel/Staff

“

The biggest obstacle to not having all these things that we just mentioned is **money and space**,

“

Having the **correct representation, as in someone that looks like me**, having a seat at the table and then expanding that and then bringing 10 more people that look like me to have a seat at the table.

“

Because they **want to keep the uneducated uneducated**, so that they don't know that they actually do have more power and more say in society than they actually do.

“

*Both money and time go into the idea that if they have one year to make a change and **if it doesn't work, they're probably not going to try it the next year**. And switching into that mind set of, "All right, let's try it again but a different way." Is going to be hard because usually, when both money and time are being wasted, there's no real reason to keep trying.*



# Who are the allies to help implement these new courses?

- School administration, teachers
- Superintendent
- Parents
- Local businesses
- Community
- Students
- Politicians
- School Representatives



“

*I think partnerships with universities and local community partners will be a good idea because if you can really **get somebody who can pay it forward**, that can help with those schools and provide some funding for them. I think that would help a lot. Public schools, that's always going to be the biggest issue. So if you can find somebody that can supply the money for it and help find the professionals that can help with this, that will always help.*

“

*At least, I don't know how they did it here, but in my high school, there was a committee that was basically the one that would make decisions for the school. But in the committee, there were barely any actual professors that were spending time with the students. So maybe, if the committees that would take charge and **make the decisions for the school were actually people who were more involved with the students**, the decisions could have the students in mind more than they do currently.*

“

*I think with a lot of the ideas, whether it would be networking or the kind of the critical thinking, I think that it would be better off to **start them off as workshops**, things that they can have people come in and do it with the students once a month or something like that, which, I mean, it's financially better. You're not wasting too much time on having to pay a teacher the year long to do it. And if it doesn't work, you might not consider it ever again whereas you can see if there's a little bit of change, and then move towards getting the finances for that.*

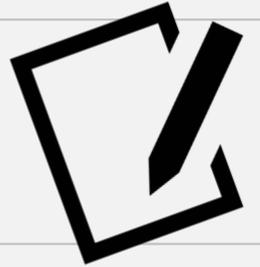
# ON-SITE PARENT SURVEY

**77% feel that their child has been well prepared at school for future careers**

*They are motivated, because so far they are in good standing academically, because their grades are good*

**23% do not feel that their child has been well prepared at school for future careers**

*Need to expose them to various Universities, material is not explained daily, children not motivated*



**The topics the school should focus on in order of importance include:**

Learning how to Learn, Communication, Collaboration

**The skills they believe their kids need in order to succeed:**

Stay straight, achieve goals, Parental involvement, independence, critical thinking, Communication

*\*one off answers, most parents did not answer*

**How they would you want to learn more about this information?**

TV News 86%

Radio 71%

Social Media 43%

Online 31%

Email 6%

**They rely on these individuals during their child's educational path to learn these skills:**

Teachers 100%

State Leaders 29%

Principals 6%

Parents/Family 6%

**Preference in Social Media / Digital Content:**

Video Content with animations that explain 80%

Video Content with relatable stories 14%

Social Media Post 54%

FB Live 0%

Written article 26%

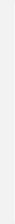


# Looking ahead - Recommendations

- ❑ **Direct connection/correlation of everything to how this translates to their future (Practical)**
  - Salary potential
  - Exploring various career options, such as technical and vocational certifications
- ❑ **Incorporate life skills into Deeper Learning curriculum**
- ❑ **Help empower our audience with content that helps them gain confidence and self efficacy**

## CONTENT

- ❑ **Simplify the content, with an understanding of the basic knowledge the audience has**
- ❑ **Devise a plan to help the audience interact with content on Social Media. Use social media as a tool to get their questions answered that they are not getting elsewhere**
- ❑ **Maximize the power of the brand to bring in audience; via the programs, hosts/talent, etc.**
- ❑ **Create more animated explainers**
- ❑ **Incorporate more radio into media campaigns**



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