



# LATINO CULTURAL HUMILITY TRAINING KEY POINTS

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## BEST PRACTICES

We all have a role to play if we want to achieve health equity in our communities. Depending on your role in the community you can contribute to making a difference in the right direction by advocating for an increased pay of bilingual workers, connecting with interpreters that identifies with the community member's nationality, continuing education yourself in the best practices when working with Latino communities.



## AT A GLANCE CHALLENGES

- Language Barrier
- Limited technology literacy
- Limited affordable housing
- Food Insecurity
- Depression, anxiety, substance abuse
- Domestic violence
- Legal status and work authorization
- Limited affordable health care

## RESOURCES

### Community Resources

<https://www.coachingsaludholistica.com/resources>

### Literature on Latino Communities

<https://www.coachingsaludholistica.com/literature-for-best-practices>

### Bilingual Health Education Infographics

<https://www.coachingsaludholistica.com/health-education-flyers>



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# FACTS ABOUT LATIN AMERICA

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- There are 3 Americas: North America, Central America, and South America.
  - North America: Canada, United States, and Mexico
  - Central America:
  - South America:
- They Speak More Than 370 Languages Throughout Latin America
- Within Latin America, studies have shown that more than 80% of the entire population lives in cities. Because of this fact, Latin America is considered to be one of the most urbanized regions in all of the world.
- Sao Paulo in Brazil is referred to as both a state and a city within Brazil. It is estimated that over 12 million people reside in Sao Paulo which is the largest city in Brazil, one of the largest cities in the Americas as well as the southern hemisphere. Additionally, Sao Paulo falls within the top 10 metropolitan areas in all of the world.
- 20% of the world's oxygen is created from the Amazon jungle.
- Asia is Latin America's second largest trading partner after the United States.
- Ecuador was the first country in the world to give nature constitutional rights and can be defended in court.
- The official name of for Mexico is the United Mexican States.
- The oldest university in North America is the National University of Mexico.
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# THE GROWING LATINO COMMUNITY

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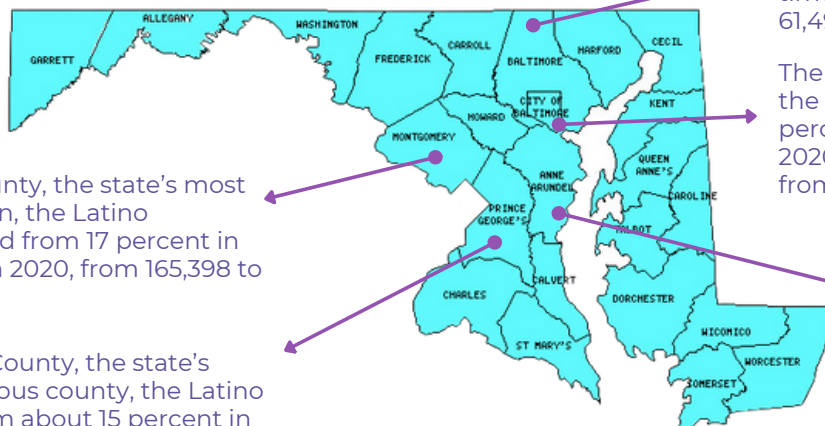
## THE GROWTH IN THE UNITED STATES

- According to the U.S. Census Bureau, the population in the U.S. increased from approximately 22.4 million in 1990 to over 62.1 million in 2020, making up to 18.7% of the total U.S. population.
- The number of Latinos enrolled in college also increased from 2010 to 2019, from 2.9 million to 3.6 million.
- 4 out of 5 Latinos living in the U.S. are citizens.

- In Maryland, the Hispanic community is more diverse with sizable communities from Central and South America.
- Salvadorians represent the largest segment of the State's Hispanic community, accounting for 24.3% of Hispanics in Maryland, followed by Mexicans and Puerto Ricans.
- While most Hispanics in Maryland were born in another country, most Hispanics under 18 were born within the United States and are U.S. citizens.
- Foreign-born residents account for 53.6% of the State's Hispanic community, with 39.1% being non-U.S. citizens.

## THE GROWTH IN MARYLAND

- In Maryland, the 2020 Census showed that Latino/x is now 12 percent of the population and numbers around 744,000.
- In 10 of 21 counties, Latino students comprise more than 10 percent of the student body. In three of these counties, they are 20 percent or more. In Prince George's, it has close to a 40 percent Latino student body based on 2018 data.



In Montgomery County, the state's most populous jurisdiction, the Latino population increased from 17 percent in 2010 to 21 percent in 2020, from 165,398 to 217,409.

In Prince George's County, the state's second-most populous county, the Latino population rose from about 15 percent in 2010 to 21 percent in 2020, from 128,972 to 205,463.

In Baltimore County, the Latino population increased from about 5 percent to 7 percent in the same timeframe, or from 39,865 to 61,492.

The Latino population also rose in the city of Baltimore, from about 4 percent in 2010 to 8 percent in 2020, changing demographically from 25,960 to 45,927.

In Anne Arundel County, the Latino population grew from 6 percent in 2010 to nearly 10 percent of the county's population in 2020. In Annapolis, Latinos now number 22.8 percent of the population.

# MARKETING AND OUTREACH

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## TIPS WHEN CREATING FLYERS

High Context Visual Marketing - Most effective with communities with low literacy rates.

- Less text
- Emphasis on the situation; social and cultural values
- Heavy use of graphics
- Bright and colorful
- Visually varied and active
- Communication viewed as art

Low Context Visual Marketing - Less effective with communities with low literacy rates.

- More text
- People featured in solitary
- Visually ordered
- Less ambiguity
- Flashy, attention grabbing ads considered annoying

## WHERE TO PROMOTE SERVICES

- Radio
- Whatsapp Groups
- Facebook
- Cultural Grocery Stores
- Churches and their Bulletin Board
- Schools

## SOME LOCAL MARYLAND RADIO STATIONS POPULAR IN THE LATINO COMMUNITY

- Radio America 900 AM
- El Zol 107.1
- La Mera Mera 1050 AM
- La Nueva 87.7

High Context



Low Context



FAMILIARITY WHEN ENGAGING THE LATINO COMMUNITY IS CRUCIAL TO IMPROVING CIVIC ENGAGEMENT AND BUILDING TRUST.

Original Version



LOTERIA DE RECURSOS



Collect stamps in this year to the different barriers presented. Only this year Lottery names with stamps, come to the lottery to get a ticket to receive a FREE bag of produce.  
Recurso Salud: mejorar salud de las personas promoviendo la actividad. Solo los días de apertura de lotería con salud, promoviendo a la actividad para obtener un regalo y recibir una charla de producción de salud.

Original used for inspiration for Community Event

# LANGUAGE ACCESS

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## Reminders:

- Be sensitive to language, which has less to do with competency and more to do with the cultural meanings people attach to it.
- For Hispanics/Latinos in the United States, Spanish is a key marker of social, personal, and political identity.
- Consider using bilingual ad messages to appeal to Hispanic/Latino teens—especially from English-language celebrities “who happen to slip in some Spanish.” Hispanic/Latino teens respond best to this message type because it mirrors their own usage patterns.
- Most will speak Spanish but amongst the younger population, a mix between English and Spanish is common known as "Spanglish".
- Reading and writing are not common means of communication among those from lower social-economic backgrounds.
- Clarify roles with your bilingual colleagues and with the support of an administrator if needed.
- Seek out (or advocate for) training on how to work effectively with interpreters in order to ensure appropriate eye contact and parent-focused communication.
- Get to know the communicative needs of your families and avoid making assumptions about English proficiency levels.
- Whenever possible, connect with the interpreter before the meeting to share important documents and prepare them for sensitive topics that may arise.
- Encourage your instructional colleagues to utilize language access resources that are available.
- For planned meetings, request interpreting services in advance.
- Keep in mind that families may have varying levels of literacy and some families may not be able to read emails, text messages, or flyers.

## Practices to Adopt:

- Become familiar with the federal guidance around language access services for parents who are not native speakers of English.
- Clarify roles for your bilingual staff, recognizing that only trained interpreters should be providing those services. Encourage your bilingual staff to communicate directly and build relationships with families in their native language, but do not make them responsible for facilitating the communication between families and other teachers throughout the building.
- When creating family and community engagement plans, always consider the language access services — and any related funding — that will be necessary to ensure all families can be equitably involved.
- Recognize that you are your school's community engagement lead and should model the effective use of language access resources to communicate with everyone in the school community. As James Humes notes, "The art of communication is the language of leadership."
- Help build the capacity of your staff to use available language access resources independently to communicate and build authentic relationships with families.
- Learn about when and how to utilize federal Title funding for language assistance, including parameters around "supplement-not-supplant."

# LANGUAGE ACCESS

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## Google Translate

- Google Translate works well, literally, but often misses context and doesn't get the real message across. If you have available resources, consider having it professionally translated, or "trans-created." This investment shows that you are respectful of your audience and their time. Be conscious of who your translator is and consider who your audience is. People will translate with higher or lower levels of formality.

## Bilingual Staff and Interpreters

- Bilingual/multilingual staff speak multiple languages. They may also be able to write and translate in those languages, but that is not always the case. They may not have had formal training in translation or interpretation.
- Interpreters have received extensive training related to best practices for interpreting/translation, as well as training on specific legal and educational considerations around matters where they will be interpreting.
- Never utilize students to interpret for any reason.

## Guidelines for Working with an Interpreter

- Given the increase of the Latino population in North Carolina, you probably work with individuals who do not speak English. If you bring in a translator, the following guidelines are suggested:
- Introduce yourself and the interpreter to your client(s). Describe the role each of you will serve.
- Learn basic words and phrases in the family's language.
- Avoid body language that could be misunderstood.
- Speak directly to the family and not the interpreter. Look at and listen to family members as they speak.
- Use a positive tone of voice and facial expressions. Be sincere and talk to them in a calm manner.
- Limit your remarks and questions to a few sentences between translations.
- Avoid using slang words or jargon.
- From time to time, check on the family's understanding of what you have been talking about by asking them to repeat it back to you. Avoid asking, "Do you understand?"
- Whenever possible, use materials printed in the family's language.

## BILINGUAL STAFF ≠ INTERPRETERS

### USE BILINGUAL STAFF FOR:

- Communicating directly with families in their native language
- Building relationships with families
- Presenting parent workshops in Spanish or whatever language is common among the parents
- Key access points, like the front office

### USE INTERPRETERS FOR:

- Facilitating communication between families and staff ("middle man")
- Situations that require an unbiased party
- Facilitating communication at workshops and events that are presented in English
- Parent teacher conferences
- Disciplinary situations
- IEP meetings

Source: <https://www.colorincolorado.org/article/equity-through-language-access-best-practices-collaborating-interpreters>:

# TERMINOLOGY

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Many in the United States have the misconception that Latinos are a race, not an ethnic group, but whether their ancestors hailed from Mexico, Central America, Cuba, Colombia, Peru, or any other country in the hemisphere, Latino, Hispanic, and American heritage is far more complex. Many of these terms are used in academic spaces and not widely used in everyday language.

Because of the diverse genetic makeup in Latin America and the Caribbean, Hispanic and Latino not viewed as a race but as an ethnicity.

## Hispanic

- The term began in the 1970s in the U.S. the Mexican American Legal Defense and Education Fund (MALDEF) and other organizations lobbied the federal government to have their community included in the U.S. Census as a distinct ethnic category.
- According to the U.S. Census, refers to people, cultures, or countries related to Spain and the Spanish language.
- Public Law 94-311 (1976) - "Americans who identify themselves as being of Spanish-speaking background and trace their origin or descent from Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish-speaking countries."
- The full Census conducted in 1980 would collect information on U.S. Hispanics for the first time.
- Reasons why some community members may not identify with this term:
  - It may not appropriately represent them if they are from Brazil, Belize, or another non-Spanish.
  - If used in Spanish, it may be difficult to make it sound gender neutral.
  - Some community members may not want to be tied to Spain due to the Spanish inquisition. (By the U.S. Census' definition, people from Spain are 'Hispanic').

## Latino

- Latino/Latina: A native or inhabitant of Latin America and/or someone of Latin American origin. Also used to describe a male or the general community.
- Used to describe someone as native or inhabitant of Latin America and/or someone of Latin American origin.
- Primary languages spoken in Latin America is Spanish, Portuguese, and French.
  - Subgroups
    - Latinx: A native or inhabitant of Latin America and/or someone of Latin American origin. This term is used as gender-neutral or nonbinary in English.
    - Latine: A native or inhabitant of Latin America and/or someone of Latin American origin. This term is used as gender-neutral or nonbinary in Spanish.
    - Afro-Latino: A person of mixed African and Latin American origin or descent.
    - Caribbean- Latino: A person of Caribbean origin or descent that shares cultural beliefs and practices with most of Latin America like Haiti, Dominican Republic, etc.
    - European-Latino: A person of mixed European and Latin American origin and descent. This term is not as popular.
    - Asian-Latino: A person of mixed Asian and Latin American origin and descent.



# WHEN WORKING WITH LATINO FAMILIES

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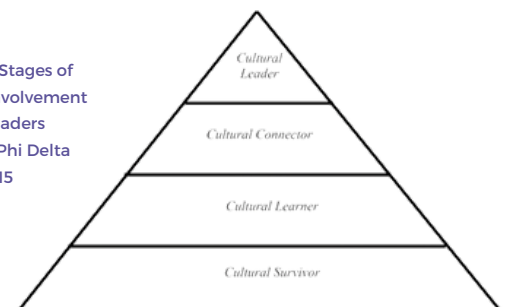
## Tips

- Avoid assumptions. Hispanics fall into many ethnic groups; many were born in the U.S., speak English, and lead a very "modern" lifestyle. Take the time to find out about each family's beliefs and values.
- Understand traditional gender roles. *Machismo* can mean a nurturing, protective man as well as the stereotypical "tough guy." Women, too, contribute substantially to their families in traditional roles. Their connections with extended family can be especially important. However, don't generalize about gender roles.
- Recognize the importance of family. Be willing to devote the time and energy necessary to meet as many members of the family as you can. Be ready to help families maintain their traditional family system, even in the face of great obstacles.
- Understand the importance of *agregado*. Those related by marriage and very distant relatives are often significant connections. Don't overlook this valuable family resource.
- Don't give offense. This seems obvious, but understand that clients may take offense if they feel you have insulted members of their family, even slightly, even if you are trying to help. Recognize the importance of respect, honor, and courtesy. Honor cultural and family traditions.
- Learn Spanish. You may fear clients may take offense if your Spanish is not very good, but this is unlikely. Simply making an effort is a sign of respect. However, if you cannot speak Spanish fluently, use a bilingual specialist. For tips on working with a translator.
- Don't take offense if a family is uncomfortable with "Anglo" systems of care. There is pressure on immigrants to adopt the practices of the dominant culture, but doing so may cause a great sense of loss, and may be detrimental to their ability to function. Rather than adding to this pressure, find out how they have traditionally solved problems.

## Key Observations & Takeaways

- Older persons are often addressed by their last name.
- Avoid most gesturing, some may have adverse connotations.
- Evaluate all questions and Instructions.
- Encourage the community to ask questions.
- Using children to translate puts the parent and child in a difficult reversed power and authority position and should be the last resource.
- The religious affiliation of Hispanics/Latinos in the United States is 68% Catholic, 20% Protestant, 8% Secular, 3% Other Christians, and 1% Other Faiths.
- Most will speak Spanish but amongst the younger population, a mix between English and Spanish is common known as "Spanglish".
- Reading and writing are not common means of communication among those from lower social-economic backgrounds.
- There is an expectation that professionals are to be warm and personal.
- Faith and church are often central to family and community life; this is especially apparent in the understanding of illnesses and healing.

Outreach Base on Stages of  
Immigrant Parent involvement  
- Survivors to Leaders  
by Y Han, J Love - Phi Delta  
Kappan, 2015





# WHEN WORKING WITH LATINO PARENTS

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## **Create the environment.**

Creating a nonjudgmental environment where families feel comfortable and part of the community is essential. Think about what families see and hear when they get to the school. Is anyone making them feel guilty about what they do or don't do? Is it clear that you are creating a space for them?

## **When creating events for parents, have childcare and food available.**

Parents with younger kids, single parents, and immigrants who don't have any family members nearby to help can only attend events if they can bring their kids with them. In addition, especially when working with lower-income families, providing food is very important. If families don't have to make dinner, they're more likely to attend your parent night. Having food that they enjoy and makes them feel at home is a plus.

## **Always have Spanish resources available.**

Even if many Latinx parents are bilingual or speak English only, many immigrants don't speak English well enough to fully understand what you are communicating or to feel comfortable talking to you. Whether it's a handout, a presentation, or simply a text message, make sure you always have well-written translations or interpreters available. If you have a large Spanish-speaking population in your school, consider inviting members of the school or guests who speak Spanish to present. Always be mindful that there may be parents that have not known how to read and write in Spanish so providing verbal and written information will be inclusive.

## **Recognize parents' achievements and contributions.**

David Linhares, community school coordinator at the Hoover Family Center in Redwood City, California, says, "The simple fact of acknowledging the work that parents already do helps families feel like partners in their child's education. This leads to greater trust in the school and makes parents more open to engaging in school activities. Another simple way to do this is to recognize families with certificates or diplomas after parent workshops or in a parent volunteer group. This can instill a sense of pride around education and their relationship to their own educational abilities."

## **Use student events as a chance to connect.**

Whether it's a play, a presentation, or a music concert, if kids are part of the activity, parents are more likely to attend. Take a few minutes before or after the event to connect with families, answer questions, and share important information. You can also send videos of the event afterward to connect with families on the communication platforms you use.

## **Empower the most involved parents and caregivers.**

That parent or caregiver who is the first to volunteer, speaks at every meeting, and has an opinion on most things can be your best ally. Parent ambassadors can help you mobilize other parents and spread information. Their interest, energy, and understanding of the day-to-day life of their community can help you boost engagement and even get some of the work off your plate.

## **Celebrate Latinx culture in your classroom and school.**

Go beyond Hispanic Heritage Month and celebrate Latinx people and culture year-round. Whether it's culture-affirming class projects, the selection of books in the library, or special guests and school-wide events, teachers and administrators can strive to make choices that reflect, recognize, and celebrate the Latinx students and families they serve every day.

# WHEN WORKING WITH LATINO PARENTS

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## **Create a Spanish-Language-Only Parents Gathering**

Among Latinos the sense of community is very strong and often they may feel more inclined to get involved in their child's education if the event is entirely in Spanish with members of their own community. It is important for teachers and educators to get the parents involved early in their child's English immersion or ELL program. Make sure to have an interpreter at hand or a member of staff who speaks Spanish to interact directly with the families.

## **Use Parent Liaisons to Facilitate Informal communication With School**

Make sure that parents liaisons reflect the various communities present in the school as this will encourage parents to engage with them, take a proactive role in the education of their children. Unfortunately, teachers sometimes misinterpret the lack of engagement of Latino families for indifference in their child's education when in fact it may just be a language and/or culture barrier. Latino Parents will often view the teacher as the expert in their child's education and everyone would benefit from the involvement of Latino families in the school environment.

## **Time of Parent Interactions and Events**

Low attendance of Latino parent engagement may be due to several reasons, one may be the time the events take place.

Some families may have parents who may work more than one job so evenings during the week may not always be available to attend events or the time of their primary job might be in the evening and parents may prefer to attend events in the morning or day. With each new school year or new semester it would be beneficial to survey parents on their availability in terms of days and times.

## **Interest in Workshops**

Although we may have the best interest in organizing certain workshops based on topics we may perceive as important it may not reflect the parents interest. This could be due to lack of awareness of the topic and its importance or there may be underlying disparities and barriers that make it difficult for parents to connect with the topic.

## **Value of Education**

The value and perspective on education may vary with each Latino family and being able to meet with parents where they stand is important to understanding how to best engage with them. Engaging parents in conversations like what their goals are for their children for the school year and long term can help teachers understand how to navigate assignments and conversations. We want the message that is given about the value of education to match with positive outcomes through achieving education. Some families may value labor and work as something more valuable than education so making the connecting between education and success in labor/work long term can help families grow financial literacy and see how it connects to their beliefs and values to grow in generational wealth. Another reality for many Latinos may be affordable childcare. Some families may struggle to find childcare for their younger children so children may become truant to either work, take care of their younger siblings, limited transportation to and from school, or issues at home. Lastly, although the number of Latinos graduating with a college degree is increasing many are still unable to afford the cost of education. Costs of education can include the costs of field trips, meals, clothes, school supplies, or college tuition. Helping families connect with education opportunities to grow their financial literacy and helping them connect to community resources to help cut costs can make education more accessible.

# WHEN WORKING WITH LATINO STUDENTS/YOUTH

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## **Recruit and Retain Diverse Teachers**

Throughout the U.S., “only one-tenth of 1 percent of Latino students attend a school system where the portion of Latino teachers equals or exceeds the percentage of Latino students,” according to the Brookings Institution. That analysis showed that 85% of white teachers were teaching at the same school they taught in the year before, whereas only 79% of Latino teachers fell into that category.

The Brookings Institution recommends:

- School districts should increase investment in recruiting and retaining teachers of color
- Universities should improve diversity among those preparing to teach
- Potentially offer financial aid and robust career assistance for teachers
- Create private donor programs underrepresented groups that offers recipients a substantial student loan to be forgiven if they teach in a public school for at least two years Education Latino Students Improve K-12

## **Improve Food Insecurity**

Latino and Black households are more likely to suffer food insecurity (16.2% and 21.2%, respectively) than the national average (11.1%), according to USDA data. In schools, school meals are rising as a solution to both food insecurity and nutrition insecurity, especially for students of color. But for Latino students, many attend schools with high levels of access to unhealthy foods and sugary drinks in school stores, snack lines, and vending machines. Latino students ate or drank 47 more “low-nutrient” calories per day than their peers, according to a Salud America!

To improve the food Latino students are offered, The Brookings Institution recommends:

- The federal government could increase the maximum Supplemental Nutrition Assistance Program (SNAP) benefit
- State and local governments could also invest more in food security programs, potentially by giving families an electronic benefit transfer (EBT) to purchase meals (especially over the summer)

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- Some schools and districts with at least 40% of students qualifying for other assistance (like SNAP) have started offering free meals to all students, which improves food security and eases the administrative burden on schools and school districts
- School districts could also expand summer meal flexibility, perhaps through creating more food pickup locations

## **Devote Resources to Close the Remote-Learning Gap**

One of the issues educators and administrators face is not having a full understanding of the digital divide issue at-large. Nationally, over 15 million students do not have sufficient internet access. Over 300,000 teachers struggle to educate due to poor connection, according to the Common Sense report. The Brookings Institution suggests:

- Offering summer school, while others consider the benefits of after school programs that target learning gaps.
- Both have the potential to improve student learning outcomes and may give working parents (especially those with unpredictable schedules) more flexibility.
- Schools may also consider supplementing instruction with high-quality tutoring during school, after school, or in the summer.

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## **Shape Family-Friendly Immigration Policy**

Education impacts the lives of children and families — especially for immigrant families.

If schools do not accommodate to those needs, it can affect socio-emotional needs of these children and adults.

For dual-language students, education can be difficult, considering 81% of teachers are white, according to new research from the National Association of State Boards of Education (NASBE).

The experts at Brookings say that, “education and child welfare being weighed heavily in the shaping of immigration policy.”

Those researchers Recommend:

- Keeping families together when making decisions about the immigration status of parents
- More help being provided to immigrant students
- Lowering language barriers in programs to help those receiving federal assistance designed to expand educational opportunities for young low-income children.
- Policymakers emphasizing communicating public food assistance
- Further workforce development,
- Greater housing assistance
- Other access to other programs for immigrant families

## **Place Value on the Students' Languages and Cultures**

Teachers and staff should attempt to gain a rudimentary command of the Spanish language. In addition, they should not punish students for using their native language in contexts where English is not expressly called for. At the very least, teachers should become knowledgeable about the various Hispanic cultures. Let us not forget that although “Hispanic” is a convenient label for many of us, most Hispanics consider themselves first and foremost Mexicans, Puerto Ricans, Colombians, and so forth. A child from a Mexican family learns certain customs utterly unknown in a Cuban family, and vice versa.

## **Set High Expectations for Language-Minority Students**

Educators can, for example, enable students to exit ESL programs quickly, offer bilingual advanced and honors courses, ask colleges to send Hispanic recruiters, and invite Hispanic graduates to return to school to encourage their peers. Further, they should not assume that these students' language barriers make it difficult, if not impossible, for them to succeed. Keep the standards high for them, and they will respond in kind.

## **Design Counseling Programs that give Special Attention to Language-Minority Students**

Counselors who speak Spanish can more effectively address problems originating in the home. Counselors should investigate grants, endowments, and other financial aid available to Hispanic high school graduates for college study.

# HOW TO ENSURE HEALTH EQUITY FOR LATINOS

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## Addressing Food Equity

- Organizing food distributions and pantries in low-economic status Latino communities.
- SNAP education and application assistance clinics.
- Strengthen SNAP benefits - online accessibility.
- Engage youth in food distributions.
- Culturally appropriate nutrition education.
- Improvement of environment - e.g. community gardens and gardening classes.

## Addressing Health Care Access

- Building community clinics and community clinic capacity.
- Affordable transportation
- Improve public knowledge on preventative health in Spanish
- Affordable prescription programs
- Affordable assistance programs like Emergency Medicaid, Care for Kids, etc.
- Community based health services.

## Addressing Affordable Housing

- Increase equity in voting opportunities.
- Increase Immigrants access to safety net programs.
- Tenant rights education.
- Affordable housing assistance programs.

## Addressing Affordable Education

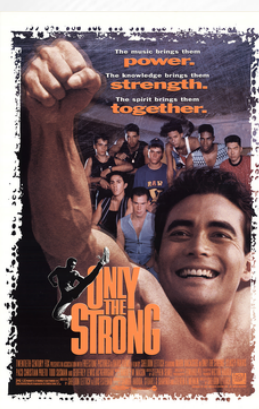
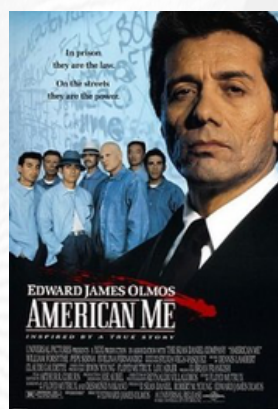
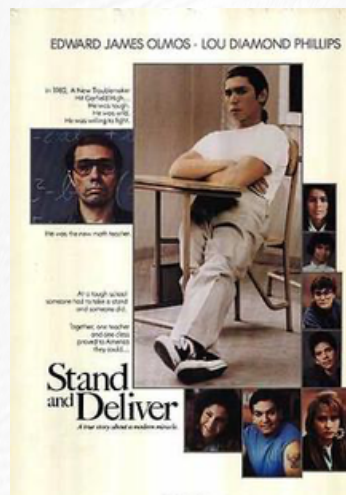
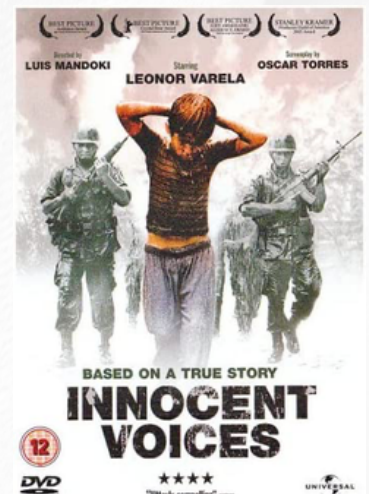
- Awareness of connectivity programs and clinics for application assistance.
- Cultural celebration at libraries through events and literature.
- Affordable/Free laptop distributions to school-age children.
- Affordable childcare.
- Affordable public transportation and Improve public knowledge about transportation decision-making.
- Affordable dress codes - clothing assistance programs.



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# MOVIES INSPIRED BY LIFE EXPERIENCES OF LATINO COMMUNITIES

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