The purpose of the current study was to explore and visualize connections between schools and Latino families. During key-informant interviews, coordinators discussed some of the characteristics that add value to their roles. While most but not all coordinators are bilingual/bicultural, they all share personal connections to their local Latino community and are committed to advancing the mission of Juntos. We used Coggle to visualize these networks. Coggle is a mind-mapping web application that produces a visual representations through engagement (Figures 1 & 2).

In order to explore the social networks of Juntos coordinators, we conducted semi-structured key informant interviews (n=13). During key-informant interviews, coordinators discussed some of the characteristics that add value to their roles. While most but not all coordinators are bilingual/bicultural, they all share personal connections to their local Latino community and are committed to advancing the mission of Juntos. The Institutional Review Board at OSU approved the study protocol.

**METHODS**

**RESULTS**

The coordinator position is unique in each community, varying with local need and capacity as well as with the entities funding or sharing the position (A-H, Migrant Education Program, community colleges, etc.). This leads to diversity in the backgrounds and skills each coordinator brings to the program and also expands the possibilities for expanding Juntos’ network of influence (Figure 2).

The coordinators’ own journeys inform their work and promotes organic development of community networks, a vital component of Juntos (Figure 3). Coordinators report that these networks, and those of the facilitators, are beneficial to Juntos and their professional development (Table 1).

**CONCLUSIONS**

Findings show the wide range of community connections that coordinators bring to Juntos by visualizing the breadth and depth of the connections that coordinators bring to the table to benefit students, families, schools, and community partner agencies. Coordinators report that these networks are mutually beneficial to Juntos, and local community partners. Establishing trust with students, families, and the local Latino communities is critical for the success of Juntos. This is especially true in times and places where Latinos are facing interpersonal and institutional discrimination and other threats to their academic progress.

**REFERENCES**


**STUDY OBJECTIVE**

The purpose of the current study was to explore and visualize the social networks of Juntos coordinators.

**JUNTOS COORDINATORS**

Juntos coordinators are the “face” of the program in their communities and are primarily responsible for organizing and delivering program activities. In communities with new Juntos programs, coordinators lead the development of relationships with the schools, local partners, and families. Coordinators also recruit and oversee facilitators; as Juntos gains traction in a community facilitators may assume more responsibility for program logistics and delivery. The relationships developed by coordinators sustain Juntos through financial and logistical support, stability and credibility with participants and stakeholders, and channels for family engagement. In communities where the coordinator is not bilingual or new to the area, facilitators are especially valuable in building connections between schools and Latino families.

**Table 1. Juntos coordinators’ civic engagement, inputs & outputs to/from Juntos**

<table>
<thead>
<tr>
<th>Community connection</th>
<th>Civic engagement</th>
<th>Inputs &amp; outputs to/from Juntos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health care</td>
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<td>Education</td>
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<td>Business and industry</td>
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<td>Community colleges</td>
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<td>Advocacy and politics</td>
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<tr>
<td>PTA and community engagement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Figure 1. Juntos Oregon program sites (2011-2018)**

**Figure 2. Two visualizations of Juntos coordinator networks.**

**Figure 3. Juntos coordinator networks by level of influence**

**BACKGROUND**

Education is one of the strongest social determinants of health, and is associated with predictors of wellness including healthcare access, employment, and income. Racial/ethnic disparities in educational attainment are indicative of structural inequity across multiple sectors and are a public health priority. Oregon is confronting statewide challenges in educational attainment and serving underrepresented learners. Disparities for Latinos, including lower rates of high school and post-secondary completion, have significant community impact. Latinos make up 13% of the state’s population and 23% of K-12 enrollment. The growth and comparative youth of the population is driven by US birth. At school, Latino youth and their families face barriers to college/career readiness. This may be due in part to a lack of linguistically and culturally appropriate resources, as well as structural bias and cultural factors that inhibit community engagement and academic motivation.

**PROGRAM DESCRIPTION**

Juntos is a multi-component program intentionally designed to bring Latino families and educational institutions together to transform pathways to higher education for Latino youth. Programming is delivered in Spanish in partnership with schools and empowers families with knowledge, skills, and resources to promote post-secondary access. Since 2012 Juntos has strategically grown to 27 statewide communities (Figure 1), reaching over 3,500 participants. Through community and regional partnerships Juntos strengthens networks for community engagement and invests stakeholders in educational equity for Latino students.