

# Journal of Latinos and Education



## **EXAMINING THE IMPACT OF COVID-19 PANDEMIC ON LATINO STUDENTS: ENSURING EDUCATIONAL SUPPORTS, OPPORTUNITY & EQUITY**

### **Special Issue Call for Papers**

#### **Editors:**

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### **Focus of the Special Issue**

The COVID 19 pandemic has been devastating on many communities considered to be economically and socially vulnerable, including Latinos. Low-income communities of color are also more like to die from the COVID virus due to a host of factors which is compounded by poverty, employment as “essential workers,” and inequitable access to health care. In April 2020, Latino represented 56 percent of cases (n=41,386) in California and 39 percent of deaths—the highest rate of deaths across the state. As of December 2020, Latinos represented 57 percent of cases (n=887,580) and over 47 percent (n=11,575) of deaths in the state. Latinos also represent a disproportional number of cases. The number of cases of Latinos with COVID undoubtedly affects Latino families and communities, with many Latinos classified as essential workers while also left to navigate a virtual educational experience for their children. Educational equity was a challenge for Latinos before the pandemic—and now, 11 months in, Latino students remain under served, with their needs largely ignored across the P-20 educational continuum.

Latino families are managing impossible demands and at times have become the primary teacher for their children in the home, or at least overseeing the educational process. While most students are falling behind during the pandemic, Latinos and students of color are faring far worse than non-diverse students, particularly those from more affluent backgrounds. The reality of remote learning is that it has shed light on the gross inequities that exist in resources (quality of technology, connectivity, teachers) and navigational access to technological sources schools and districts are utilizing during the pandemic.

### *Impact on Latinos in Higher Education*

Latinx college students are dealing with this crisis in ways that we have yet to fully understand and comprehend. Many undergraduates have returned home to engage in online instruction. They have also faced the harsh reality of an unpredictable economic climate, and many have sought jobs as shoppers, in construction, and as essential workers to help offset the economic losses of their families. Examining the impact of the pandemic on Latino students across the P-20 continuum will provide important insight for interventions and responsive policy to ensure Latino students are afforded equitable solutions. This special issue of the Journal of Latinos in Education will seek to answer the following:

1. How are Latino students, parents and communities responding to the demands of education while balancing the adverse effect of COVID-19 on their families and community?
2. How are IHEs responding to the needs of their diverse students? Are they providing broader supports to their first-generation, low-income, or immigrant students?
3. What role does education policy have on ensuring broader Latinx access and opportunity, and ultimately impacting a rebound strategy at the local, state and national level?

This special issue focuses on the impact of COVID on Latino/a/x students, families and communities across the educational continuum. Several scholars have been researching the real-time impact of COVID on our Latinx students, everything from family demands/economic uncertainty, online education, college transition stalled, to college students taking on additional family roles and economic responsibility. To this end, we will invite research that employs various research methods and theoretical frameworks. It is critical that Latinx scholars inform both the discourse and offer critical reflections on the impact of the pandemic on Latino students while also developing culturally responsive solutions with and for the Latina/o/x community.

### **Peer Review Process**

All articles will undergo a peer review process. The editors also want to model peer mentorship in this process. Therefore, authors are strongly encouraged to work with doctoral students or junior scholars on these submissions.

### **Journal Timeline**

April 16, 2021: Abstracts Due

May 30, 2021: Decisions on Accepted Articles to Invite

August 30, 2021: Manuscript Due

### **Submission process:**

Please submit a one-page abstract to Dr. Eligio Martinez Jr. at [eligiom@cpp.edu](mailto:eligiom@cpp.edu) outlining the study overview, research methods and initial findings.