

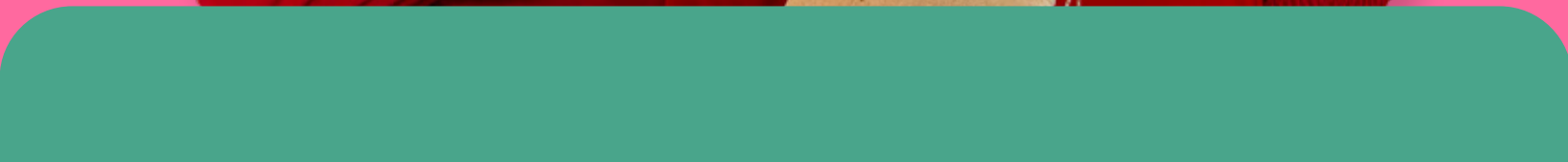


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THE ADVOCATE FOR KIDS



**Every Voice
Every Vote**

Latino Education Poster Newspaper





**Every Voice
Every Vote**

Final Project Report:

Latino Education Poster Newspaper

Philadelphia, July 2025

Team Members and Contributions

This report is the result of a collaborative effort by the 2Puntos Platform editorial and production team:

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Emma Restrepo - *Founder of 2Puntos Platform.* Led project coordination, editorial vision, and community engagement strategy.

Fernanda Sanchez - *Operations Manager.* Also responsible for social media management and the design of the report.

Pablo Mantilla - *Video Producer.* Created audiovisual content tailored for social media distribution.

2Puntos Platform is a hyperlocal multimedia initiative based in Philadelphia. 2Puntos Platform is made possible with the support of the **Independence Public Media Foundation**

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Grant Term: May 2024 - November 2025

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01

PROJECT SUMMARY



The Latine community in Philadelphia has grown exponentially over the past 15 years, and in November 2024, the School District of Philadelphia released enrollment numbers for the 2024-25 academic year, which showed that for the **first time in 10 years**, there was an increase in the number of students enrolled in district-operated schools. Latine children are becoming a growing demographic in schools around the city, and the number of Latine/Hispanic students has increased by 51% since 2018. However, despite Latine children being a large part of the student population in the city, their academic performance leaves much to be desired. **Children’s First 2024 Pa’lante report shows that Latine and Hispanic students weren’t performing as well as their peers in state standardized testing.**

2PuntosPlatform is a hyperlocal multimedia platform that serves the informational needs of the Latino community in Philadelphia. Through journalism, storytelling, and community engagement, we aim to make civic and social issues more accessible and relevant to Spanish-speaking audiences. While speaking with parents and community advocates, 2PuntosPlatform **recognized an information gap between Latine parents and the Philadelphia public school system.** Often, Latine parents **don’t know how to access the resources the city provides**, or aren’t able to communicate their concerns. On the other hand, the city isn’t always able to reach members of the **Latine community**, and this makes it harder for them to address their needs. Parents have reported having issues accessing translation services and finding crucial information they need to do something as basic as enrolling their children in school.

Parents need to learn how to participate in their children’s education. So they can advocate for what they need to succeed in the classroom. To address this issue, **2PuntosPlatform produced an education series called “Latinos, la escuela!”** using a **collectible-format poster-newspaper** designed to compare and demystify aspects of the education system for **Latina mothers in Philadelphia**. Recognizing our limitations in this complex subject matter, we reached out to **Children First for support**. We wanted to include the perspective from professionals who have worked in this field for a long time. Unlike our typical collaborations with media outlets, this partnership proved especially valuable given Children First’s deep expertise in education and child health policy. Their role as a leading public policy organization helped ensure our content was both accurate and impactful.

With support from the **Lenfest Institute** through the **Every Voice, Every Vote** initiative, we were able to develop the second edition, focusing on early education. The Lenfest Institute’s **support also allowed us to distribute the first edition while simultaneously evaluating its reception and effectiveness**. At the same time, we launched the research phase for the second edition, which focuses specifically on early childhood education and enrollment processes.

During the production of the **first poster newspaper**, we recognized the **need for a more practical, take-home resource** that could complement the larger format. This led to the creation of a small, foldable pamphlet containing additional information about available resources, enrollment steps, and **support services for families**. The pamphlet is designed to be distributed alongside the two poster newspapers as a **“combo,”** making the information more accessible and easy to reference for **Latina mothers navigating the education system**.

Focus groups have played a vital role in this project and the Platform overall. This focus group initiative is detailed further below.

As part of our efforts to uplift and inform our community, we collaborated with **Chalkbeat** in order to **get a better understanding of the educational system in Philadelphia**. This led to a forthcoming article centered on the educational experiences and challenges that **parents of Latine children face when navigating the school system in Philadelphia**. This collaboration was made possible and strengthened through our active participation in the **Philadelphia Journalism Collaborative (PJC)**. By joining the collaborative's **EVEV (Every Voice, Every Vote)** initiative, we deepened our relationship with Chalkbeat and other member organizations, ultimately leading to the development of this impactful piece. The article—set to be published soon—highlights critical insights from Latine families and advocates, further amplifying the voices of a historically underrepresented community.

This project aims to close the information gap and provide parents with an **accessible guide that compiles all the information they will need to navigate the early childhood education system in Philadelphia**. 2PuntosPlatform firmly believes that if Latine parents learn how to participate in the school system successfully, their children will also learn to participate in politics, democracy, and overall civic engagement. Children tend to learn from their parents' example, and if parents engage, their children will become **active community members**.

Despite steady progress, **the project has faced delays due to challenges related to the new administration.** Frequent changes and uncertainties in procedures made it necessary to update content multiple times, which pushed back our layout and printing timeline. Additionally, conducting **focus groups has been difficult due to an atmosphere of anxiety and fear among participants,** affecting community engagement efforts. As a result, we are currently midway through implementation. We still need to **conduct three focus groups and distribute the second edition of the poster newspaper in schools** once they reopen for the 2025-2026 academic year.

02

OBJECTIVES AND RATIONALE CORE NEEDS



2PuntosPlatform identified the core needs the Latine community faced when **navigating the education system in Philadelphia**. This was done by talking to parents, community members, and advocates who have worked on this topic for several years.

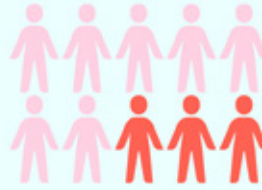
Latina mothers usually face several barriers when it comes to the education of their children. First of all, parents have a hard time understanding the requirements to enroll their **children into school**, and while this information is available online, it's not necessarily accessible to people in the **Latine community**, since not everyone has access to the internet, the ability to understand English, and can comprehend the organization of the **School District's website**. In addition, the school **system in the United States is strikingly different** from the educational **system in Hispanic and Latin American countries**, so some parents need a more thorough breakdown to explain the differences between the levels of education offered in Philadelphia, in this case, the different types of childcare. Latine parents need to know what type of services are available to them so they can make informed decisions that benefit their families.

Not everyone's **immigration status is the same**; therefore, Latine parents also need to make sure they know **important information** like whether or not they qualify for child care subsidy, how to provide proof of residency, and how to **start the application process**. Therefore, our guide aims to compile all the important information parents will need to get by.

Latine children education in Philadelphia



Less than 60 % of latine students in the city graduate high school on time



Seven out of ten Hispanic children don't perform at a proficient level in math or English

The Hispanic population in Philadelphia has grown exponentially during the past ten years and the Latine community has almost doubled its size,

The Philadelphia Inquirer reported

Latine population in Philadelphia:



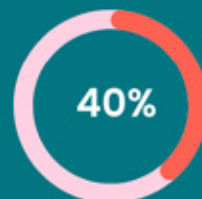
Approximately 43,983 students of the 178,758 children enrolled in the school district are Latine or Hispanic. This is almost:



One in four Hispanic students performed proficient or advanced on the ELA section of the PSSA in 2023



The proficiency of hispanic students went down by 9% between 2019 and 2021



Out of 3,331 Hispanic/Latine children in Child Care in Philadelphia 40% of them are in High-Quality programs, according to a 2024 study by Children First

By: Valeria Uribe

Approach

Our approach is unique and accessible, as we understand how the Latine community consumes information and their priorities. We design the **“Posternewspaper”** as a visually appealing product that can be displayed on walls. We chose this theme so parents can hang the poster in their children’s bedrooms, so schools feel inclined to display it publicly, and therefore, more **people can access information**. This allows the public to consume the content cost-effectively, and since the material is collectible, schools can display the multiple editions we have produced.

It’s made up of two comprehensive sides, one that explains the different types of child care, and the other has requirements that **parents need to comply** with. We are aware that not everyone in the **Latine community** has the same level of literacy; therefore, the language we used is easy to understand and direct. Lastly, we are aware that Latine parents don’t always **know the resources available to them, so we included a list of organizations and resources** they can access to help them through the different stages of this process.

03

ACHIEVEMENTS AND IMPLEMENTATION



Milestone 1 - Engage

Focus Groups Methodology

To better understand the experiences and barriers **Latina mothers face when navigating Philadelphia's early education system**, 2PuntosPlatform facilitated a series of community-led focus groups between **October 2024 and July 2025**. These sessions were essential to both shaping the content of our **poster newspaper** and identifying the broader structural challenges **immigrant families** encounter within the public school system. Rather than organizing the groups ourselves, we prioritized trust and familiarity by **working with respected members of the community** who convened each session, and women who used to be educators in their countries before coming to Philadelphia. This approach created a more welcoming environment where participants felt safe to share their honest opinions and lived experiences. Our team was present to observe, ask guiding questions, and listen.

Each **focus group began with a short discussion on the early education system**, followed by time for participants to review the poster newspaper and reflect on its design, **clarity, and usefulness**. The conversations naturally evolved into broader discussions about access, equity, and communication within the **school system**. Across the different sessions, several recurring themes emerged: **participants described difficulties finding reliable information, navigating school websites, and receiving adequate language support**. Many also shared that they were unaware of their rights or their children's eligibility for services, often resulting in missed opportunities. Several mothers revealed that fear—especially around immigration status—discourages them from engaging with school personnel or asking for help.

Parents spoke openly about feeling unwelcome in some school or daycare environments, with some recalling instances of discrimination based on language or ethnicity. ESL programs were another source of concern. While some found them helpful, others believed **their children were being used as informal translators for educators, taking on responsibilities that slowed their learning**. Parents also reflected on how cultural differences affect their children's adjustment in the school system, particularly when trauma or interrupted education is not acknowledged by educators.

Feedback on the **poster newspaper** itself was generally very positive. Participants appreciated the design, the **clear language**, the helpful breakdown of childcare options, and the inclusion of acronyms and legal rights. Many said the format was easy to carry, accessible to different **literacy levels, and even engaging for children**. **Suggestions for improvement** included making the cover more visually striking, reducing the amount of text in some sections, and adding more detailed resource information and links. These insights will inform the design and content of future editions.

The **focus groups** not only offered valuable **feedback on the poster newspaper** but also revealed important gaps in information access, trust in institutions, and civic knowledge. These findings underscore the importance of creating culturally and linguistically relevant media tools to bridge the divide between immigrant families and the **public education system**.

Focus Group Locations

- Welcoming Center at the Bok Building, October 9, 2024, facilitated by Zulma Guzman. Zip Code 19107.
- Mexican Consulate in Philadelphia, October 15, 2024, facilitated by Deputy Consul Raúl García. Zip Code 19106.
- Mexican Consulate in Philadelphia, July 1, 2025, facilitated by Deputy Consul Raúl García, and Carlos Obrador, Head Consul of Mexico in Philadelphia. Zip Code 19103.
- Private residence in North Philadelphia, December 6, 2024, and July 9, 2025, hosted by community member Yessenia Florian.

We still need to conduct three more focus groups, which are already being planned and will take place throughout the month of August and September. Visits to schools with significant Latino representation and local churches are also planned for these months.

Milestone 2 - Inform

After months of research and interviews with both community members, experts, and activists, we developed a comprehensive early childhood education poster-newspaper to help parents navigate the Child Care level. The guide includes resources parents can access and a list of their rights, so they can obtain the information and services they are legally entitled to. We printed 3,000 copies.

Content

Final edition of the poster.



Distribution strategy

Target zip codes around the city.

When we got **the grant**, we were in the **distribution process of the first edition of this education series**. We used the focus groups we conducted to examine the first edition, made improvements for the version on early childhood education (second on the series), and started a distribution network that we later used to distribute the second edition. In addition, **Children First** hasn't only helped us **review the content of the poster-newspaper**, but also helps us connect with people around the city who have been key contributors during the distribution process. This has allowed us to be more strategic about where we distribute copies of the post-newspaper and helped us identify areas with high numbers of **Latine/Hispanic students**.

In addition, it is important to note that the women who participated in the focus groups are very well connected within the community, which allows for a **“chain distribution effect.”** Mothers who left the focus groups with copies of the poster-newspaper later distributed them to their friends, family members, and other people within the Latine community.

VozColectiva played a vital role in helping us engage directly with the community. As a community-led **newsroom within 2PuntosPlatform**, **VozColectiva amplifies the voices of Latina women** through collaborative storytelling and civic engagement. It also serves as a space for training, dialogue, and media production centered on the experiences and needs of the **Latine community in Philadelphia**. Through their support, we were able to distribute the poster-newspaper in various beauty salons across the city, as well as in Tierra Colombiana, an **iconic restaurant in North Philadelphia**.

In addition, **Philatinos Radio**, a **digital community radio station**, also helped expand its reach by keeping copies of the poster-newspaper available for distribution to **community members** who visit the station to participate in programming.

The **Mexican Consulate in Philadelphia** plays a crucial role in our distribution strategy, with more than a hundred people visiting its offices each day.

Its reach makes it one of the **most effective locations** for connecting with the Latine community. While our project materials may reference a single **ZIP code**, in practice, the poster newspapers are distributed widely throughout both **North and South Philadelphia**—especially in areas where Latino populations are most concentrated. These include ZIP codes such as **19133, 19134, 19140, and 19148**, which cover neighborhoods like Fairhill and sections of South Philly with some of the city’s highest percentages of Latino residents. The same is true for other distribution points like **Tierra Colombiana and various beauty salons and cosmetology associations**, because they are all in areas that are frequented by large numbers of people from the Latine community.

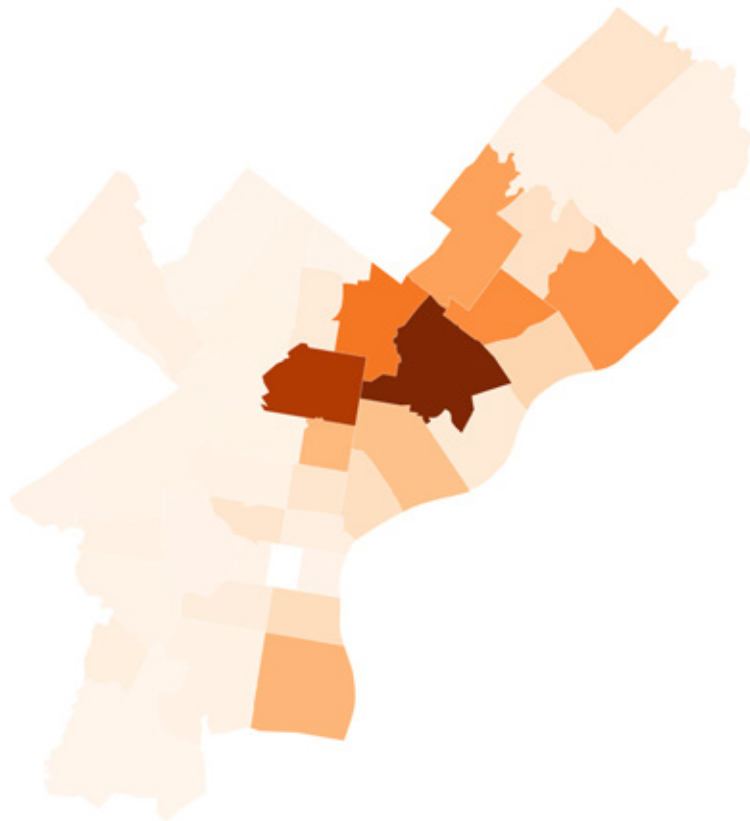
Our distribution approach relies on data data-centered strategy, but also community engagement and collaboration. This approach ensures our materials reach the communities that need them most, where access to reliable information is often limited.

To make sure the poster-newspaper reaches its target audience, we have developed a distribution plan that covers the zip codes in Philadelphia with a higher rate of Hispanic/Latine students. Using the Open Data released by the school district, we analyzed the enrollment numbers of Latine/Hispanic students in the 2023- 24 and the 2024-2025 academic years, to see which areas we should prioritize.

Enrollment of Hispanic/ Latino Students

Enrollment by zip code of Hispanic/ Latino Students in Philadelphia schools in the 2024-25 academic year

42 11,660

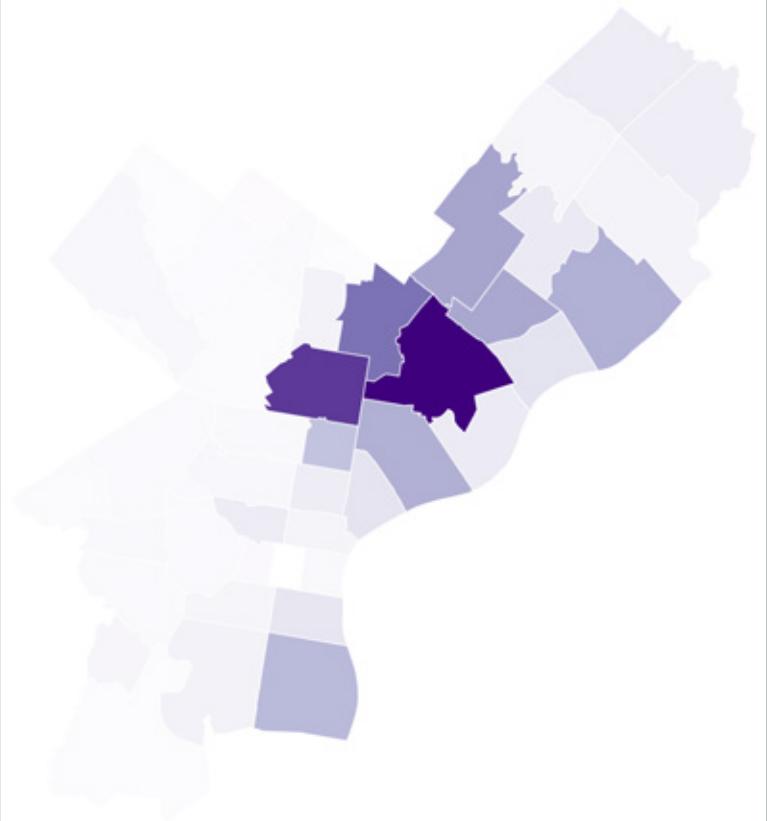


Source: The School District of Philadelphia

Enrollment of Hispanic/ Latino Students

Enrollment by zip code of Hispanic/ Latino Students in Philadelphia public Schools during the academic year 2023-2024

22 5936



Source: The School District of Philadelphia

View interactive maps:

Enrollment of Hispanic/ Latino
Students 2024-2025



Enrollment of Hispanic/ Latino
Students 2023-2024



Our analysis showed that the top 5 zip codes were:

- 19124 with an approximate Latine student population of 46.1%
- 19134 with an approximate Latine student population of 52.8%
- 19133 with an approximate Latine student population of 59%
- 19140 with an approximate Latine student population of 22.6%
- 19120 with an approximate Latine student population of 81.25%

Based on this information, we are going to target these areas and distribute copies of the product in schools once the 2025-2026 academic year starts. We are waiting for schools to open to visit them and ask them to display and hang the poster-newspaper. **Our plan is to provide frames so schools display both sides of the poster-newspaper** and leave a substantial amount of copies - 150 posters per school. We are also targeting public libraries and recreational centers located in these neighborhoods. We want to reach places where people often frequent to promote distribution. In addition, we are also in contact with the School District to distribute copies of the poster through the Family and **Community Engagement Office**, and are contacting organizations that work to help the Latine community so they can also disseminate **copies of the poster.**

Here are some schools we plan to target:

Zip code 19124:

- Mariana Bracetti Academy Charter School (K-12).
- Smedley Elementary.
- Frankford High School

Zip code 19120

- Universal Creighton Charter School (K-8).
- Finletter Thomas K School (PK-8).
- Washington Grover Jr. School (5-8)
- Feltonville School of Arts & Sciences

Zip code 19133

- Julia De Burgos Elementary (K-8)
- William H. Hunter School (PK-8)

Zip Code 19134

- Richmond Elementary School (K-5)
- Gloria Casarez Elementary School (K-5)

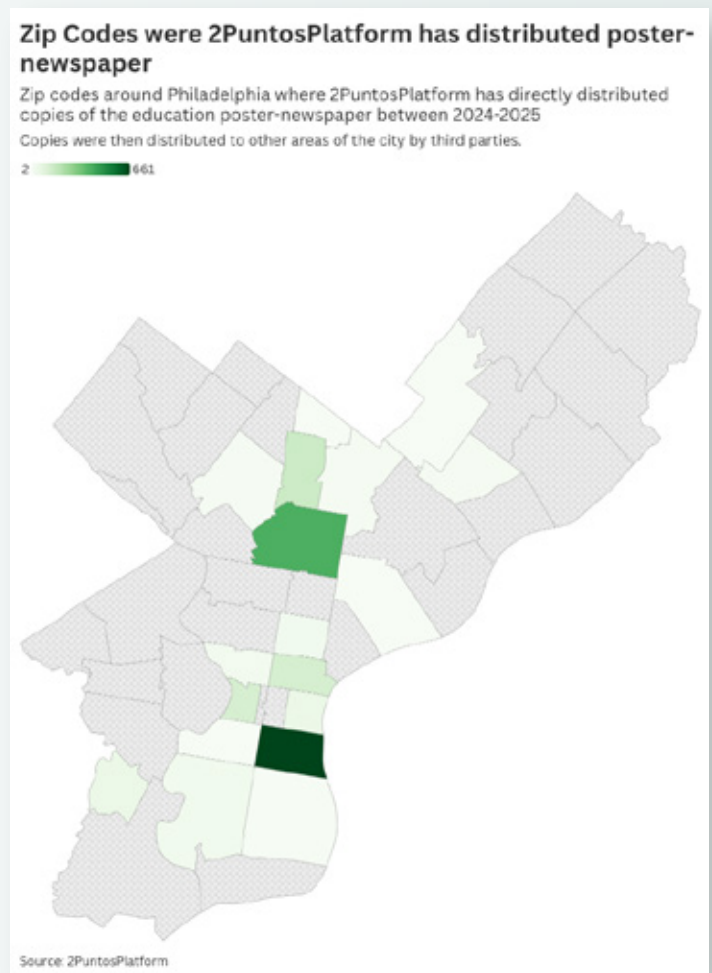
We chose schools with different grade levels because we want to be able to reach as many parents as we can. It's important for us to consider that students might have younger siblings and their parents might be struggling to get them enrolled in early childhood education programs; therefore, we want to make sure we cover a wide range of students and demographics.

We have kept a detailed log with all the places where we have distributed the **poster-newspaper**, alongside the contact information of the people who are helping distribute the material, so we can reach out to them and hear their feedback.

Distribution metrics

The following map highlights the **zip codes** we have been targeting as distribution hubs during the dissemination stage of this project. Copies are dropped at these locations, and then third-party members, like **community activists and Latina mothers**, distribute them across the entire city. At the same time, institutions like **Children First, The Mexican Consulate, Tierra Colombiana, and the Nationalities Service Center** display them to the public, so those who need them can access and take copies home.

distributed poster-newspaper
2024-2025



Name	Organization	Zip Code	Other information	# of posters
Gene Sonn	Resolve Philly + PJC	19144	Resolve Philly + PJC	5
Cónsul Raúl	Consulado México	19103	Reunión con Cónsul Raúl	70
Stephanie Blake	Children First	19123	Para eventos	50
Inella Ray	Children First	19123	Para eventos	25
Victoria Trower	School District of Philadelphia Office of Family and Community engagement	19130	(215) 400-6904 vtrower@phila sd.org	25
Gloria Castro	Asociación de cosmetólogas	19149		10
Cónsul Raúl, Consúl Obrador	Consulado México	19103	Focus group Consulado de México	50
Linda Hernández	Focus Group Participant	19148	Focus group Consulado de México	5
Laura González	Focus Group Participant	19122	Focus group Consulado de México	2
Erika Martínez	Focus Group Participant	19146	Focus group Consulado de México	2
Lola de la Vega	Focus Group Participant	19126	Focus group Consulado de México	2
Tamara Contreras	Focus Group Participant	19103	Focus group Consulado de México	2
Monica Becerril	Focus Group Participant	19004	Focus group Consulado de México	2
Reyna G. Casarez	Focus Group Participant	19145	Focus group Consulado de México	5
Michelle Guerra	Focus Group Participant	19134	Focus group Yessenia	3

Angel Escobar	Focus Group Participant	19120	Focus group Yessenia	3
Heidi Caal	Focus Group Participant	19111	Focus group Yessenia	3
Alejandro Cucul	Focus Group Participant	19149	Focus group Yessenia	3
Carmen	Focus Group Participant	19134	Focus group Yessenia	
Ivonne	Focus Group Participant	19111	Focus group Yessenia	
Yessenia Florian	Community Activist	19120	Focus group Yessenia	10
Clemencia Rodriguez	Profesora	19122		5
Maria de los Angeles	Board member	19147		250
	IPMF	19147		5
Scarlet		19147		5
Logan		19122		10
Liza Gross		19122		10
	Resolve Philly	19144		5
	Los Taquitos de Puebla	19147		15
	Leslie en Casa Mexico	19147		100
	Amigos Bakery	19147		100
	Heladeria	19147		50
Rafael Collazo	Office	19140		75
	National Service Center	19147		50
Maritza Guridy	Community Activist	19140		50
Zulma Guzman	Voz Colectiva Member and Community Activist	19142		50
	Children First	19123		50
	Vestidos Isabel	19147		23
	Lo Colombiana Contundente Peluquería	19147		20

	Chocoarte	19147		10
	Philatino radio	19145		25
Raúl Garcia, Carlos Obrador	Consulado de mexico	19106		50
Francina		19141		100
Tania solis		19141		50
Guadalupe		19147		33
Tierra Colombiana		19140		250
Total				1668

Disclaimer: Some last names are not included in the distribution report to ensure confidentiality and respect people’s right to privacy.

Social media

Lastly, we are also looking to disseminate the information via social media since we are aware that nowadays this is a leading medium of communication. So far, we have posted around ten different slide shows across different social platforms to give parents the most crucial information from the poster-newspaper, in both English and Spanish, while also encouraging them to visit the full guide on our website. The post can be found on our Instagram, LinkedIn, and Facebook profiles. We are aware that sometimes the best way to reach people is through social media since it allows them to get the information they need rapidly. We have asked our design team to come up with several designs and different ways to convey the message of the poster-newspaper via social media in a more summarized, yet equally effective way.

Future Events

We have designated a certain number of copies that we will keep and distribute during events hosted by 2PuntosPlatform and VozColectiva.

04

CHALLENGES AND LESSONS LEARNED.



Logistics and methodology

Since President Donald Trump took office in January 2025, we started hitting some walls while trying to conduct our research process. Community activists were scared to talk to us due to fear of retribution and/or because they had their hands busy while dealing with the array of issues that impacted the **Latine/Hispanic community**.

This delayed our research process multiple times, as we had to go back and forth revising the content to make sure it was accurate and updated. This pushed back our printing deadline and postponed the plans we had for the focus groups. As previously stated, we are still midway through the distribution process. We have three focus groups planned for August, and once schools open for the **2025-2026** academic year, we will be visiting them to continue with our plan.

Additionally, **the School District's website presents some issues, such as outdated pages and broken links that lead nowhere**. We were not prepared to encounter such issues and therefore, we had to spend more time than we originally expected fact-checking and verifying information with reputable sources and experts.

Pivots from the original plan

We originally planned to include community voices in the poster-newspaper, but we decided not to do it because we had so much information about the early childhood education system, and **we decided to prioritize parents' access to these crucial details.** However, we were able to pivot, and now we are trying to get parents' opinions during our focus groups.

There were a few outcomes that we didn't foresee. For Example, we weren't expecting to give a journalism student the opportunity to immerse herself in the inner **workings of the education system in Philadelphia** and for her to become well-versed in it. We also didn't predict this would lead to her writing an article about this topic for **ChalkBeat Philadelphia.**

The process led us to grow our relationships with city organizations, and we were able to connect and share our **poster-newspaper** with people who work for the school district. In addition, **we also built strong relationships with other news organizations** and understood that journalism isn't only about **writing articles but about creating service content that will have a true impact on the community.**

We started this project hoping to help the community and to publish useful material that would help Latine parents navigate the system. But we were happily surprised to also **grow our community engagement** and strengthen our relationship with people in our community.

05

COLLABORATION **AND PARTNERSHIPS**



hroughout this process, we forged a dynamic and lasting partnership with **Children First**, an organization at the forefront of **public policy** research in early childhood education. Their expertise was pivotal in helping us navigate and understand the intricacies of the early childhood system—a **collaboration that is both unique and transformative for a hyperlocal media outlet**.

In particular, **Inella Ray, Director of Parent Advocacy & Engagement, and Stephanie Blake, Early Childhood Education Operations Manager, emerged as our primary contributors**. We held several in-depth meetings with them, during which we not only verified our information and **gathered invaluable feedback** but also engaged in robust discussions that sparked new ideas and approaches. Their insights drove our content development and **significantly enriched** our understanding of policy implications in **early childhood education**.

Moreover, **Children First's support extended beyond advising on our content**—they played a **central role in developing our distribution strategy**, ensuring that our work reached the intended audiences as effectively as possible. Thanks to the work from the Every Voice, Every Vote coalition, we were able to connect with **Chalkbeat Philadelphia, and we are building a more lasting relationship with them**. We also received invaluable support from ChalkBeat Philadelphia, where Carly Sitrin provided critical review and feedback during our post-research phase, further solidifying the strength of our collaborative efforts. As was said earlier in the report, **this collaboration grew thanks to this project**, and we will soon publish an article highlighting the issues Latine parents face within the Philadelphia school system.

The **Mexican Consulate in Philadelphia** has been a helpful partner as well. **This was crucial for us because, alongside the Consulate General** of the Dominican Republic in Philadelphia, the Mexican Consulate represents one of the biggest demographics in the city and sees a **high number of Latine people every day.**

Therefore, we prioritized them as a distribution center to reach as many people as possible. As **Consúl Raúl García Zentlapal and Consúl Carlos Obrador offered us a space to conduct one of our roundtable discussions,** they assisted us in connecting with the community and agreed to distribute copies of the poster-newspaper alongside the other resources they **share with the community.**

06

ALIGNMENT WITH EVEV GOALS



This project aimed to close the information gap between the **Latine community and the city of Philadelphia** in order to promote civic engagement, information **equity, and transparency**. Our goal was to **educate Latine parents** to motivate them to participate, and we discovered that sometimes parents aren't willing to make an effort because they are scared to fail. The objective of this **poster-newspaper** is to present an accessible resource that parents can rely on to begin their journey in civic engagement and **become active members, not only in their children's education, but also in their communities**.

Philadelphia is becoming a multicultural city, and to make sure marginalized **communities have a fair representation**, it's important to show people that there are ways for them to participate and advocate for their rights. In addition, by focusing on education, we aren't only highlighting that there is a way for **parents to successfully participate**, but we are also showing children from an early age that they belong in this city, and therefore, they should engage civically.

07

REFLECTIONS AS A **STUDENT JOURNALIST**



Working on this project about education and the barriers the **Latine community** has to overcome in order to access it has not only opened my eyes to a whole spectrum of disparity, but also helped me connect with **different community leaders**.

This has been quintessential for my journey as a student and as a journalist, as **connecting with organizations like Children First and Latine leaders in the community** has helped me focus the stories I produce and make every article **I write more meaningful**, even if it's only for my classes. I've had the opportunity to utilize the work I've been doing for this project in one of my classes **Philadelphia Neighborhood** and thanks to the **connections, sources**, and topics I've learned during my time working on this project, I was able to produce a piece about the lack of special education resources amongst the **latine community**.

I've developed **skills in reading data and analyzing numbers** that I didn't have in the past, and I've become a listener of the community, which allows me to find unique stories that cater to the community I decided to focus on. There are **multifaceted issues** that prevent Latine **children from getting the education** they deserve and need, and Latine families deserve the resources to be able to navigate an education system that constantly neglects them.

08

APPENDICES



Samples of the poster newspaper

First edition of the poster-newspaper
- General Education System in
Philadelphia



Second edition of the
poster-newspaper - Early
Childhood education



Resources pamphlet



Screenshots of videos or social media content

Focus group photographs



Graphic design journey



Social media content



Maps and distribution metrics.

Enrollment of Hispanic/ Latino Students 2024-2025



Enrollment of Hispanic/ Latino Students 2023-2024



distributed poster-newspaper 2024-2025



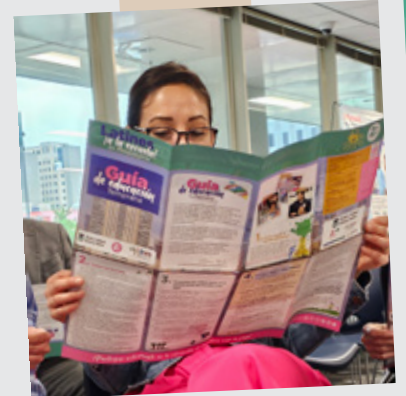
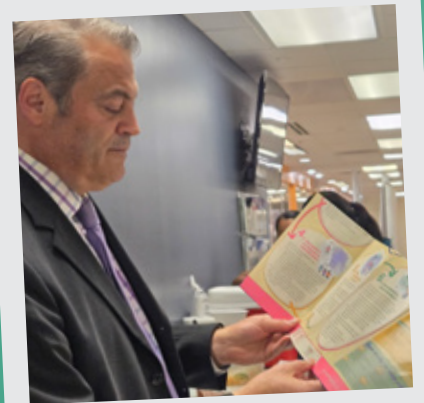
Facts about the education of Latine Children in Philadelphia

Fact sheet about the education of Latine Children in Philadelphia



Budget update or expense summary

- Attached. This report does not include the missing execution for **August and September.**





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**Every Voice
Every Vote**