

College Academy for Parents 2015



Early Academic Outreach



COLLEGE. IT BEGINS IN ELEMENTARY SCHOOL

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“The important thing about College is that it is going to help my children. It will help them be successful, and it will make them into someone, and make them amazing, and it will help them feel accomplished, and gain independence. But the important thing about College is it is to have a life I did not.” 2015 CAP Graduate

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Table of Contents

Program Philosophy	2
Program Overview	4
Program Learning Objectives	6
Spring 2014 CAP Calendar.....	7
Demographics	8
Survey Results: Descriptive Statistics	11
Survey Results: Open-Ended Questions	18
Parental Gains Graph	19
Results	21
Parent’s College Aspirations: Emulation Poem	22
College Camp College Aspirations	23
Parent Wordles	24
College Camp Wordles	26
CAP’s impact on the K-5/6 students in College Camp as reported by the College Camp Leaders	28
Padres Promotores	30
Implications, Conclusion and Next Steps	33
Class of 2015.....	34
Future College Graduates	35
Video: Program Overview	36
Program Contacts	37
References	38

College Academy for Parents-Annual Report 2015

Program Philosophy

College Academy for Parents operates under the principle that a college education begins in the home. Parents are their children's first educators and the program respects their experiences, culture and community. Even parents who have not obtained formal college knowledge by having attained a college degree, still have valuable insight to share with their students as they prepare them to be the first in the family to go to college.

A mother tells her daughter "Echale Ganas!" as a daughter works on a science fair project in elementary school. Eight years later the daughter hears her mother's message in her mind as she listens attentively and works toward understanding a concept in her Chemistry class.

A student in college works hard to learn acronyms that he encounters in the college setting. His father had always emphasized the importance of learning the intricacies of language as he was the first in his family to come to the United States. Now as the first in his family to enroll at a university, he knows that these acronyms will help him successfully navigate the university environment.

A student enters the doctoral program at a university. She has moved out of state and only gets to see her family once or twice a year, if she is lucky. The highlight of her month is when she comes home to find a care package at her front door from her family. The package is often filled with apples or cherries that her family has picked in the fields. The contents of the box remind her of the work ethic she must always apply in her studies and her family's love that sustains her.

When you set up an environment that respects and honors families' funds of knowledge, educators can often be surprised at how much families already know. You ask families about factors that can impact admission and the family will tell you about grades, involvement, leadership, community service and diversity. Instead of presenting four slides in a PowerPoint presentation that outline the four levels of parental involvement, we ask parents to share with the group the ways in which they are involved with their child's education. They tell us about setting up educational spaces for homework, being involved in the school's Parent Teacher Organization, attending their students' sports events, and leaving work at lunch on a daily basis to volunteer as a field monitor at their child's school. They have answers. This is amplified when the question and conversation occurs in the language of their choice.

Too often, in education and in this country, our systems have viewed minority students and families from a deficit perspective. They lack. And their only salvation is to come to listen, take notes, and learn from us. If it is not the parent's language of choice, too bad. THIS IS NOT OUR APPROACH.

Our approach is different. We honor families. We are not there to teach them. We are there to have a community conversation. Only when appropriate, we bring in specific or technical information about college such as: "What are the core academic courses that can best prepare your child for admissions? or What is the difference between a subsidized and an unsubsidized loan?"

By working "con respeto", College Academy for Parents has found that each spring approximately 100 families from a moderate sized school district will commit to attend 12 weekly 2-hour workshops. They work, they pick up their child from school, they eat, and they arrive to the program. The workshops run until 8 p.m., but families often stay until 8:30 p.m. wanting to ask a university faculty member about what they can do to foster their daughter's love of science or to ask the program coordinator about a son's financial aid package. Families give up two weekends to visit the University. We believe that our philosophy and approach garners family participation, commitment and empowerment. And this report speaks to the documented assessment of this philosophy.

Funds of knowledge

Funds of knowledge is a guiding framework that helps connect homes and classrooms (Moll, Amanti, Neff & Gonzales, 1992). Moll et al. (1992) defines funds of knowledge as “historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being.” In other words, various bodies of knowledge found within the home, culture, family rituals, language, exchanged relations and kinship networks are forms of funds of knowledge (Kiyama, 2011). This framework suggests that practice can be transformed and enriched by using a wide range of bodies of knowledge from parents, children, extended family, culture and the community (Kiyama, 2011). Furthermore, Moll et al. (1992) and Kiyama (2011) deconstruct the deficit approach in working with Mexican families in order to disclaim the lack of interest in education.

Program Overview

CAP is a 12-week, college preparation program that outreaches to first-generation, low-income and minority parents and their children. CAP is designed to equip parents of elementary school children with the skill sets necessary to learn how to plan for their child to participate in postsecondary education in the state of Arizona. The program is delivered in two separate languages, English and in Spanish in order to meet the needs of the community. The program is a partnership between The University of Arizona and the Sunnyside Unified School District (SUSD), with both entities providing key financial and logistical support to run the program. CAP consists of four components: parent workshops, college camp for students, two campus visits and a parent graduation ceremony. As of 2015, 919 parents representing 657 families and 2355 SUSD students have graduated from CAP. In this overview you will learn about the four components and how they make CAP a successful parent outreach program.

Parent Workshops

The first event is the kick-off dinner, generally held in the gymnasium of the host middle school. The event includes a dinner for the entire family, a brief welcome from the district superintendent, host principal and program coordinator, followed by the first workshop. The parent workshops are the main component of the program. Workshops are held once a week, each Wednesday night, from 6:00 p.m. to 8:00 p.m. at a Sunnyside middle school. Sierra Middle School hosted the program in 2004, 2005 and 2008; Challenger Middle School hosted in 2006 and 2007, and Apollo Middle School hosted in 2009-2015. Families have the opportunity to attend 12 workshops and 2 campus visits during the semester. Parents are asked to commit to attending a minimum of 8 workshops and 1 campus visit in order to graduate from the program.

The 12 parent workshops are split into three themes: college planning, sweet sixteen course subjects, and the transitions from elementary to middle and high school. In the first four workshops, parents learn about the benefits of higher education, the importance of parental involvement, Arizona university admissions requirements, and financial aid processes. All four workshops are facilitated by Early Academic Outreach (EAO) staff. The next six workshops are focused on the Sweet Sixteen courses required for Arizona university admissions. For these workshops, parents participate in interactive lectures with university professors from the following general areas of study: math, science, language arts, social science, foreign language, and fine arts. An example of an activity that might occur during the science week with Dr. Vicente Talanquer is dissecting a diaper. This activity purposefully introduced an object that parents were familiar with. Parents discovered for themselves how much water a diaper can hold while learning more about polymer chemistry. Parents examined the properties of poly-sorb and made educated guesses about space exploration. Ultimately, families discovered the importance of science and brainstormed different ways of engaging their children in this field of study. The last workshop is devoted to completing a program evaluation and the student college camp graduation.

College Camp

College Camp is designed for Kindergarten through 6th grade students. College Camp is the student component of the program, and provides a safe place where parents can take their children during the time they are in the parent workshops. This eliminates the barrier of finding child care that often prohibits low-income and ethnic minority families from participating. CAP also provides snacks for all children. UA undergraduate students serve as the College Camp leaders. These college students lead College Camp workshops in grade-specific sessions with themes mirroring those being discussed in the parent sessions. An example of an activity that might occur during the science week is a color changing carnation. Children discover for themselves how essential the functions of roots and stems are to plant growth. As the colored water was absorbed, students were able to see how the water is absorbed into the plant. Students were amazed when the petals of the carnation changed colors. After the activity, the students learned more about the scientific method while having fun watching how plants absorb liquids. This allows parents to connect with their children by continuing discussions of the day's theme as they return home. Although we do not have a college camp for all children, SUSD personnel provide child care for 2-4 year-old children who are too young to participate in College Camp. Older students in middle school and high school are encouraged to attend the workshops with their parents.

Campus Visits

The third component of CAP helps reenergize and excite the families throughout the 12 week program. CAP coordinates two campus visits to The University of Arizona. Families are transported to the UA campus via SUSD buses and participate in a number of math, science and engineering activities led by various campus departments and student organizations. The first campus visit is the Math & Science Showcase, generally held the Saturday after the fourth workshop is completed. This year we partnered with the College of Medicine, PSOMAS Engineering, Department of Chemistry, Department of Physics and the Department of Hydrology and Water Resources. The College of Medicine facilitated a presentation on the pathway to medical school and a pig lung activity for children. Families enjoyed learning, observing, and touching how the lungs operated. Many families stated it was their favorite part of the campus visit; “College of Medicine, the kids were excited to see real life lungs. They also got to feel the tissue.” *“Me gustó mucho el Colegio de Medicina por que mostraban todo de manera muy sencilla y fue muy interesante para mis hijos.”*

The second campus visit is the Language, Arts & Culture Showcase, generally held the Saturday after the eighth workshop is completed. This showcase includes a number of interactive events where all families participate together, culminating with a trip to Spring Fling, the nation’s largest student-run carnival. This year we partnered with Residence life, Capoeira Mandiga, College of Fine Arts, Campus Recreation Center, Residence life, and the College of Education. The Fine Arts project allowed families to paint four murals that promoted a college going culture for Apollo Middle School, Summit View Elementary, Los Amigos Elementary, and Esperanza Elementary school with our distinguished Professor Alfred Quiroz. The murals will be a continuous a project until all elementary schools receive a mural from CAP. As of 2014, 7 elementary schools have received murals as well as our host middle school. The families really appreciated and enjoyed taking ownership of this project. Families stated “I enjoyed the art project. It was nice to do something as a group that will leave a lasting impression.” *“El Proyecto de arte, por la pintura y dibujo aprendes a sacar el estrés con la pintura.”* The murals took place in a residence hall in order to provide families with the opportunity to visit the dormitories, and learn about various campus resources while painting a mural. Both campus visits brought approximately 200 people to campus, for many it was their first time at the University of Arizona.

Parent Graduation Ceremony

The fourth event is the parent graduation ceremony. Families are again transported by SUSD buses to the UA campus for a weekday graduation in the Student Union Memorial Center Ballroom.

Parents are recognized individually with graduation certificates and stoles presented by the district superintendent, elementary principals and UA administrators and faculty. The graduation ceremony at The University of Arizona symbolizes their families’ commitment to higher education and future.



Mary Montañó, Summit View Elementary School Principal
Mural Title: College: It Begins in Elementary School

Program learning objectives

College Camp Learning Objectives:

- Learn about college and additional post-secondary options and available resources
- Cultivate college aspirations
- Understand the importance and relevance of the core academic courses (Math, English, Science, Social Science, Fine Arts, and Foreign Language) in their preparation for college
- Develop an awareness of academic success skills needed to succeed in college

Parent Learning Objectives:

- Develop a better understanding of the importance of maintaining a high grade point average in the core academic classes (Math, English, Science, Social Science, Fine Arts, and Foreign Language) and how elementary coursework relates to future majors, degrees, and careers
- Be knowledgeable about the different types of colleges and universities and the outcomes associated with various degree levels
- Describe the college admissions process for various in-state and out-of-state colleges and universities
- Articulate the differences of college tuition prices for various post-secondary educational systems and identify at least two financial resources available to them
- Understand the critical role that parent's advice, encouragement, involvement, and aspirational goals can have on the level of education that their child can achieve
- Realize the potential within their own experiences, culture, and community to promote educational achievement in their family



Spring 2015 Calendar

Feb 11 – Kickoff Dinner Workshop #1 Program Overview and Benefits of a College Education

Feb 18 - Workshop #2 Academic Expectations and Communication, College Admissions

Feb 25- Workshop #3 Financial Aid/Scholarships, Goal Setting

March 4 - Workshop #4 Parent Involvement

SATURDAY March 7 – MATH & SCIENCE ACADEMIC SHOWCASE @ UA

March 11 - Workshop #5 Math

Mar 18 – UA and Sunnyside Spring Break No Workshop

Mar 25 – Workshop #6 Science

April 1 – Workshop #7 English / Language Arts

April 8 – Workshop #8 Foreign Language

SATURDAY APRIL 11 – LANGUAGE, ARTS & CULTURE ACADEMIC SHOWCASE @ UA

April 15 - Workshop #9 Social Sciences

April 22 - Workshop #10 Fine Arts

April 29 - Workshop #11 College Camp Graduation

May 6 – UA PARENTS GRADUATION @ UA

Survey/Assessment

In order to assess the families' college knowledge, a survey was administered to all parents during the last CAP workshop and was made available in Spanish and English. The survey employed a retrospective post-test procedure for gathering parents' self-reported levels in four main areas of skill development critical for college preparation: content knowledge & basic skills, core academic, non-cognitive or behavioral skills, and college knowledge (Conley, 2008, Roderick, Nagaoka, & Coca, 2009). The 27 item questionnaire included college knowledge variables, core academic courses, academic aspirations for their children, attitudes towards their child's school and college staff members, skills related to their child's education, parent role definition, and role in child's education. Parents were asked to reflect on their knowledge both before and after CAP and indicate their level of agreement on a 5 point Likert scale (strongly disagree-strongly agree). There were 79 (English 29 Spanish 50) total respondents to the survey (69% response rate). Findings indicate the changes in parent's college knowledge BEFORE and AFTER the program were statistically significant.

Gains in College Knowledge Variables According to Roderick, Nagaoka, & Coca (2009).

1. **Content Knowledge & Basic Skills:** subject-specific areas
2. **Core Academic:** critical thinking, writing, reading, logic
3. **Non-Cognitive or Behavioral Skills:** self-awareness, social problem solving skills, help seeking behaviors
4. **College Knowledge:** complex college admissions and financial aid processes, understanding college norms and culture

Demographics (N=79)

- Relationship to Child
 - 73% Mothers
 - 16% Fathers
 - 6% Other
- Race/Ethnicity
 - 87% Hispanic
 - 2% American Indian/Alaska Native
 - 2% White
 - 1% Multiracial
 - 1% Chose not to respond
- Generational Status
 - 69% first generation
 - 12% second generation
 - 2% third generation
 - 10% fourth generation
 - 1% Other

- Yearly Income
 - 16% \$0-10K
 - 21% \$11-20K
 - 21% \$21-30K
 - 13% \$31-40K
 - 8% \$41-50K
 - 5% \$51-60K
 - 4% \$61-70K
 - 6% \$70k+

- Number of Children
 - 13% 1 child
 - 35% 2 children
 - 26% 3 children
 - 17% 4 children
 - 2% 5 children
 - 1% 6+ children

- Prior CAP Participation
 - 20% participated in CAP previous years

- Highest Level of Education
 - 2% Elementary School
 - 13% Middle School
 - 11% Some High School
 - 21% High School
 - 10% Technical School
 - 7% Certificate
 - 7% Associates Degree
 - 11% Some University
 - 8% Bachelor's Degree
 - 4% Graduate or Professional Degree

- 49% of respondents had not visited The University of Arizona

College Academy for Parents-Annual Report 2015

Applications received from SUSD (Families)

Schools	Total Families Applied	Graduated
Liberty Head Start	2	0
Sierra Linda High School	2	0
Apollo Middle School	8	0
Sierra Middle School	16	0
College/University	3	1
Mission Manor Elementary School	7	1
Ocotillo Learning Center	4	2
Elvira Elementary School	12	2
Rosemarie Rivera Elementary	10	3
Billy Lane Lauffer Middle School	6	4
Esperanza Elementary School	10	4
Sunnyside High School	16	5
Desert View High School	18	5
Los Niños Elementary School	17	6
Craycroft Elementary School	14	8
Challenger Middle School	17	9
Santa Clara Elementary School	22	9
Liberty Gifted & Talented	27	12
Los Amigos Technology Academy	21	13
Drexel Elementary School	21	14
Gallego Basic Elementary School	30	14
Other	42	19
Summit View Elementary School	40	21
Applications received	193 Families	77 families (115 parents)



From left to right. SUSD Superintendent: Steve Holmes; SUSD Governing Board President: Daniel Hernandez, Jr.; SUSD Governing Board member: Buck Crouch; UA Camp Leader: Carlos Parades; UA CAP Student Coordinator: Larissa Teran; UA Camp Leader: Ina Aguirre; SUSD Governing Board member: Eva Carrillo Dong; UA Early Academic Outreach Director: Rudy McCormick

Parents WITH NO previous participation in CAP

Questions	RESPONSE	English Group (N=26)		Spanish Group (N=36)	
		BEFORE CAP	AFTER CAP	BEFORE CAP	AFTER CAP
I know which classes my child needs to take to get into college	Strongly disagree	8%	0%	33%	11%
	Moderately disagree	35%	0%	14%	0%
	Neither disagree nor agree	31%	0%	28%	3%
	Moderately agree	19%	15%	14%	14%
	Strongly agree	8%	85%	11%	72%
I know what grades (GPA) my child needs to get into college	Strongly disagree	8%	0%	36%	11%
	Moderately disagree	27%	0%	11%	0%
	Neither disagree nor agree	8%	0%	25%	3%
	Moderately agree	46%	31%	11%	8%
	Strongly agree	12%	69%	17%	78%
I understand how my child's level of education is tied to their future career opportunities	Strongly disagree	0%	4%	17%	11%
	Moderately disagree	15%	0%	11%	0%
	Neither disagree nor agree	19%	0%	28%	3%
	Moderately agree	31%	4%	14%	8%
	Strongly agree	35%	92%	31%	78%
I believe Honors and (AP) courses offer same college preparation as standard courses	Strongly disagree	19%	35%	36%	17%
	Moderately disagree	31%	4%	11%	8%
	Neither disagree nor agree	12%	8%	25%	3%
	Moderately agree	23%	4%	6%	19%
	Strongly agree	15%	50%	22%	53%
I understand the various types of colleges and universities	Strongly disagree	8%	4%	17%	8%
	Moderately disagree	8%	0%	8%	0%
	Neither disagree nor agree	27%	4%	39%	3%
	Moderately agree	31%	15%	14%	8%
	Strongly agree	27%	77%	22%	81%

College Academy for Parents-Annual Report 2015

Questions	RESPONSE	English Group (N=26)		Spanish Group (N=36)	
		BEFORE CAP	AFTER CAP	BEFORE CAP	AFTER CAP
I understand the difference between a community college degree and university degree.	Strongly disagree	4%	4%	17%	8%
	Moderately disagree	12%	0%	8%	0%
	Neither disagree nor agree	8%	0%	22%	3%
	Moderately agree	42%	15%	22%	3%
	Strongly agree	35%	81%	31%	86%
I am confident that I could list at least 2 colleges or universities located in the state of Arizona	Strongly disagree	4%	0%	14%	11%
	Moderately disagree	8%	0%	17%	3%
	Neither disagree nor agree	4%	4%	19%	3%
	Moderately agree	15%	12%	25%	11%
	Strongly agree	69%	85%	25%	72%
I know what salary outcomes are associated with various degree	Strongly disagree	8%	0%	19%	6%
	Moderately disagree	15%	0%	6%	0%
	Neither disagree nor agree	23%	4%	25%	3%
	Moderately agree	31%	19%	25%	8%
	Strongly agree	23%	77%	25%	83%
I understand how to help establish a plan that will prepare to be admitted to any college	Strongly disagree	4%	4%	22%	6%
	Moderately disagree	27%	0%	14%	0%
	Neither disagree nor agree	27%	0%	25%	6%
	Moderately agree	35%	15%	22%	8%
	Strongly agree	8%	81%	17%	81%
Completing college track courses with high grades will ensure that my child gets admitted to any college	Strongly disagree	8%	4%	17%	6%
	Moderately disagree	12%	8%	11%	0%
	Neither disagree nor agree	35%	4%	22%	6%
	Moderately agree	27%	12%	33%	11%
	Strongly agree	19%	73%	17%	78%

Questions	RESPONSE	English Group (N=26)		Spanish Group (N=36)	
		BEFORE CAP	AFTER CAP	BEFORE CAP	AFTER CAP
I understand the difference between college admissions process for in-state and out-of-state	Strongly disagree	15%	0%	22%	6%
	Moderately disagree	15%	0%	17%	3%
	Neither disagree nor agree	23%	4%	33%	6%
	Moderately agree	27%	19%	14%	19%
	Strongly agree	19%	77%	14%	67%
I understand that the college admissions process can differ from one institution to another	Strongly disagree	12%	4%	17%	6%
	Moderately disagree	15%	0%	8%	3%
	Neither disagree nor agree	27%	4%	39%	3%
	Moderately agree	27%	12%	19%	3%
	Strongly agree	19%	81%	17%	86%
I understand how financial aid and scholarships can help me pay for my child's education	Strongly disagree	4%	4%	19%	8%
	Moderately disagree	8%	0%	8%	0%
	Neither disagree nor agree	19%	8%	22%	3%
	Moderately agree	27%	4%	25%	6%
	Strongly agree	42%	85%	25%	83%
I understand the differences between grants, loans and scholarships	Strongly disagree	8%	4%	25%	6%
	Moderately disagree	12%	0%	11%	0%
	Neither disagree nor agree	15%	0%	31%	6%
	Moderately agree	19%	15%	14%	8%
	Strongly agree	46%	81%	19%	81%
I feel confident about seeking resources that will help my child pay for college	Strongly disagree	15%	0%	25%	3%
	Moderately disagree	23%	0%	14%	6%
	Neither disagree nor agree	8%	8%	33%	3%
	Moderately agree	23%	27%	14%	8%
	Strongly agree	31%	65%	14%	81%

College Academy for Parents-Annual Report 2015

Questions	RESPONSE	English Group (N=26)		Spanish Group (N=36)	
		BEFORE CAP	AFTER CAP	BEFORE CAP	AFTER CAP
I feel comfortable using the FAFSA	Strongly disagree	4%	0%	25%	3%
	Moderately disagree	23%	0%	11%	3%
	Neither disagree nor agree	8%	4%	31%	3%
	Moderately agree	12%	15%	8%	6%
	Strongly agree	54%	81%	25%	86%
I feel comfortable contacting staff members at my child's school	Strongly disagree	4%	0%	22%	3%
	Moderately disagree	8%	0%	11%	0%
	Neither disagree nor agree	8%	8%	31%	6%
	Moderately agree	23%	15%	22%	6%
	Strongly agree	58%	77%	14%	86%
I feel comfortable contacting staff members at local colleges and universities	Strongly disagree	12%	0%	19%	3%
	Moderately disagree	12%	0%	14%	3%
	Neither disagree nor agree	27%	8%	25%	3%
	Moderately agree	23%	19%	22%	8%
	Strongly agree	27%	73%	19%	83%
I am confident that my child will go to college	Strongly disagree	4%	0%	17%	6%
	Moderately disagree	12%	0%	11%	0%
	Neither disagree nor agree	8%	4%	14%	6%
	Moderately agree	27%	0%	17%	3%
	Strongly agree	50%	96%	42%	86%
I believe that parents have the most influence on child's aspirations and beliefs about college	Strongly disagree	0%	0%	17%	8%
	Moderately disagree	12%	0%	11%	0%
	Neither disagree nor agree	0%	4%	19%	3%
	Moderately agree	27%	4%	17%	6%
	Strongly agree	62%	92%	36%	83%

Questions	RESPONSE	English Group (N=26)		Spanish Group (N=36)	
		BEFORE CAP	AFTER CAP	BEFORE CAP	AFTER CAP
I talk to my child about going to college	Strongly disagree	4%	0%	14%	6%
	Moderately disagree	8%	0%	6%	0%
	Neither disagree nor agree	8%	0%	28%	6%
	Moderately agree	4%	4%	11%	3%
	Strongly agree	77%	96%	42%	86%
	RESPONSE	BEFORE CAP	AFTER CAP	BEFORE CAP	AFTER CAP
I believe that daily home activities benefit my child academically	Strongly disagree	4%	0%	19%	6%
	Moderately disagree	4%	0%	8%	0%
	Neither disagree nor agree	15%	12%	14%	3%
	Moderately agree	19%	4%	28%	17%
	Strongly agree	58%	85%	31%	75%
	RESPONSE	BEFORE CAP	AFTER CAP	BEFORE CAP	AFTER CAP
I believe that my family's culture and language can help my child become successful in college	Strongly disagree	4%	0%	11%	6%
	Moderately disagree	8%	4%	6%	0%
	Neither disagree nor agree	23%	8%	19%	3%
	Moderately agree	15%	15%	22%	8%
	Strongly agree	50%	73%	42%	83%
	RESPONSE	BEFORE CAP	AFTER CAP	BEFORE CAP	AFTER CAP
I believe that work ethic and determination are important in obtaining a college education	Strongly disagree	0%	0%	19%	8%
	Moderately disagree	8%	0%	6%	0%
	Neither disagree nor agree	8%	0%	17%	3%
	Moderately agree	19%	8%	14%	6%
	Strongly agree	65%	92%	44%	83%
	RESPONSE	BEFORE CAP	AFTER CAP	BEFORE CAP	AFTER CAP
Involvement in extracurricular activities will help my child prepare for college	Strongly disagree	4%	0%	19%	6%
	Moderately disagree	8%	0%	3%	0%
	Neither disagree nor agree	8%	0%	22%	3%
	Moderately agree	27%	4%	19%	6%
	Strongly agree	54%	96%	36%	86%
	RESPONSE	BEFORE CAP	AFTER CAP	BEFORE CAP	AFTER CAP

Significant gains for Parents WITH previous participation in CAP

Questions	English (3) AND Spanish Group (14) (N=17)		
	RESPONSE	BEFORE CAP	AFTER CAP
I understand how my child's level of education is tied to their future career opportunities	Strongly disagree	11.76%	5.88%
	Moderately disagree	23.53%	0.00%
	Neither disagree nor agree	5.88%	0.00%
	Moderately agree	58.82%	11.35%
	Strongly agree	0.00%	82.35%
I understand the various types of colleges and universities available	Strongly disagree	11.76%	6.33%
	Moderately disagree	17.65%	0.00%
	Neither disagree nor agree	17.65%	2.53%
	Moderately agree	52.94%	10.13%
	Strongly agree	0.00%	81.01%
I understand the difference between a community college degree and university degree	Strongly disagree	23.53%	6.33%
	Moderately disagree	5.88%	0.00%
	Neither disagree nor agree	25.53%	2.53%
	Moderately agree	41.18%	7.59%
	Strongly agree	5.88%	83.54%
I am confident that I could list at least 2 colleges or universities located in the state of Arizona	Strongly disagree	17.65%	6.33%
	Moderately disagree	11.76%	1.27%
	Neither disagree nor agree	0.00%	2.53%
	Moderately agree	52.94%	10.13%
	Strongly agree	17.65%	79.75%
I know what salary outcomes are associated with various degree levels such as, no high school, high school degree, certificates, associates, bachelors, masters, doctoral, professional degrees	Strongly disagree	17.65%	3.80%
	Moderately disagree	11.76%	0.00%
	Neither disagree nor agree	29.41%	2.53%
	Moderately agree	35.29%	13.92%
	Strongly agree	5.88%	79.75%

Questions	RESPONSE	English (3) AND Spanish Group (14) (N=17)	
		BEFORE CAP	AFTER CAP
I understand how financial aid and scholarships can help me pay for my child's education after high school	Strongly disagree	23.53%	6.33%
	Moderately disagree	5.88%	0.00%
	Neither disagree nor agree	5.88%	3.80%
	Moderately agree	53.94%	6.33%
	Strongly agree	11.76%	83.54%
I am confident that my child will go to college	Strongly disagree	17.65%	3.80%
	Moderately disagree	5.88%	0.00%
	Neither disagree nor agree	11.76%	3.80%
	Moderately agree	29.41%	1.27%
	Strongly agree	35.29%	91.14%

Parents identified 2 colleges located in the state of Arizona (besides The University of Arizona)

1. Arizona State University
2. Norther Arizona University

Parents identified 2 colleges located anywhere in the United States

1. Harvard University
2. University of California Los Angeles

Parents identified 3 components of “Assured Admissions” to the 3 public state universities in Arizona (UA, ASU, NAU)

1. Sweet 16
2. Arizona Resident
3. Graduate within the top 25%

Factors beyond grades that can make their son or daughter more competitive for college admissions

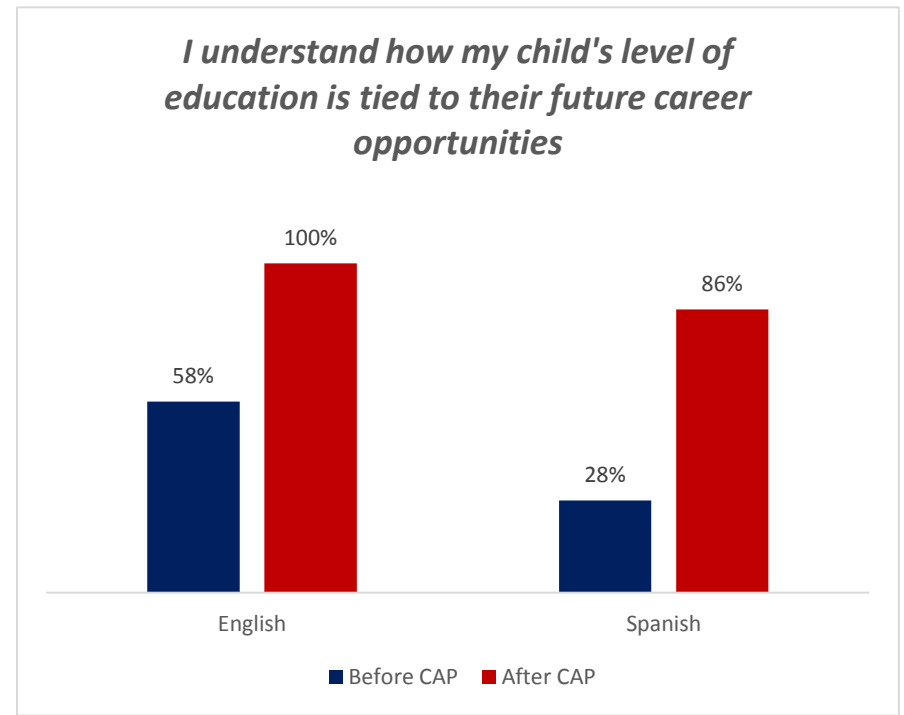
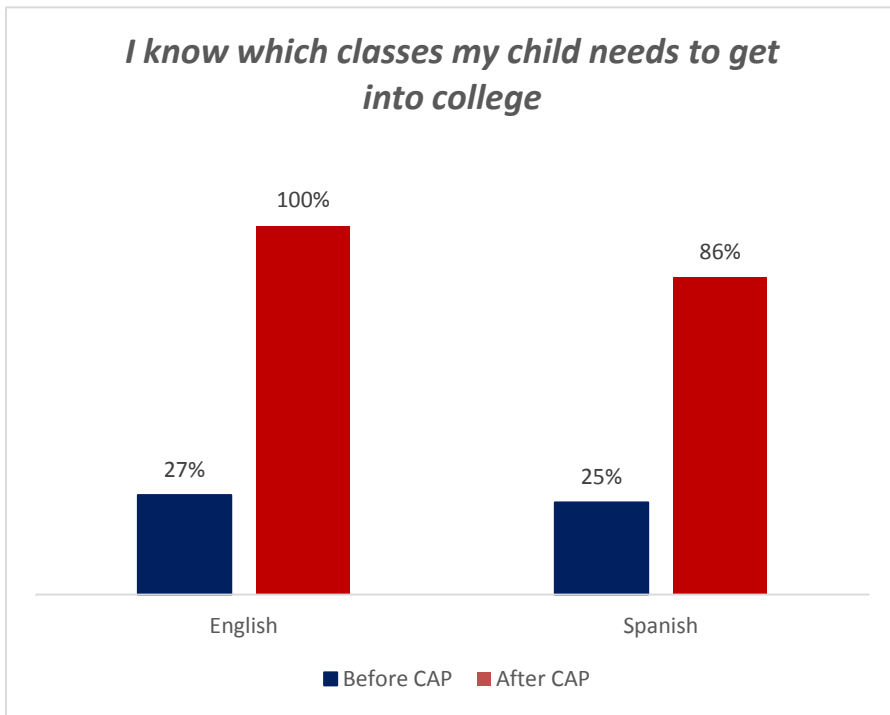
1. Community Service and Volunteer work
2. Sports
3. School Clubs

Families helping their children further develop skills

1. Emphasize academics
2. College is a part of their family plan
3. Motivation, work ethic
4. Actively searching for financial resources

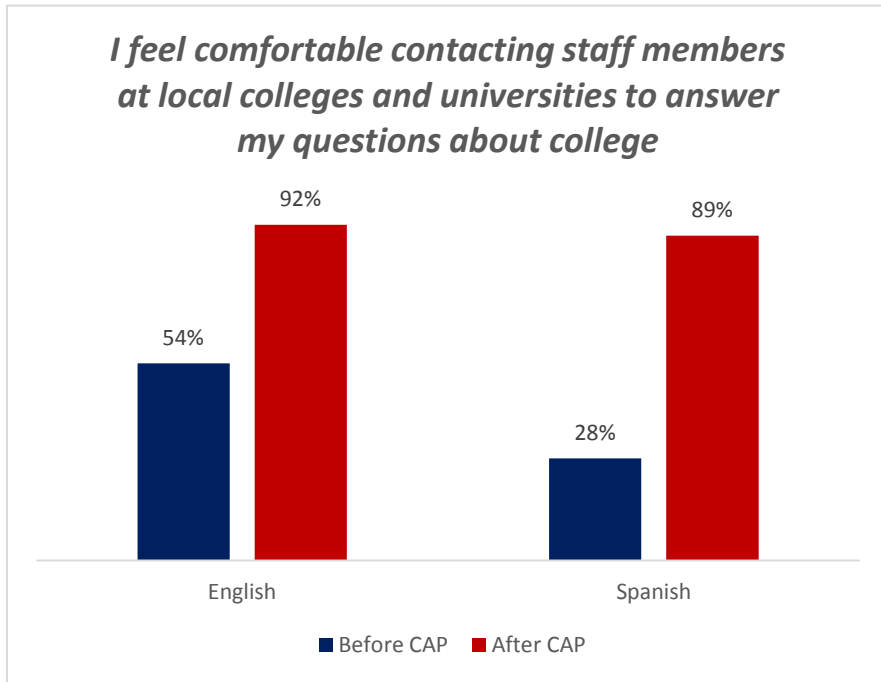
Families’ favorite activities or part of CAP

1. UA Professors
2. Camus visits
3. Learning about new resources and opportunities

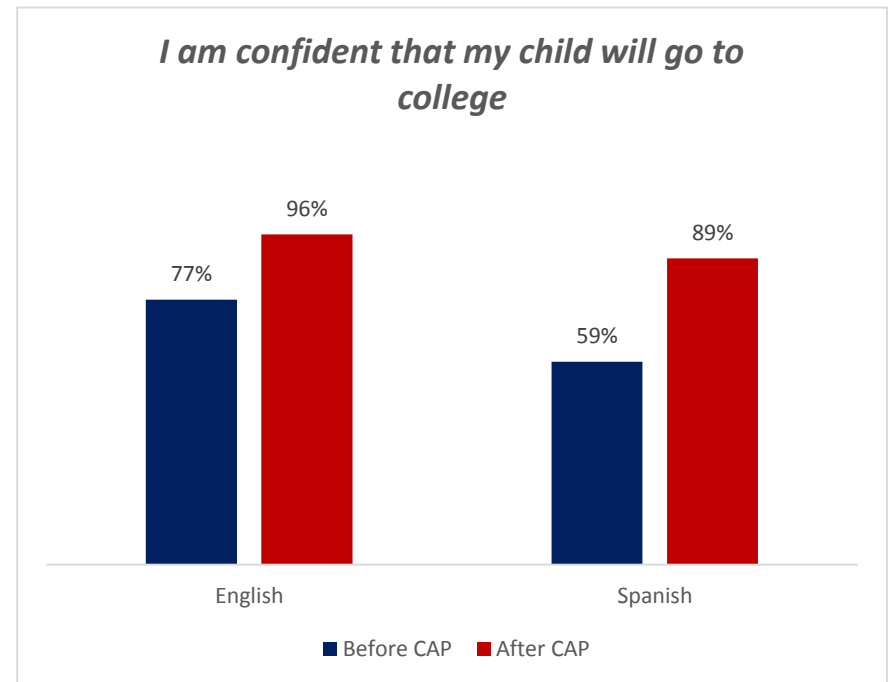


Spanish group parents' level of agreement increased by 61 percentage points after completing CAP. English group parents' agreement increased by 83 percentage points.

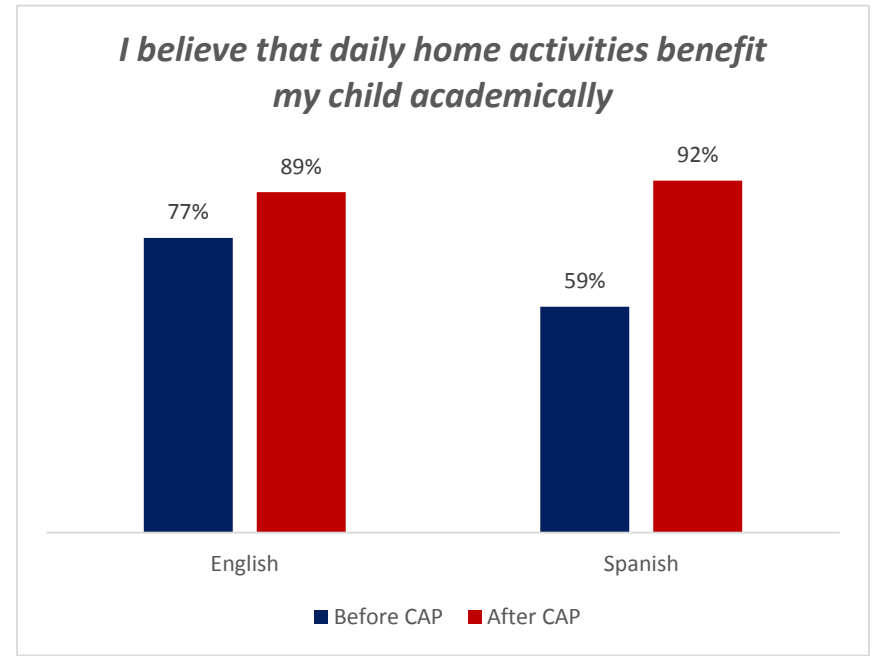
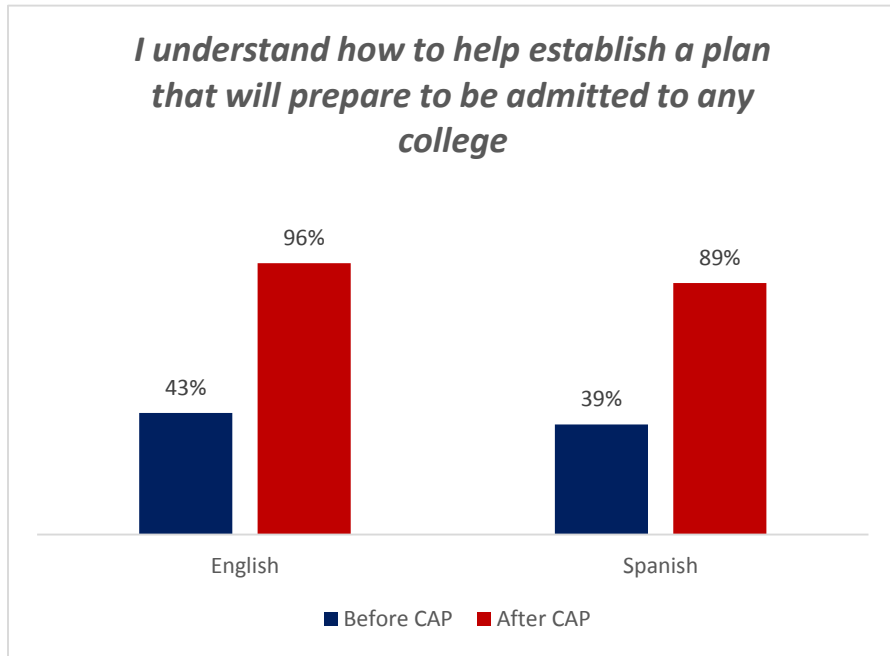
Spanish group parents' level of agreement increased by 58 percentage points after completing CAP. English group parents' agreement increased by 42 percentage points.



Spanish group parents' level of agreement increased by 61 percentage points after completing CAP. English group parents' agreement increased by 38 percentage points.



Spanish group parents' level of agreement increased by 30 percentage points after completing CAP. English group parents' agreement increased by 19 percentage points.



Results

Spanish group parents' level of agreement increased by 60 percentage points after completing CAP. English group parents' agreement increased by 53 percentage points.

Spanish group parents' level of agreement increased by 33 percentage points after completing CAP. English group parents' agreement increased by 12 percentage points.

- All families regardless of preferred language, showed statistically significant gains in at least 23 out of 25 college knowledge variables.
- Parents who had previous participation in CAP showed statistically significant gains in 7 out of the 25 college knowledge variables. Those variables seemed to be consistent with parents' questions and concerns about college (opportunities, financial gains, financial aid, and understanding of higher education systems).
- Spanish-speaking parents reported greater average gains than English-speaking parents in 18 of the 25 college knowledge variables.
- English speaking parents experienced particularly strong gains in confidence in knowing which classes their child needs to enroll to get into college.
- Parents in all language groups reported lacking confidence in their knowledge of college requirements and financial aid before the program and reported considerable gains in such knowledge.
- Families indicated financial aid, cost of attendance and uncertainty as the biggest barriers in planning for college.
- Within the state of Arizona, families are mostly acquainted with The University of Arizona, Arizona State University and Northern Arizona University. Outside of the state of Arizona, both language groups identified University of California Los Angeles (UCLA) and Harvard University.

Parent's College Aspirations: Emulation Poem: The emulation poem attempts to emulate (copy) another writer's style or form, but about a different topic. Parents were asked to write a "College/University" emulation poem on the 10th week of the program.

“La cosa más importante de la universidad es que es un paso donde los jóvenes pueden recibir una educación y cumplir sus sueños y poder lograr ser alguien en la vida y tener una carrera. Pero la cosa más importante de la universidad, es que habrá muchos obstáculos que los estudiantes al igual que los padres tendrán que vencer.”

“La cosa más importante de la universidad es que es un camino para lograr metas personales y conduce al conocimiento especialización que las personas puedan poner al servicio de los demás y ayuda a crear amistades. Pero la cosa más importante de la universidad, es que ayudaría a mis hijos a servir a su comunidad a desarrollar sus talentos y preparase para su independencia económica.”

“The important thing about College is that it is necessary. It prepares, and it motivates, and stimulates, and it teaches, and pushes you forward. But the important thing about College is it is what my children know is necessary.”

“The important thing about College is that it is a long-term goal. It can help set up life, and it can direct, and create opportunities, and it guides you, and build relationships. But the important thing about College is it is a reality that can be accomplished with dedication, hard work, and commitment.”



CAP 2014 & Padres Promotores 2015: Esparza Family

College Camp College Aspirations: On the second week of the program, kinder through 6th grade students were asked to write or draw what they would like to be when they grow up.

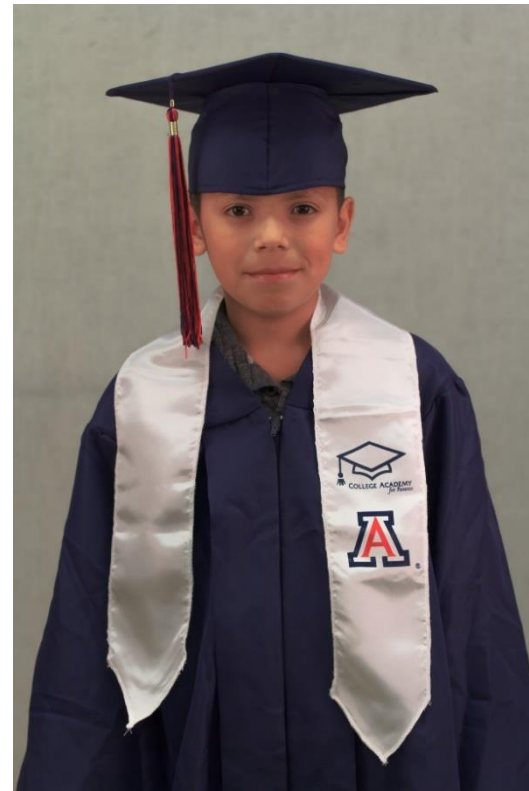
“I want to finish middle school, high school and college and get my desired career. I will go to school and work hard. I will achieve good grades to get a chance to become an architect. I will also study hard and pass every test they give me.”

“My goal is to become an artist or an author. To achieve these goals, I will finish school and go to college. I will practice at home, and I will join a special school for art, and an after school program for journalism.”

“My goal is to become President of the USA. In order for me to do that is to graduate from college. I will always make good decisions so that I can get that far, I will always work hard and do my best. I will make sure that I get grades that qualify me to be the President. I will always complete my homework and classwork so that I don't fall behind. Most of all, I'll try to get all the support from my family and friends so that I can have a successful future. I will do everything that I can do to make my dream possible. I hope I accomplish my dream.”



Rubi Valenzuela, 1st grade
Craycroft Elementary School



Edgardo Nieblas, 4th grade
Summit View Elementary School

5/6th Grade POST-Wordle: On the *last* day of College Camp students were asked to verbally share words that came to mind when coming across the word “University”. The post wordle indicated a shift in focus. Students most frequently stated **Path to the future, Books, Scholarships, Sports, and Jobs**. The words used in the wordle seemed to indicate that students were aware of the steps necessary to attend a university. The word associations seemed to be more concrete and specific.



CAP's impact on the K-6 students in College Camp as reported by College Camp Leaders

“During one of the week’s presentation on financial aid it stressed how financial aid is scholarships and grants along with other things. Later during CAP I asked one of my kindergarteners what financial aid was and he responded by saying that it was a scholarship that was free money. My student's response really demonstrated to me how impacting the information that was taught each workshop really was. I could really see the positive impact CAP is all about.”

“One thing that really touched me was that at the end of the program on the last day (the parent graduation) a couple of my students came up to me and said that they would miss me. Their parents also said that I made a difference in their kids’ lives and that they appreciated the work that I did.”

“Many times throughout the program I had parents come up to me and ask me about my experience before college and if I had any advice to give them. That showed me that the parents are going to do their best to do anything they can to help their kids go to college.”



Camp leaders express why it is important that CAP continues to serve families in the Tucson community

“It is so important that this program continues because I think that this is the best way for the information to be disseminated to families. A lot of families don't know about the best ways to help their children, and I wish that when I was young I would have been in a program like this. When I was applying for college and looking for scholarships my parents didn't help me because they did not know what to do to help. Now with CAP parents can be with kids side by side in the process.”

“As a little kid we don't know what college is especially if our parents or older siblings don't go to college. CAP changes a child's perspective on their future life and success. CAP gives them hope and experiences like campus visits which encourages children to dream of college. They view their camp leaders as role models and they dream of one day to walk around campus as students and to share their experience with other students and families.”





Program Philosophy

Padres Promotores operates under the same principal as College Academy for Parents; a college education begins in the home. We honor and respect families. Parents are their children's first educators. It respects their experiences, culture and community. Even parents who have not obtained formal college knowledge by having attained a college degree, still have valuable insight to share with their students as they prepare them to be the first in the family to go to college.

Program Overview

Padres Promotores is a pilot program that started in November 2014. It provides a leadership opportunity for CAP graduates and Sunnyside Unified School District parents to continue to stay involved in the community and engages them in sharing their college knowledge. These parents help initiate the conversation about early college planning through non-traditional ways within their immediate community, such as home visits, early education centers, existing neighborhood associations, and local library centers. We believe that families are the most important agents in the community in order to promote a college-going culture. Padres Promotores aids CAP in reaching more families who cannot commit to a 12-week college preparation program.

Program Workshops

The parent program consists of 4 workshop series facilitated in English and in Spanish by parents and for parents. Workshops are held in any community space during the morning and evening. The workshop series consists of parent advice, the sweet 16 core academic courses, college admissions, and financial aid. Parent leaders decide on the topics and facilitate each workshop with engaging activities and bilingual materials (icebreakers, handouts, group work, and discussions). The program workshop is ran as a "plática" rather than a formal presentation. For example, Padres Promotores may facilitate the parent advice workshop with a Lego activity. The Lego activity gets parents working in teams with little instruction. This activity purposefully gives parents little instruction and different materials to complete the task in order to symbolize the social inequalities in education. Once Padres Promotores ask their fellow parents and community members to reflect the purpose of this activity, the discussion begins about what is in their control as parents in order to maximize their child's education. The goal is to start a dialogue between parents, share personal experiences in education, struggles and advice, in addition to answering families' questions and concerns. Similar to what parents experienced in CAP, parents will facilitate a college admissions workshop by getting parents into teams and creating their very own university. Padres Promotores tap into parents' funds of knowledge as many have some understanding of what is expected of their child for college admissions. You ask families about factors that can impact college admissions and the family will tell you about grades, involvement, leadership, community service and diversity. Again, we are finding that parents are engaged in their children's education and that the community has answers. Parents' confidence levels are amplified when the conversation occurs in the language of their choice.

College Academy for Parents-Annual Report 2015



Program Learning Outcomes

- Parents will be the key agents and advocates of higher education.
- Increase the educational achievement levels of the South Tucson community.
- Enhance parents’ leadership skills through community outreach.
- Realize the potential within their own experiences, culture, and community to promote educational achievement in their family and in their community.

Padres Promotores

Padres Promotores Key Partners

The University of Arizona, Sunnyside Unified School District, El Pueblo Liberty Adult Learning Center-Pima Community College, John Valenzuela Youth Center, Valencia Branch Public Library, El Pueblo Library, Ocotillo Early Learning Center, Mission Manor Head Start, El Pueblo Neighborhood Center, and others.

Schools served November 2014-April 2015

SUSD Schools	Topic/s	Average Parent attendance	Number of Presentation
Ocotillo Learning Center	Parent to Parent Advice, Sweet 16 core classes, College Admissions and Financial Aid	15	4
Drexel Elementary School	Parent to Parent Advice, Sweet 16 core classes, College Admissions and Financial Aid	12	4
Summit View Elementary School	Parent to Parent Advice, Sweet 16 core classes, College Admissions and Financial Aid	12	4
Dessert View High School	Parent to Parent Advice, Sweet 16 core classes, College Admissions and Financial Aid	20	4
Sunnyside High School	College Admissions	10	1

College Academy for Parents-Annual Report 2015

2014-2015 Padres Promotores Members

Padres Promotores	SUSD School
Gabriel D. Esparza	Gallego Elementary
Sara Esparza	Gallego Elementary
Ruth Lopez	Not available
Monique Martinez	Gallego Elementary
Yolanda Molina	Esperanza Elementary
Myshell Molina	Esperanza Elementary
Solomon Romero	Craycroft Elementary
Brenda Munoz	Craycroft Elementary
Jaime Aguilar	Desert View High School
Maricarmen Aguilar	Desert View High School
Maria Etelvina Andrade	Desert View High School
Maria Raquel Mesa	Gallego Elementary
Rosalia Garcia	Rosemarie Rivera Elementary
Marcela Figueroa	Desert View High School
Maria S. Nieblas	Summit View Elementary
Elizabeth Ruiz	Summit View Elementary
Matilde Vazquez	Desert View High School
Dora Corrales	Desert View High School
Mayra Rodriguez	Drexel Elementary



Maria S. Nieblas & Elizabeth Ruiz
Summit View Elementary School



Maria S. Nieblas & Rosalia Garcia
Drexel Elementary School

Summary

Previous studies on parent engagement and college readiness indicate that educators must include families as active partners in the college preparation process (Conley, 2008; Fann, Jarsky, McDonough, 2009; Plunkett & Bamaca Gomez, 2003; Roderick, Nagaoka, & Coca, 2009; and Durand, 2011). Reciprocity is key in establishing relationships in the K-12 system (Moll et al. 1992). We need to move away from blaming the schools and parents in order to effectively promote a college going culture. Therefore, College Academy for Parents and Padres Promotores will continue to sustain strong parental engagement through parent workshops/discussions, campus visits, college camp and the graduation ceremony. In addition, workshops will continue to use culturally relevant information to address the needs of the community. Building rapport with families has created consistent parent participation and stronger college knowledge gains. Parental engagement has both academic and attitudinal benefits for their children. Optimal college preparation begins as early as elementary.

Conclusion

College Academy for Parents is a vehicle for communicating to children and parents the importance of early college preparation. From available evidence we know that families indicated uncertainty, financial aid, and cost of attendance as the biggest barriers in planning for college. Nevertheless, current practices in the K-12 education system and higher education institutions tend to develop college-bound programs that do not meet the needs of the community (Fann, Jarsky, & McDonough, 2009). CAP findings indicate that parents benefit from constant and meaningful interactions with K-12 and higher education staff and faculty. There were significant gains among all college knowledge variables. However, greatest gains were for Spanish-speaking parents when compared to English-speaking parents. Families felt more comfortable planning for college after having participated in CAP. The parent wordle (word cloud) captured parents' value of education and college aspirations for their children. The student wordle illustrated vast gains in vocabulary use and specificity of the word "University". Families' were most aware of the three in state universities (The University of Arizona, Arizona State University and Northern Arizona University) and the most elite universities in the country (University of California Los Angeles and Harvard University) (Lowry, 2008). The findings dispel the deficit model in education about low-income, minority and first generation Latino college families. When programs create an environment that respects and honors families' funds of knowledge, educators are often surprised at how much families already know and the gains they have achieved. Padres Promotores is an additional support for CAP graduates to continue to stay involved in the community and to disseminate more college knowledge within the Tucson community.

Next Steps

The positive gains resulting from a funds of knowledge approach lead us to develop new strategies for success. First, the findings revealed that in order to continue to support families, CAP staff will need to provide ongoing communication to parents about the importance and benefits of taking rigorous core academic courses. Second, CAP staff will also need to modify its curriculum to include more returning CAP graduates and Padres Promotores as parent leaders and pools of knowledge. Third, it is also important to ask families more questions about college choice and how those ideologies were initially created. Fourth, CAP hopes to maintain recruitment numbers at approximately 200 families with a graduating class of approximately 100 families. The goal is for Padres Promotores to continue conduct more "pláticas" and help recruit and retain more CAP families. Fifth, CAP staff hopes to attend 50 familial events in the SUSD to encourage families to register for CAP. Finally, CAP will continue to support and grow Padres Promotores. Padres Promotores will expand their reach to new elementary, middle and high schools and community facilities and provide a more comprehensive and complete curriculum to the community.

2015 College Academy for Parents Graduates



Photo credit: Karina Puga and Brian Berrellez's Photography

Future College Graduates



Video: Program overview

The screenshot shows a YouTube video player interface. The browser's address bar displays the URL <https://www.youtube.com/watch?v=Gu0IzsmDy80>. The video player features a thumbnail image of a group of diverse elementary school children wearing blue t-shirts with the text 'COLLEGE IT BEGINS IN ELEMENTARY SCHOOL'. The video title is 'College Academy for Parents: College, It Begins in Elementary School'. Below the title, the channel name 'Sunnyside Unified School District' is visible, along with a 'Subscribe' button and a view count of '207'. The video player controls show a progress bar at 0:13 / 6:56. The video description area includes icons for 'Add to', 'Share', and 'More', as well as thumbs up and thumbs down icons.

<https://www.youtube.com/watch?v=Gu0IzsmDy80>

PROGRAM CONTACTS

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Ed Dawson, Ph.D., Federal Programs
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Andrea Foster, Parent Engagement Coordinator
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SUSD SCHOOLS:

ELEMENTARY SCHOOLS: Craycroft, Drexel, Elvira, Esperanza, Gallego, Liberty, Los Amigos, Los Niño's, Mission Manor, Rosemarie Rivera, Santa Clara, Sierra, and Summit View **MIDDLE SCHOOLS:** Apollo, Billy Lane Lauffer, and Challenger **HIGH SCHOOL:** Desert View, Sunnyside and STAR Academic Center.

OUR HOSTS AT APOLLO MIDDLE SCHOOL

Roy Massani, Principal
Raymond Rodriguez 21st Century Coordinator
Alma Rascon, Parent Involvement Assistant

DISTRICT CHILDCARE PROFESSIONALS

Maria Andrade, Sonya Lopez, Aida Orendian

CAMPUS VISIT FACILITATORS

Math and Science

Physics-Brace Bayly, Ph.D.
College of Medicine-Oscar Beita, MD, MPH
Engineering-Jose Aguilar
Chemistry-Ricardo Palos Pacheco
Water Resources-Jim Washburne, Ph.D.

Language, Arts and Culture

Capoeira Mandinga Tucson
Fine Arts-Professor Alfred Quiroz, MFA
College of Education-Michelle Galambos
Residence Life-Ms. Delaney B Stratton
Associated Students of The University of Arizona
Campus Recreation- Heather M Kleeman & Michele Schwitzky

UNIVERSITY FACULTY PRESENTERS

Spanish

Jose Fonseca, Mathematics
Vicente Talanquer, Ph.D., Chemistry
Dionisio de la Viña, Ph.D., Teaching, Learning and Sociocultural Studies
Adrian Arroyo Perez, Higher Education
Celestino Fernandez, Ph.D., Mexican American Studies
Mr. Arnulfo Velazquez, Teaching, Learning & Sociocultural Studies

English

Reed Dickson, Mathematics Engineering Science Achievement
Brooke Beam, Ph.D., Chemistry & Biochemistry
Manny Leon, Mathematics Engineering Science Achievement
Albert Welter, Ph.D., School of International Languages, Literature and Culture
Susan Crane, Ph.D., History
Sarah Gonzales, Social Justice Consultant

COLLEGE ACADEMY FOR PARENTS STAFF

Director: Rudy McCormick
Associate Director: Catalina Carlos
CAP Coordinator: Janette Mariscal Montalvo
NASEP Coordinator: Ace Charette
Student Coordinator: Michael Guyer & Larissa Teran
College Camp Leaders: Adrian Arroyo-Perez, Viviana Ortiz, Trinity Vo, Carlos Parades, Ina Aguirre, Mariana Sanchez, Maria Mata, Azucena Palomares, Anna Urrea and Melissa Ruiz.

PHOTOGRAPHY & VIDEO

Karina Puga and Brian Berrellez' s Photography
Gavin Dunham

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