



2,395
K-6
STUDENTS

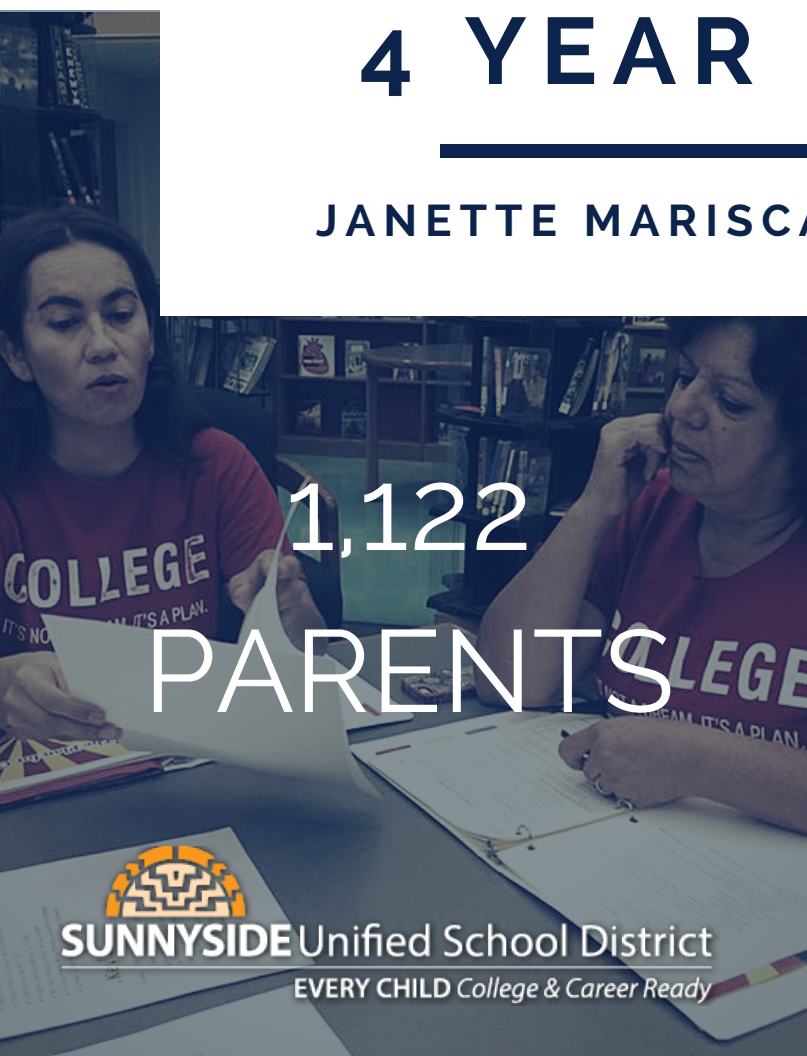


770
FAMILIES



4 YEAR REPORT

JANETTE MARISCAL, COORDINATOR



1,122
PARENTS



14
COHORTS

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The mission of the Office of Early Academic Outreach (EAO) at the University of Arizona is to increase the number of low-income, underrepresented, and first-generation college-bound students who aspire to attend and are eligible to enter a university degree program.

Program Philosophy

College Academy for Parents (CAP) 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 (Bourdieu, 1986; Coleman, 1988). If it is not the parent's language of choice, too bad. THIS IS NOT OUR APPROACH.

Our approach is different. We honor families (Moll et al., 1992; Kiyama 2010, 2011; Rios-Aguilar, 2010, Rios-Aguilar & Kiyama 2012; Velez-Ibanez & Greenberg, 1992). 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 (Valdes, 1996). 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; Velez-Ibanez & Greenberg, 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 2017, 1,122 parents representing 770 families and 2,395 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 2009-2017. 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, conversations about the benefits of higher education, the importance of parental involvement, Arizona university admissions requirements, and financial aid processes are discussed. Early Academic Outreach (EAO) staff facilitate all college knowledge workshops. 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. 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 retrospective questionnaire about their confidence in college knowledge.

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 childcare 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 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. Students were able to observe 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! 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 childcare 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 collaborated with the Festival of Books and Animal Science. Animal Science facilitated a bilingual presentation on cattle and meat production.

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 collaborated with College of Fine Arts, College of Education, and the Guerrero and Adalberto Student Center. The Fine Arts project allowed families to paint four murals that promoted a college going culture for Ocotillo, Sierra, Craycroft, Los Niños Elementary School with our distinguished Professor Alfred Quiroz. The murals were a continuous a project until all elementary schools each received a mural from CAP. As of 2017, 11 elementary schools have received murals as well as our host middle school and the district office. 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 the patio library or 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 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. The Parent keynote speakers were the Johnson family (Drexel Elementary School) and the Murillo family (Gallego Intermediate).

*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

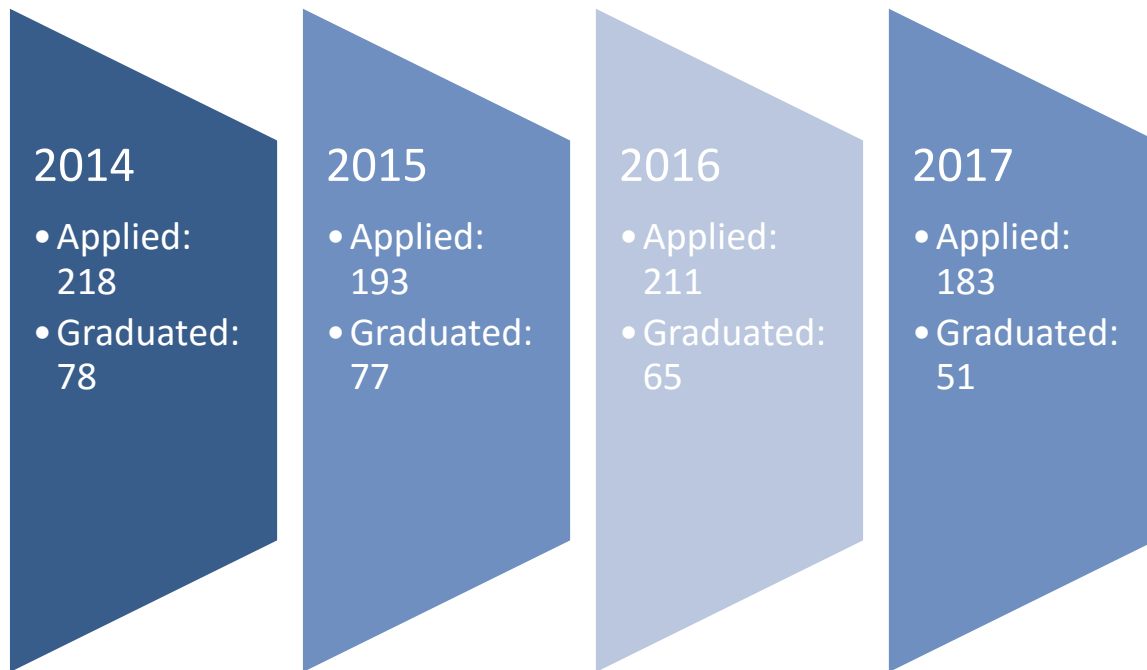
Survey/Assessment

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 in 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 25 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. Participants 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 45 (English 21 Spanish 24) total respondents to the survey (50% 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

4 Year Enrollments



Demographics

**2017 CAP:
51 Families (91 Parents and Guardians)**

Demographics:
 2% Asian-American/Pacific Islander
 4% Black/African-American
 82% Hispanic/Latino/a
 6% Native American/American Indian
 6% White/Caucasian

Mode
 Income:
**\$21,000-
 30,000**

Educational Attainment:
 6.67% Elementary School; 13.33% Middle School;
 6.67% Some High School; 13.33% High School
 6.67% Technical School; 11.11% Certificate; 6.67%
 Associate Degree
 17.78% Some University 15.56% Bachelor's
 Degree; 2.22%; Graduate or Professional Degree

Parents/Guardians
 80% Mothers
 15% Fathers
 5% Other
 46% had not visited the
 UA prior to CAP

Summary Results

Did you know...

- All families regardless of preferred language, showed statistically significant gains in all 25 college knowledge variables.

Did you know...

- Spanish-speaking parents reported greater average gains than English-speaking parents did over the course of the 4-year assessment in 24 out of the 25 college knowledge variables.

Did you know...

- On average, English-speaking parents reported feeling more confident in knowing how to start their college plan (i.e. college knowledge, resources, staff etc.)

Did you know...

- Parents in all language groups reported uncertainty in college requirements and financial aid before the program and reported considerable gains after their participation in CAP

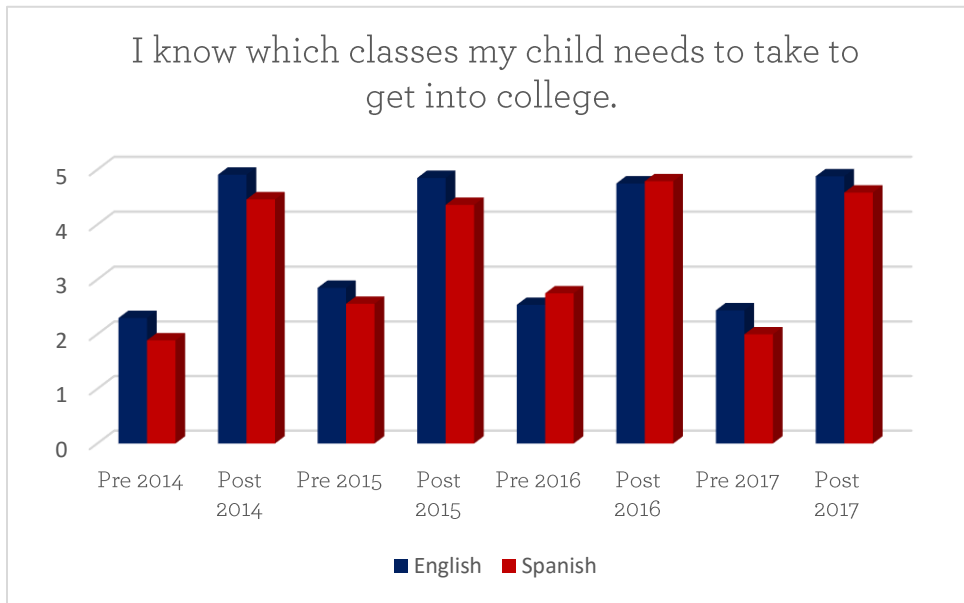
Did you know...

- Families indicated financial aid, cost of attendance and uncertainty as the biggest barriers in planning for college.

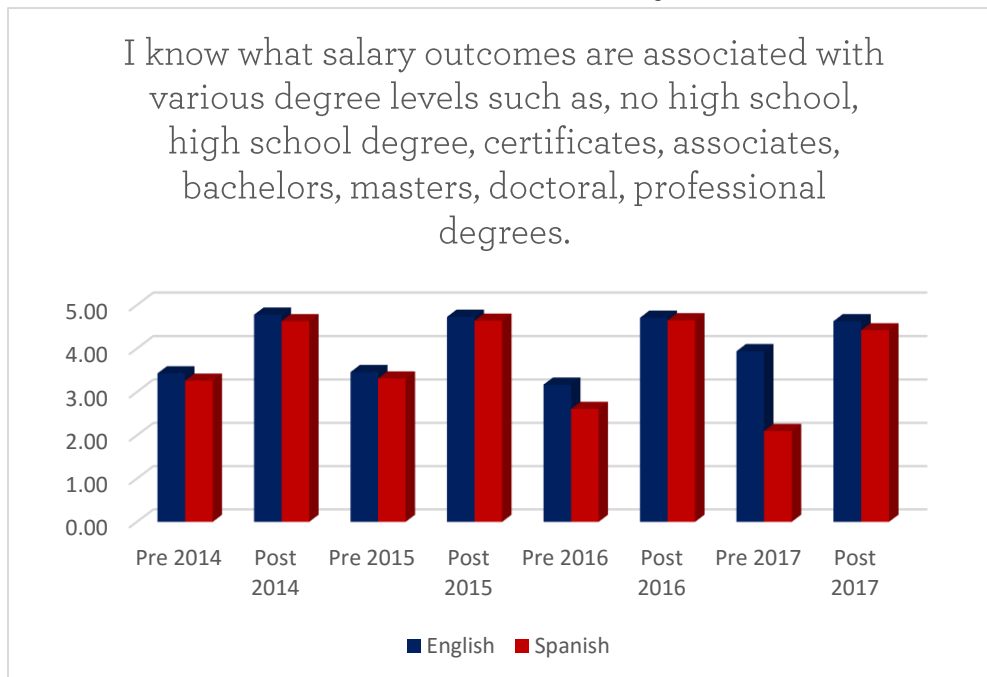
4 Year Trends

Parent/Guardian College Knowledge Gains

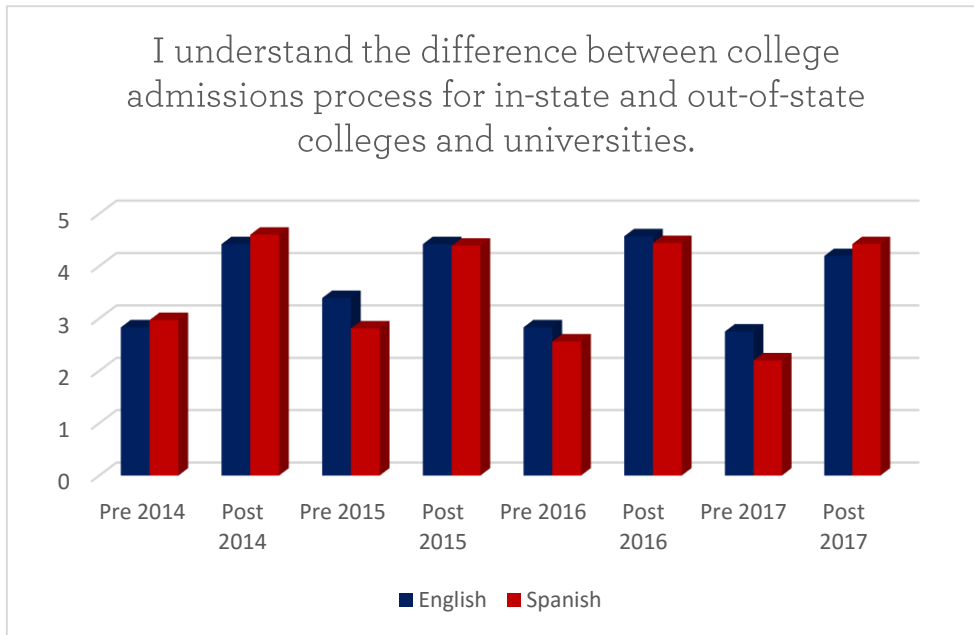
Learning objective 1: Develop a better understanding of the importance of maintaining a high grade point average in the core academic classes (Math, English, Science, Social Science, Fine Arts, and Foreign Language) and how elementary coursework relates to future majors, degrees, and careers.



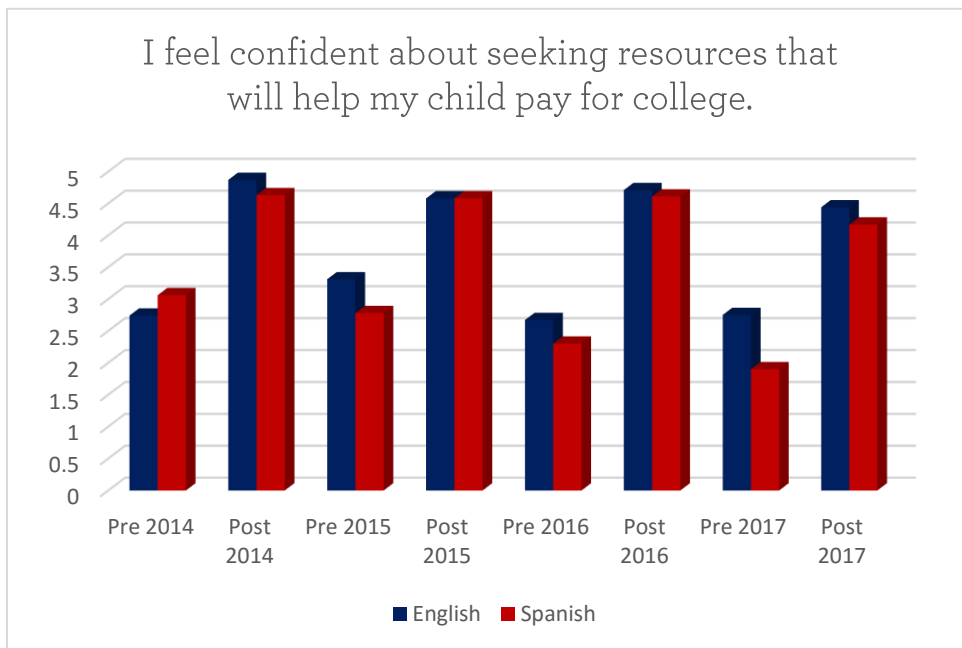
Learning objective 2: Be knowledgeable about the different types of colleges and universities and the outcomes associated with various degree levels.



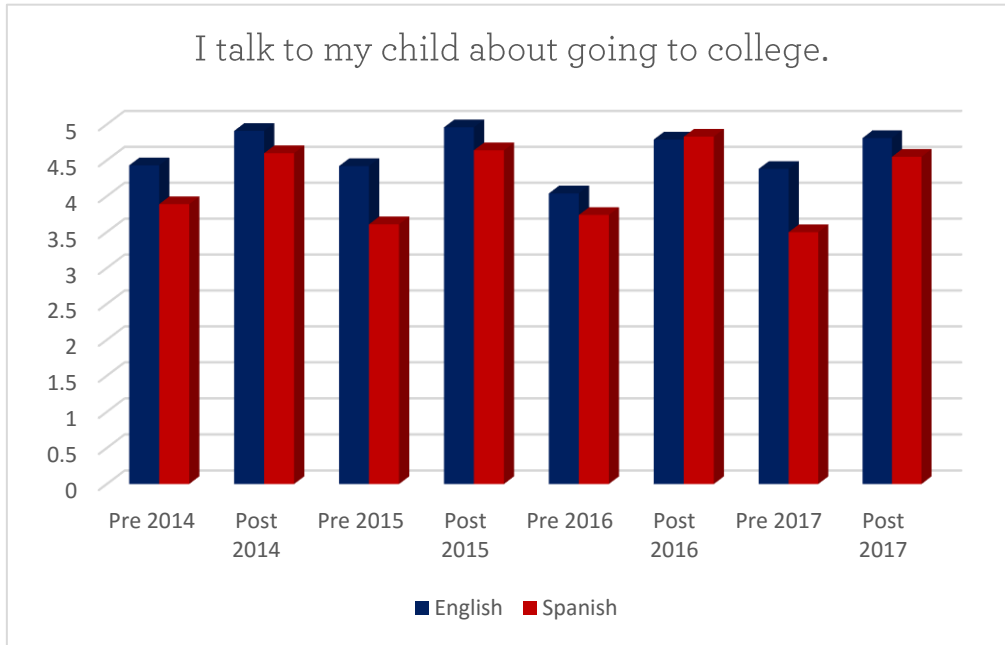
Learning objective 3: Describe the college admissions process for various in-state and out-of-state colleges and universities



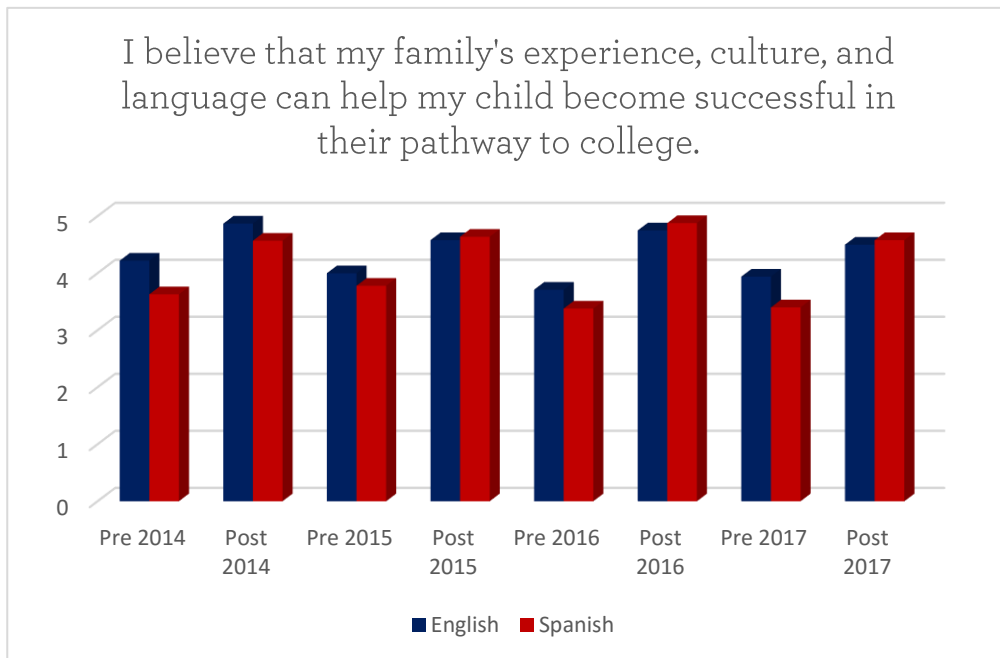
Learning objective 4. Articulate the differences of college tuition prices for various post-secondary educational systems and identify at least two financial resources available to them.



Learning objective 5: 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.



Learning objective 6: Realize the potential within their own experiences, culture, and community to promote educational achievement in their family.



K-6 College Goals



Jerry Mendoza, 3rd Grade



Aymara Ruiz, 3rd Grade

College Camp 5 & 6th grade College Aspirations and Favorite Memories

Problems College Camp K-6 want to solve:

“I want to solve the problem of pollution and littering. That is why I want to be an environmental lawyer.”

“I don’t know what I want to be, but I would like to help solve other people’s problems that they need to solve.”

Favorite part of CAP

“My favorite part of CAP was that I got to learn about how to go to the U of A because I want to go to the university.”

“My favorite part of CAP is learning more about college and having fun and meeting new people and that my parents can help me more when I get to college.”

Parent Goals

Parents Goals and Dreams for their children:

“To be the best in all aspects of life, go to school fully confident knowing college is ready for him. Success is around the corner.”

“My goals are to involve my children in any class opportunity to help prepare them for college. My dream is for my child to live his/her dream. I want my children to become more than I ever was.”

“Apoyarlo para que sea un profesionalista para que pueda apoyar al desarrollo de su persona y de la comunidad”



Ruiz Family: Left to Right

Jesus Ruiz: UA Freshmen, Aymara Ruiz: Gallego Primary, Martha Ruiz: CAP parent & Parent Promotor, Aileen Ruiz: Lauffer Middle School

Favorite CAP memories

“Favorite memory of CAP was hanging out with my kids at the campus and learning about college together.”

“Memorias muy agradables y mucho conocimiento. Ahora sé por dónde guiar a mis hijos, amigos y seres queridos. Recomendare por siempre a CAP. Son una gran ayuda. Dios los bendiga por todo lo que hacen por nosotros.”



CAP's Impact on Families

“Hemos cambiado nuestra forma de pensar al respecto sobre la Universidad y planear para cuando a ellos les toque entrar a la Universidad.”



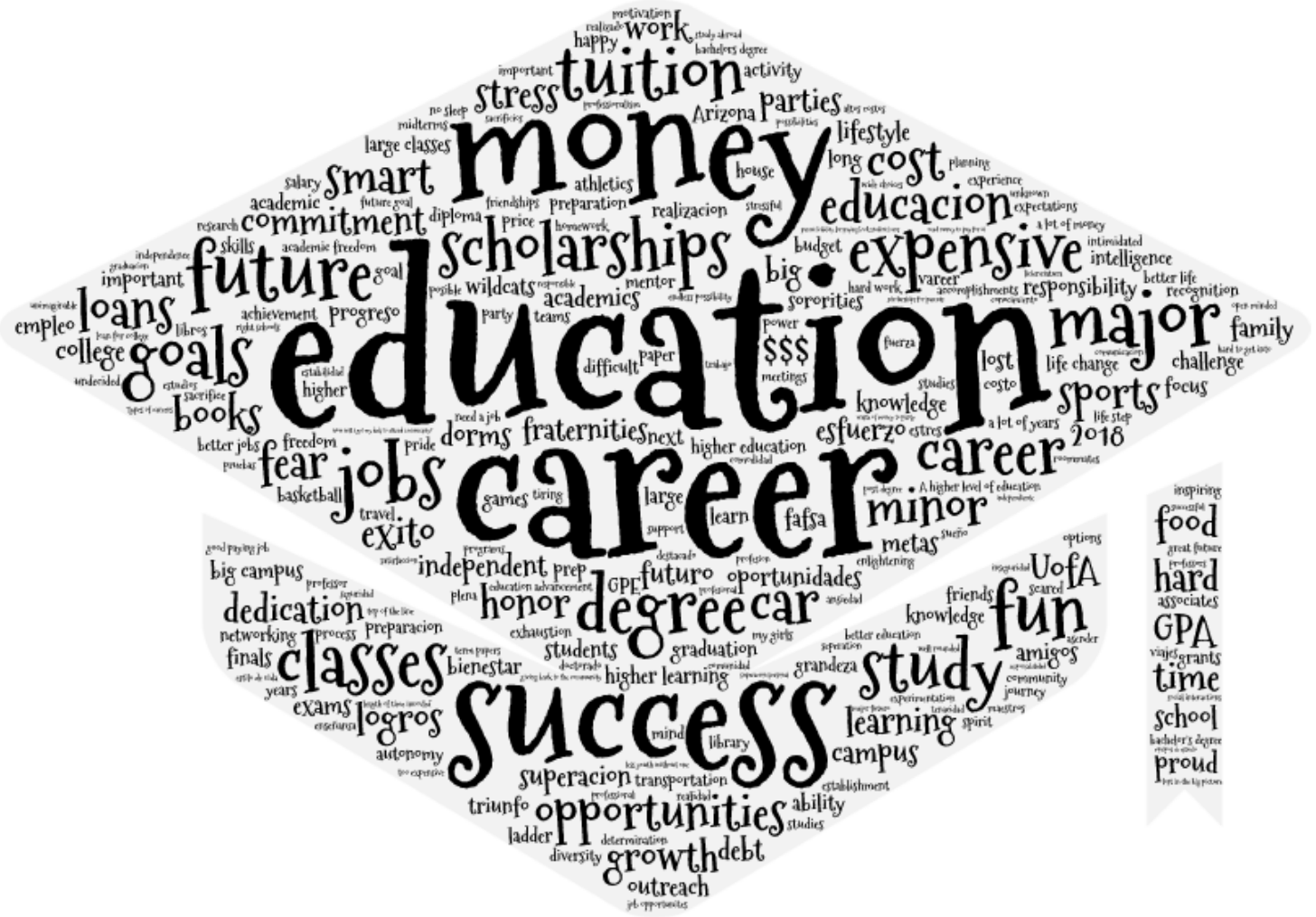
“I have always wanted my child to attend college, but after going, so much knowledge with CAP, I am now more determined, motivated and confident in getting her there.”

“Un gran impacto porque gracias a este programa mi hijo ya está estudiando en la universidad.”



Parent Wordle

Pre CAP Wordle: On the *first* day of CAP parents were asked to write any words that came to mind when hearing the word “UNIVERSITY”. The parent pre-wordle indicated that both English and Spanish groups associated the word “UNIVERSITY” as highly positive, but with some fears and concerns about finances. Parents in the English language group most frequently mentioned Education, Career Scholarships, Money, Future, Success, and Expensive. Parents knew the importance and value of a college education. However, the cost of college was a big concern. Parents in the Spanish language group stated *Educación, Esfuerzo, Logros, Oportunidades, Superación, and Costo* (Education, Effort, Success, Opportunities, Overcoming, and Cost). These words implied that parents were also uneasy about the cost of college. Although, parents shared their concerns in obtaining a college education, parents new that college could provide a better future for their children.



CAP's Impact on K-6 Students from College Camp Leader Perspective

“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.”

College Academy for Parents: Class of 2017





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. Parents 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 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.

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 Key Partners

- The University of Arizona, Sunnyside Unified School District, John Valenzuela Youth Center, Valencia Branch Public Library, Tucson Unified School District

Schools served November 2016-January 2017

SUSD Schools	Topic/s	Average Parent attendance	Number of Presentation
Valencia Library	Parent to Parent Advice, Sweet 16 core classes, College Admissions and Financial Aid Types of Institutions	5	4
McCorkle Elementary School	Parent to Parent Advice, Sweet 16 core classes, College Admissions and Financial Aid Learning Strategies Types of Institutions	5	4
Apollo Middle School	Parent to Parent Advice, Sweet 16 core classes, College Admissions and Financial Aid Types of Institutions	6	4
Elvira Elementary School	Parent to Parent Advice, Sweet 16 core classes, College Admissions and Financial Aid Learning Strategies Types of Institutions	5	6
Rivera Elementary School	Parent to Parent Advice, Sweet 16 core classes, College Admissions and Financial Aid Types of Institutions	10	5
John Valenzuela Youth Center	Admissions and Financial Aid	30	1
San Miguel High School	Parent to Parent Advice, Sweet 16 core classes, College Admissions and Financial Aid Types of Institutions	20	4

Padres Promotores		SUSD School or other
Maricarmen	Aguilar	UA
Jaime	Aguilar	UA
Citlali	Cardenas	Craycroft Elementary
Marcela	Figueroa	UA
Rosalia	Garcia	Apollo Middle School
Maria Lourdes	Guzman	Sunnyside High School
Maritza	Hernandez	Rivera Elementary School
Alejandra	Magaña Molina	Summit View Elementary School
Myshell	Molina	Rivera Elementary School
Yolanda	Molina	Esperanza Elementary School
Ana	Monge	Elvira Elementary
Yolanda	Quintanilla	UA
Orencio	Quintanilla	UA
Martha	Ruiz	Gallego Primary
Lizbeth	Zurita	Elvira Elementary



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 to promote a college going culture. Therefore, College Academy for Parents and Padres Promotores will continue to sustain strong parental engagement through, genuine, personal and consistent care and contact by honoring families' funds of knowledge. Workshops will continue to use culturally relevant information to address the needs of the community and understand that education is political. 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. Presenting in families' native language is key. 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 findings dispel the deficit model in education about low-income, ethnic populations 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 continue to modify its curriculum to include more returning CAP graduates and Padres Promotores as parent leaders and pools of knowledge (seek new presenters and modify campus visits). Next, it is also important to ask families about their understanding of the core academic requirements and the schools course catalog. Furthermore, CAP hopes to maintain recruitment numbers at approximately 200 families

with a graduating class of approximately 80-100 families. The goal is for Padres Promotores to continue conduct more “pláticas” and help recruit and retain more CAP families. 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, provide a more comprehensive, and complete curriculum to the community.

Program Contacts:

Sunnyside Unified School District

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SUSD SCHOOLS:

ELEMENTARY SCHOOLS: Craycroft, Drexel, Elvira, Esperanza, Gallego Primary, Gallego Intermediate, 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

CAMPUS VISIT FACILITATORS

Math and Science

School of Animal Sciences-Samuel Lopez, Ph.D & Baraquiél Molina

Festival of Books

Language, Arts and Culture

Fine Arts-Professor Alfred Quiroz, MFA

Teaching, Learning and Socialcultural Studies- Jesus Jaime-Diaz

Ana and Adalberto Student Center: Manuel Duarte

Associated Students of The University of Arizona

UNIVERSITY FACULTY PRESENTERS

Spanish

Jose Fonseca, Mathematics

Vicente Talanquer, Ph.D., & Ricardo Palos Pacheco, Chemistry

Ana Cornide, Ph.D., Spanish & Portuguese

Yadira Berigan, Ph.D., Spanish & Portuguese

Anna O’leary, Ph.D., Mexican American Studies

Sarah Gonzales, Social Justice Consultant

English

Arnulfo Velasquez, Teaching, Learning & Sociocultural Studies

James Stanfill, Chemistry & Biochemistry

Reed Dickson, Pathways to College, Pima Community College

Fabian Alfie, Ph.D., French & Italian

Susan Crane, Ph.D., History

Michelle Cohen & Lino Garibaldi, Art History and Education

COLLEGE ACADEMY FOR PARENTS STAFF

Director: Rudy McCormick

CAP Coordinator: Janette Mariscal

Student Coordinator: Natalie Munguia

College Camp Leaders: Mirka Martinez, Dafnhe Salcedo, Cassandra Camacho, Gerardo Aguilar, Crystal Raygoza, Juan Figueroa, Vanessa Valenzuela, Jesus Ruiz, Aileen Larez

PHOTOGRAPHY & VIDEO

Karina Puga and Brian Berrellez' s Photography

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Appendix A

English Group. College Knowledge Variables (1=Strongly Disagree, 5=Strongly Agree)	2014 Pretest	2015 Pretest	2016 Pretest	2017 Pretest	2014 Posttest	2015 Posttest	2016 Posttest	2017 Posttest	2014 Change	2015 Change	2016 Change	2017 Change	2017 sig
I know which classes my child needs to take to get into college	2.30	2.85	2.54	2.44	4.91	4.85	4.75	4.88	2.61	2.00	2.21	2.44	0.000
I know what grades (GPA) my child needs to get into college.	2.70	3.27	2.88	3.31	4.91	4.69	4.67	4.94	2.21	1.42	1.79	1.63	0.000
I understand how my child's level of education is tied to their future career opportunities	4.04	3.85	3.30	3.75	5.00	4.81	4.70	4.75	0.96	0.96	1.40	1.00	0.003
I believe Honors and Advanced Placement (AP) courses offer the same college preparation	2.04	2.85	2.43	3.00	3.00	3.31	3.87	4.06	0.96	0.46	1.44	1.06	0.004
I understand the various types of colleges and universities available	2.83	3.62	3.09	3.75	4.83	4.62	4.83	4.56	2.00	1.00	1.74	0.81	0.007
I understand the difference between a community college degree and university degree	3.35	3.92	3.33	3.75	4.87	4.69	4.79	4.44	1.52	0.77	1.46	0.69	0.022
I am confident that I could list at least 2 colleges or universities located in the state or country	3.87	4.38	3.63	4.47	4.87	4.81	4.88	4.80	1.00	0.43	1.25	0.33	0.096
I know what salary outcomes are associated with various degree levels such as, no high school diploma, associate's degree, bachelor's degree, and graduate degree	3.43	3.46	3.17	3.94	4.78	4.73	4.71	4.63	1.35	1.27	1.54	0.69	0.003
I understand how to help my child establish a plan that will prepare him/her to be admitted to college	2.91	3.15	2.63	2.94	4.96	4.69	4.71	4.75	2.05	1.54	2.08	1.81	0.000
Completing college track courses with high grades will ensure that my child gets admitted to college	3.22	3.15	2.96	3.69	4.22	4.42	3.96	4.31	1.00	1.27	1.00	0.63	0.007
I understand the difference between college admissions process for in-state and out-of-state students	2.83	3.39	2.83	2.75	4.78	4.42	4.57	4.19	1.95	1.03	1.74	1.44	0.002
I understand that the college admissions process can differ from one institution to another	3.09	3.27	3.45	3.00	4.74	4.65	4.55	4.44	1.65	1.38	1.10	1.44	0.000
I understand how financial aid and scholarships can help me pay for my child's education	3.39	3.96	3.67	4.06	4.96	4.65	4.83	4.69	1.57	0.69	1.16	0.63	0.028
I understand the differences between grants, loans and scholarships	3.30	3.85	3.52	3.57	4.87	4.69	4.81	4.71	1.57	0.84	1.29	1.14	0.004
I feel confident about seeking resources that will help my child pay for college	2.74	3.31	2.67	2.75	4.87	4.58	4.71	4.44	2.13	1.27	2.04	1.69	0.000
I feel comfortable using the FAFSA (Free Application for Federal Student Aid).	3.13	3.88	3.21	3.81	4.65	4.77	4.83	4.75	1.52	0.89	1.62	0.94	0.006
I feel comfortable contacting staff members at my child's school	3.52	4.23	3.88	4.13	4.61	4.69	4.71	4.44	1.09	0.46	0.83	0.31	0.055
I feel comfortable contacting staff members at local colleges and universities to answer questions	2.70	3.42	2.96	3.13	4.78	4.65	4.54	4.13	2.08	1.23	1.58	1.00	0.008
I am confident that my child will go to college	4.09	4.08	3.43	3.88	4.83	4.92	4.57	4.31	0.74	0.84	1.14	0.44	0.014
I believe that parents have the most influence on the development of the child's aspirations	4.30	4.38	4.22	3.69	4.83	4.88	4.74	4.56	0.53	0.50	0.52	0.88	0.006
I talk to my child about going to college	4.43	4.42	4.04	4.38	4.91	4.96	4.79	4.81	0.48	0.54	0.75	0.44	0.048
I believe that daily home activities benefit my child academically	4.13	4.23	3.92	4.00	4.87	4.73	4.75	4.73	0.74	0.50	0.83	0.73	0.022
I believe that my family's experience, culture, and language can help my child become successful in college	4.22	4.00	3.71	3.94	4.87	4.58	4.75	4.50	0.65	0.58	1.04	0.56	0.023
I believe that work ethic and determination are important factors in obtaining a college degree	4.48	4.42	4.29	4.63	4.91	4.92	4.88	4.75	0.43	0.50	0.59	0.13	0.164
Involvement in extracurricular activities such as sports, theatre, holding a leadership position	4.04	4.19	4.29	4.38	5.00	4.96	5.00	4.94	0.96	0.77	0.71	0.56	0.007

Appendix B

Spanish Group: College Knowledge Variables (1=Strongly Disagree, 5=Strongly Agree)	2014 Pre	2015 Pre	2016 Pre	2017 Pre	2014 Post	2015 Post	2016 Post	2017 Post	014 Chang	015 Chang	016 Chang	017 Chang	2017 sig
I know which classes my child needs to take to get into college	1.89	2.56	2.75	2.00	4.46	4.36	4.79	4.58	2.57	1.80	2.04	2.58	0.000
I know what grades (GPA) my child needs to get into college.	2.06	2.61	2.79	2.20	4.69	4.42	4.71	4.27	2.63	1.81	1.92	2.07	0.009
I understand how my child's level of education is tied to their future career opportunities	2.43	3.31	2.83	2.00	4.57	4.42	4.71	4.25	2.14	1.11	1.88	2.25	0.000
I believe Honors and Advanced Placement (AP) courses offer the same college preparation	2.86	2.67	2.27	2.20	4.43	3.83	4.41	4.08	1.57	1.16	2.14	1.88	0.000
I understand the various types of colleges and universities available	2.89	3.17	2.46	2.80	4.69	4.53	4.67	4.50	1.80	1.36	2.21	1.70	0.008
I understand the difference between a community college degree and university degree.	2.97	3.42	3.00	2.44	4.69	4.58	4.75	4.42	1.72	1.16	1.75	1.97	0.001
I am confident that I could list at least 2 colleges or universities located in the state of Arizona	3.03	3.31	2.75	2.60	4.63	4.31	4.67	4.67	1.60	1.00	1.92	2.07	0.001
I know what salary outcomes are associated with various degree levels such as, no high school diploma	3.26	3.31	2.61	2.10	4.63	4.64	4.65	4.42	1.37	1.33	2.04	2.32	0.000
I understand how to help my child establish a plan that will prepare him/her to be admitted to college	2.97	2.97	2.79	1.80	4.63	4.58	4.63	4.58	1.66	1.61	1.84	2.78	0.000
Completing college track courses with high grades will ensure that my child gets admitted to college	3.34	3.22	3.12	2.30	4.57	4.56	4.44	3.92	1.23	1.34	1.32	1.62	0.003
I understand the difference between college admissions process for in-state and out-of-state students	2.97	2.81	2.56	2.20	4.60	4.39	4.44	4.42	1.63	1.58	1.88	2.22	0.003
I understand that the college admissions process can differ from one institution to another	2.83	3.11	2.68	2.10	4.60	4.61	4.76	4.42	1.77	1.50	2.08	2.32	0.001
I understand how financial aid and scholarships can help me pay for my child's education at college	3.09	3.28	2.96	2.30	4.69	4.56	4.78	4.58	1.60	1.28	1.82	2.28	0.001
I understand the differences between grants, loans and scholarships	3.00	2.92	2.42	2.10	4.71	4.58	4.71	4.42	1.71	1.66	2.29	2.32	0.001
I feel confident about seeking resources that will help my child pay for college	3.06	2.78	2.30	1.90	4.63	4.58	4.61	4.17	1.57	1.80	2.31	2.27	0.003
I feel comfortable using the FAFSA (Free Application for Federal Student Aid).	2.94	2.97	2.54	1.90	4.66	4.69	4.75	4.42	1.72	1.72	2.21	2.52	0.001
I feel comfortable contacting staff members at my child's school	3.00	2.94	2.63	2.22	4.54	4.72	4.63	4.33	1.54	1.78	2.00	2.11	0.003
I feel comfortable contacting staff members at local colleges and universities to answer my questions	2.83	3.08	2.63	2.10	4.37	4.67	4.67	4.42	1.54	1.59	2.04	2.32	0.001
I am confident that my child will go to college	3.71	3.56	2.78	3.00	4.54	4.64	4.61	4.50	0.83	1.08	1.83	1.50	0.010
I believe that parents have the most influence on the development of the child's aspiration to go to college	3.80	3.44	3.60	3.40	4.60	4.57	4.92	4.58	0.80	1.13	1.32	1.18	0.017
I talk to my child about going to college	3.89	3.61	3.74	3.50	4.60	4.64	4.83	4.55	0.71	1.03	1.09	1.05	0.053
I believe that daily home activities benefit my child academically	3.69	3.42	3.33	3.50	4.49	4.57	4.71	4.42	0.80	1.15	1.38	0.92	0.121
I believe that my family's experience, culture, and language can help my child become successful in college	3.63	3.78	3.38	3.40	4.57	4.64	4.88	4.58	0.94	0.86	1.50	1.18	0.032
I believe that work ethic and determination are important factors in obtaining a college education	3.77	3.58	3.35	3.50	4.60	4.56	4.87	4.58	0.83	0.98	1.52	1.08	0.032
Involvement in extracurricular activities such as sports, theatre, holding a leadership position	3.43	3.50	3.13	3.20	4.63	4.67	4.83	4.67	1.20	1.17	1.70	1.47	0.004