



Program Philosophy

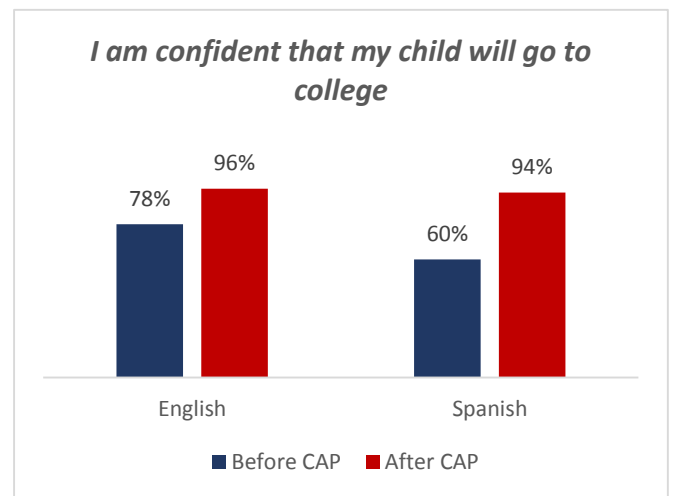
College Academy for Parents operates under the principal that a college education begins in the home. Parents are their children's first educators and the program respects their experiences, culture and community. Even parents who have not obtained formal college knowledge by having attained a college 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. 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 and 2 weekend campus visits. This report speaks to the documented assessment of this philosophy.

Methodology

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). Findings indicate the changes in parent's college knowledge BEFORE and AFTER the program were statistically significant.

Results

- Families, regardless of preferred language, showed statistically significant gains in 25 college knowledge variables.
- Spanish-speaking parents reported greater average gains than English-speaking parents in 19 of the 25 college knowledge variables.
- English speaking parents experienced particularly strong gains in confidence in establishing a college plan.
- 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.
- Barriers to college consisted of cost of attendance, financial aid, and family's legal status.



Implications

- Our findings are consistent with Conley (2007), Fann, Jarsky, McDonough (2009), Plunkett and Gomez (2003), Roderick, Nagaoka, & Coca (2009), Durand (2011).
 - The series of workshops, campus visits and graduation ceremony encouraged early parental involvement in the process of college preparation.
 - Culturally relevant information is necessary to address the needs of the community.
 - Parental involvement has both academic and attitudinal benefits for children. Fostering a welcoming environment is crucial for consistent parent participation.

Conclusion

- CAP is a vehicle for communicating to children and parents the importance of early college preparation.
- Families indicated financial aid, student's legal status and cost of attendance as the biggest barriers in planning for college.
- Parents benefit from constant and meaningful interactions with K-12 and higher education staff and faculty.
- Results indicated that CAP families felt more confident planning for post-secondary education after having participated in the program.

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Early Academic Outreach



College. It Begins In Elementary School. Janette Mariscal Montalvo, CAP Coordinator

“The important thing about college is that it is universal and versatile. It is multicultural and multi-racial, and it strengthens and builds communities and families and it gives students the respect and knowledge and it gives students a positive-bright future. But the important thing about college is that it is the most important foundation of a successful career.”

CAP would like to thank Mrs. Marla A. Franco, UA Director of Divisional Assessment & Research, and Miss Karina G. Salazar, Coordinator of Divisional Assessment and Research, for all their support and assistance in analyzing the descriptive statistics.

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Program Philosophy

College Academy for Parents operates under the principal 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.

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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.

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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. 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 2009-2014. 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 5th 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.

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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, Enactus-Nutritional Science Student group, Mathematics, Engineering, Science Achievement (MESA) program, and Optical Sciences. 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, and Resplendor. The Fine Arts project allowed families to paint four murals that promoted a college going culture at Drexel, Mission Manor, Santa Clara, and Elvira 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. 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 150 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.

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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

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Spring 2014 Calendar

Feb 5 – Kickoff Dinner Workshop #1 Program Overview and Benefits of a College Education

Feb 12 - Workshop #2 Academic Expectations and Communication, College Admissions

Feb 19- Workshop #3 Financial Aid/Scholarships, Goal Setting

Feb 26 - Workshop #4 Parent Involvement

March 5 - Workshop #5 Math

SATURDAY MARCH 1 – MATH & SCIENCE ACADEMIC SHOWCASE @ UA

Mar 12 – Workshop #6 Science

Mar 19 – UA Spring Break No Workshop

March 26 – Workshop #7 English / Language Arts

April 2 – Workshop #8 Foreign Language

April 9 - Workshop #9 Social Sciences

SATURDAY APRIL 12 – LANGUAGE, ARTS & CULTURE ACADEMIC SHOWCASE @ UA

April 16 - Workshop #10 Fine Arts

April 23- SUSD Spring Break No Workshop

April 30 - Workshop #11 College Camp Graduation

May 7 – 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 58 (English 23 Spanish 35) total respondents to the survey (65% 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=58)

- **Relationship to child**
 - **74% Mother**
 - 17% Father
 - 9% Other
- **Race/Ethnicity**
 - **88% Hispanic**
 - 3% Native American
 - 2% White
 - 2% Multiracial
 - 3% chose not to respond
- **Income**
 - **33% make \$21-\$30K**
 - 17% make \$0-\$10K
 - 14% make \$31-\$40K
 - 12% make \$11-\$20K
 - 12% make \$51-\$60K
 - 7% make \$61-\$70K
 - 5% make \$41-\$50K
- **Highest Level of Education**
 - **24% High School**

- 19% Middle School
- 16% Some High School
- 14% Some University
- 12% Bachelor’s Degree
- 3% Associate Degree
- 2% Certificate
- 2% Elementary School

- **Primary Language**
 - **55% Spanish**
 - 33% English
 - 12% Both English and Spanish
- **53% of respondents had not visited The University of Arizona campus prior to CAP.**

- **Total Elementary School applications (families)**

School	Applied	Graduated
Gallego	24	14
Summit View	23	6
Liberty	21	10
Los Ranchitos	19	1
Rosemarie Rivera	18	7
Elvira	16	8
Los Amigos	15	8
Los Niños	15	2
Esperanza	14	4
Santa Clara	13	1
Drexel	12	1
Mission Manor	12	5
Craycroft	7	4
Ocotillo Learning Center	7	6
Liberty Head Start	2	1

- **84 Parent Graduates**

Survey Results: Descriptive Statistics

Questions	English Group (N=23)		Spanish Group (N=35)	
I know which classes my child needs to take to get into college	BEFORE CAP	AFTER CAP	BEFORE CAP	AFTER CAP
	30%-Strongly Disagree	0%-Strongly Disagree	51%-Strongly Disagree	0%-Strongly Disagree
	30%-Moderately Disagree	0%-Moderately Disagree	17%-Moderately Disagree	6%-Moderately Disagree
	17%-Neither Disagree or Agree	0%-Neither Disagree or Agree	23%-Neither Disagree or Agree	6%-Neither Disagree or Agree
	22%- Moderately Agree	9%- Moderately Agree	9%- Moderately Agree	26%- Moderately Agree
	0%- Strongly Agree	91%-Strongly Agree	0%- Strongly Agree	62.9%-Strongly Agree
I know what grades (GPA) my child needs to get into college.	BEFORE CAP	AFTER CAP	BEFORE CAP	AFTER CAP
	26%-Strongly Disagree	0%-Strongly Disagree	49%-Strongly Disagree	0%-Strongly Disagree
	30%-Moderately Disagree	0%-Moderately Disagree	14%-Moderately Disagree	0%-Moderately Disagree
	4%-Neither Disagree or Agree	0%-Neither Disagree or Agree	20%-Neither Disagree or Agree	9%-Neither Disagree or Agree
	26%- Moderately Agree	9%- Moderately Agree	17%- Moderately Agree	14%- Moderately Agree
	13%- Strongly Agree	91%-Strongly Agree	0%- Strongly Agree	77%-Strongly Agree
I understand how my child's level of education is tied to their future career opportunities	BEFORE CAP	AFTER CAP	BEFORE CAP	AFTER CAP
	0%-Strongly Disagree	0%-Strongly Disagree	23%-Strongly Disagree	0%-Strongly Disagree
	13%-Moderately Disagree	0%-Moderately Disagree	34%-Moderately Disagree	0%-Moderately Disagree
	9%-Neither Disagree or Agree	0%-Neither Disagree or Agree	23%-Neither Disagree or Agree	9%-Neither Disagree or Agree
	39%- Moderately Agree	0%- Moderately Agree	17%- Moderately Agree	26%- Moderately Agree
	39%- Strongly Agree	100%-Strongly Agree	3%- Strongly Agree	66%-Strongly Agree
I believe Honors and (AP) courses offer same college preparation as standard courses	BEFORE CAP	AFTER CAP	BEFORE CAP	AFTER CAP
	44%-Strongly Disagree	35%-Strongly Disagree	11%-Strongly Disagree	0%-Strongly Disagree
	22%-Moderately Disagree	17%-Moderately Disagree	26%-Moderately Disagree	3%-Moderately Disagree
	22%-Neither Disagree or Agree	0%-Neither Disagree or Agree	40%-Neither Disagree or Agree	9%-Neither Disagree or Agree
	13%- Moderately Agree	9%- Moderately Agree	11%- Moderately Agree	31%- Moderately Agree
	0%- Strongly Agree	39%-Strongly Agree	11%- Strongly Agree	57%-Strongly Agree
I understand the various types of colleges and universities	BEFORE CAP	AFTER CAP	BEFORE CAP	AFTER CAP
	17%-Strongly Disagree	0%-Strongly Disagree	20%-Strongly Disagree	0%-Strongly Disagree
	22%-Moderately Disagree	0%-Moderately Disagree	20%-Moderately Disagree	0%-Moderately Disagree
	30%-Neither Disagree or Agree	0%-Neither Disagree or Agree	26%-Neither Disagree or Agree	3%-Neither Disagree or Agree
	22%- Moderately Agree	17%- Moderately Agree	20%- Moderately Agree	26%- Moderately Agree
	9%- Strongly Agree	83%-Strongly Agree	14%- Strongly Agree	71%-Strongly Agree
Questions	English Group (N=23)		Spanish Group (N=35)	

<p>I understand the difference between a community college degree and university degree.</p>	<p>BEFORE CAP 17%-Strongly Disagree 13%-Moderately Disagree 9%-Neither Disagree or Agree 39%- Moderately Agree 22%- Strongly Agree</p>	<p>AFTER CAP 0%-Strongly Disagree 0%-Moderately Disagree 0%-Neither Disagree or Agree 13%- Moderately Agree 87%-Strongly Agree</p>	<p>BEFORE CAP 26%-Strongly Disagree 11%-Moderately Disagree 23%-Neither Disagree or Agree 20%- Moderately Agree 20%- Strongly Agree</p>	<p>AFTER CAP 3%-Strongly Disagree 0%-Moderately Disagree 6%-Neither Disagree or Agree 9%- Moderately Agree 83%-Strongly Agree</p>
<p>I am confident that I could list at least 2 colleges or universities located in the state of Arizona</p>	<p>BEFORE CAP 13%-Strongly Disagree 13%-Moderately Disagree 4%-Neither Disagree or Agree 13%- Moderately Agree 56%- Strongly Agree</p>	<p>AFTER CAP 0%-Strongly Disagree 0%-Moderately Disagree 0%-Neither Disagree or Agree 13%- Moderately Agree 87%-Strongly Agree</p>	<p>BEFORE CAP 17%-Strongly Disagree 17%-Moderately Disagree 26%-Neither Disagree or Agree 26%- Moderately Agree 14%- Strongly Agree</p>	<p>AFTER CAP 0%-Strongly Disagree 3%-Moderately Disagree 6%-Neither Disagree or Agree 17%- Moderately Agree 74%-Strongly Agree</p>
<p>I know what salary outcomes are associated with various degree</p>	<p>BEFORE CAP 13%-Strongly Disagree 4%-Moderately Disagree 22%-Neither Disagree or Agree 48%- Moderately Agree 13%- Strongly Agree</p>	<p>AFTER CAP 0%-Strongly Disagree 0%-Moderately Disagree 4%-Neither Disagree or Agree 13%- Moderately Agree 83%-Strongly Agree</p>	<p>BEFORE CAP 14%-Strongly Disagree 9%-Moderately Disagree 31%-Neither Disagree or Agree 29%- Moderately Agree 17%- Strongly Agree</p>	<p>AFTER CAP 0%-Strongly Disagree 0%-Moderately Disagree 9%-Neither Disagree or Agree 20%- Moderately Agree 71%-Strongly Agree</p>
<p>I understand how to help establish a plan that will prepare to be admitted to any college</p>	<p>BEFORE CAP 17%-Strongly Disagree 17%-Moderately Disagree 26%-Neither Disagree or Agree 35%- Moderately Agree 4%- Strongly Agree</p>	<p>AFTER CAP 0%-Strongly Disagree 0%-Moderately Disagree 0%-Neither Disagree or Agree 4%- Moderately Agree 96%-Strongly Agree</p>	<p>BEFORE CAP 17%-Strongly Disagree 17%-Moderately Disagree 23%-Neither Disagree or Agree 37%- Moderately Agree 6%- Strongly Agree</p>	<p>AFTER CAP 0%-Strongly Disagree 3%-Moderately Disagree 6%-Neither Disagree or Agree 17%- Moderately Agree 74%-Strongly Agree</p>
<p>Completing college track courses with high grades will ensure that my child gets admitted to any college</p>	<p>BEFORE CAP 13%-Strongly Disagree 17%-Moderately Disagree 22%-Neither Disagree or Agree 30%- Moderately Agree 17%- Strongly Agree</p>	<p>AFTER CAP 9%-Strongly Disagree 4%-Moderately Disagree 4%-Neither Disagree or Agree 22%- Moderately Agree 61%-Strongly Agree</p>	<p>BEFORE CAP 9%-Strongly Disagree 14%-Moderately Disagree 34%-Neither Disagree or Agree 20%- Moderately Agree 23%- Strongly Agree</p>	<p>AFTER CAP 0%-Strongly Disagree 3%-Moderately Disagree 6%-Neither Disagree or Agree 23%- Moderately Agree 69%-Strongly Agree</p>

Questions	English Group (N=23)		Spanish Group (N=35)	
	BEFORE CAP	AFTER CAP	BEFORE CAP	AFTER CAP
I understand the difference between college admissions process for in-state and out-of-state	22%-Strongly Disagree 22%-Moderately Disagree 17%-Neither Disagree or Agree 30%- Moderately Agree 9%- Strongly Agree	0%-Strongly Disagree 0%-Moderately Disagree 4%-Neither Disagree or Agree 13%- Moderately Agree 83%-Strongly Agree	14%-Strongly Disagree 17%-Moderately Disagree 34%-Neither Disagree or Agree 26%- Moderately Agree 9%- Strongly Agree	0%-Strongly Disagree 3%-Moderately Disagree 6%-Neither Disagree or Agree 20%- Moderately Agree 71%-Strongly Agree
I understand that the college admissions process can differ from one institution to another	22%-Strongly Disagree 17%-Moderately Disagree 13%-Neither Disagree or Agree 26%- Moderately Agree 22%- Strongly Agree	0%-Strongly Disagree 0%-Moderately Disagree 4%-Neither Disagree or Agree 17%- Moderately Agree 78%-Strongly Agree	20%-Strongly Disagree 20%-Moderately Disagree 26%-Neither Disagree or Agree 26%- Moderately Agree 9%- Strongly Agree	0%-Strongly Disagree 0%-Moderately Disagree 6%-Neither Disagree or Agree 29%- Moderately Agree 66%-Strongly Agree
I understand how financial aid and scholarships can help me pay for my child's education	17%-Strongly Disagree 9%-Moderately Disagree 13%-Neither Disagree or Agree 39%- Moderately Agree 22%- Strongly Agree	0%-Strongly Disagree 0%-Moderately Disagree 0%-Neither Disagree or Agree 4%- Moderately Agree 96%-Strongly Agree	9%-Strongly Disagree 31%-Moderately Disagree 23%-Neither Disagree or Agree 17%- Moderately Agree 20%- Strongly Agree	0%-Strongly Disagree 0%-Moderately Disagree 6%-Neither Disagree or Agree 20%- Moderately Agree 74%-Strongly Agree
I understand the differences between grants, loans and scholarships	17%-Strongly Disagree 13%-Moderately Disagree 9%-Neither Disagree or Agree 44%- Moderately Agree 17%- Strongly Agree	0%-Strongly Disagree 0%-Moderately Disagree 4%-Neither Disagree or Agree 4%- Moderately Agree 91%-Strongly Agree	14%-Strongly Disagree 20%-Moderately Disagree 34%-Neither Disagree or Agree 14%- Moderately Agree 17%- Strongly Agree	0%-Strongly Disagree 0%-Moderately Disagree 6%-Neither Disagree or Agree 17%- Moderately Agree 77%-Strongly Agree
I feel confident about seeking resources that will help my child pay for college	30%-Strongly Disagree 17%-Moderately Disagree 13%-Neither Disagree or Agree 26%- Moderately Agree 13%- Strongly Agree	0%-Strongly Disagree 0%-Moderately Disagree 0%-Neither Disagree or Agree 13%- Moderately Agree 87%-Strongly Agree	14%-Strongly Disagree 20%-Moderately Disagree 26%-Neither Disagree or Agree 26%- Moderately Agree 14%- Strongly Agree	0%-Strongly Disagree 0%-Moderately Disagree 11%-Neither Disagree or Agree 14%- Moderately Agree 74%-Strongly Agree

Questions	English Group (N=23)		Spanish Group (N=35)	
	BEFORE CAP	AFTER CAP	BEFORE CAP	AFTER CAP
I feel comfortable using the FAFSA	26%-Strongly Disagree 9%-Moderately Disagree 17%-Neither Disagree or Agree 22%- Moderately Agree 26%- Strongly Agree	0%-Strongly Disagree 0%-Moderately Disagree 13%-Neither Disagree or Agree 9%- Moderately Agree 78%-Strongly Agree	9%-Strongly Disagree 29%-Moderately Disagree 34%-Neither Disagree or Agree 17%- Moderately Agree 11%- Strongly Agree	0%-Strongly Disagree 0%-Moderately Disagree 11%-Neither Disagree or Agree 11%- Moderately Agree 77%-Strongly Agree
I feel comfortable contacting staff members at my child's school	%-Strongly Disagree %-Moderately Disagree %-Neither Disagree or Agree %- Moderately Agree %- Strongly Agree	%-Strongly Disagree %-Moderately Disagree %-Neither Disagree or Agree %- Moderately Agree %-Strongly Agree	%-Strongly Disagree %-Moderately Disagree %-Neither Disagree or Agree %- Moderately Agree %- Strongly Agree	%-Strongly Disagree %-Moderately Disagree %-Neither Disagree or Agree %- Moderately Agree %-Strongly Agree
I feel comfortable contacting staff members at local colleges and universities	26%-Strongly Disagree 22%-Moderately Disagree 17%-Neither Disagree or Agree 26%- Moderately Agree 9%- Strongly Agree	0%-Strongly Disagree 0%-Moderately Disagree 0%-Neither Disagree or Agree 22%- Moderately Agree 78%-Strongly Agree	20%-Strongly Disagree 11%-Moderately Disagree 43%-Neither Disagree or Agree 17%- Moderately Agree 9%- Strongly Agree	0%-Strongly Disagree 3%-Moderately Disagree 9%-Neither Disagree or Agree 37%- Moderately Agree 51%-Strongly Agree
I am confident that my child will go to college	4%-Strongly Disagree 0%-Moderately Disagree 17%-Neither Disagree or Agree 39%- Moderately Agree 39%- Strongly Agree	0%-Strongly Disagree 0%-Moderately Disagree 4%-Neither Disagree or Agree 9%- Moderately Agree 87%-Strongly Agree	6%-Strongly Disagree 9%-Moderately Disagree 26%-Neither Disagree or Agree 29%- Moderately Agree 31%- Strongly Agree	0%-Strongly Disagree 0%-Moderately Disagree 6%-Neither Disagree or Agree 34%- Moderately Agree 60%-Strongly Agree
I believe that parents have the most influence on child's aspirations and beliefs about college	0%-Strongly Disagree 4%-Moderately Disagree 4%-Neither Disagree or Agree 48%- Moderately Agree 44%- Strongly Agree	%-Strongly Disagree %-Moderately Disagree %-Neither Disagree or Agree %- Moderately Agree %-Strongly Agree	0%-Strongly Disagree 14%-Moderately Disagree 23%-Neither Disagree or Agree 31%- Moderately Agree 31%- Strongly Agree	%-Strongly Disagree %-Moderately Disagree %-Neither Disagree or Agree %- Moderately Agree %-Strongly Agree

Questions	English Group (N=23)		Spanish Group (N=35)	
	BEFORE CAP	AFTER CAP	BEFORE CAP	AFTER CAP
I talk to my child about going to college	0%-Strongly Disagree 9%-Moderately Disagree 4%-Neither Disagree or Agree 22%- Moderately Agree 65%- Strongly Agree	0%-Strongly Disagree 0%-Moderately Disagree 0%-Neither Disagree or Agree 9%- Moderately Agree 91%-Strongly Agree	0%-Strongly Disagree 11%-Moderately Disagree 17%-Neither Disagree or Agree 43%- Moderately Agree 29%- Strongly Agree	0%-Strongly Disagree 0%-Moderately Disagree 9%-Neither Disagree or Agree 23%- Moderately Agree 69%-Strongly Agree
I believe that daily home activities benefit my child academically	4%-Strongly Disagree 0%-Moderately Disagree 22%-Neither Disagree or Agree 26%- Moderately Agree 48%- Strongly Agree	0%-Strongly Disagree 0%-Moderately Disagree 0%-Neither Disagree or Agree 13%- Moderately Agree 87%-Strongly Agree	0%-Strongly Disagree 9%-Moderately Disagree 31%-Neither Disagree or Agree 43%- Moderately Agree 17%- Strongly Agree	0%-Strongly Disagree 0%-Moderately Disagree 11%-Neither Disagree or Agree 29%- Moderately Agree 60%-Strongly Agree
I believe that my family's culture and language can help my child become successful in college	0%-Strongly Disagree 0%-Moderately Disagree 26%-Neither Disagree or Agree 26%- Moderately Agree 48%- Strongly Agree	0%-Strongly Disagree 0%-Moderately Disagree 0%-Neither Disagree or Agree 13%- Moderately Agree 87%-Strongly Agree	0%-Strongly Disagree 14%-Moderately Disagree 29%-Neither Disagree or Agree 37%- Moderately Agree 20%- Strongly Agree	0%-Strongly Disagree 0%-Moderately Disagree 6%-Neither Disagree or Agree 31%- Moderately Agree 63%-Strongly Agree
I believe that work ethic and determination are important in obtaining a college education	0%-Strongly Disagree 4%-Moderately Disagree 4%-Neither Disagree or Agree 30%- Moderately Agree 61%- Strongly Agree	0%-Strongly Disagree 0%-Moderately Disagree 0%-Neither Disagree or Agree 9%- Moderately Agree 91%-Strongly Agree	3%-Strongly Disagree 9%-Moderately Disagree 23%-Neither Disagree or Agree 40%- Moderately Agree 26%- Strongly Agree	0%-Strongly Disagree 0%-Moderately Disagree 6%-Neither Disagree or Agree 29%- Moderately Agree 66%-Strongly Agree
Involvement in extracurricular activities will help my child prepare for college	4%-Strongly Disagree 9%-Moderately Disagree 4%-Neither Disagree or Agree 44%- Moderately Agree 39%- Strongly Agree	0%-Strongly Disagree 0%-Moderately Disagree 0%-Neither Disagree or Agree 0%- Moderately Agree 0%-Strongly Agree	6%-Strongly Disagree 17%-Moderately Disagree 23%-Neither Disagree or Agree 37%- Moderately Agree 17%- Strongly Agree	0%-Strongly Disagree 0%-Moderately Disagree 6%-Neither Disagree or Agree 26%- Moderately Agree 69%-Strongly Agree

Survey Results: Open-ended questions

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

1. Pima
2. ASU

Parents identified 3 steps of the college admissions process

1. Sweet 16 (core academic courses)
2. Arizona resident
3. Graduating within the top 25% of their class

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

1. Sports
2. Extracurricular-leadership
3. Volunteering

Families' previous experience with college or a university

1. Parents were enrolled in the university or in a community college, or have graduated
2. Older child is enrolled
3. Extended family members

Parents helping their children further develop skills

1. Emphasize academics
2. Family support

3. Goal setting
4. Work-ethic

Goals for their children

1. University degree
2. Happy/ satisfied-having a sense of purpose

Making college happen

1. Family support
2. Communication
3. Goal setting (college as an expectation)

Parents' expectation of CAP

1. Learn more about the college admissions process
2. Learn about financial aid and scholarships
3. Learn how to guide/motivate their kids

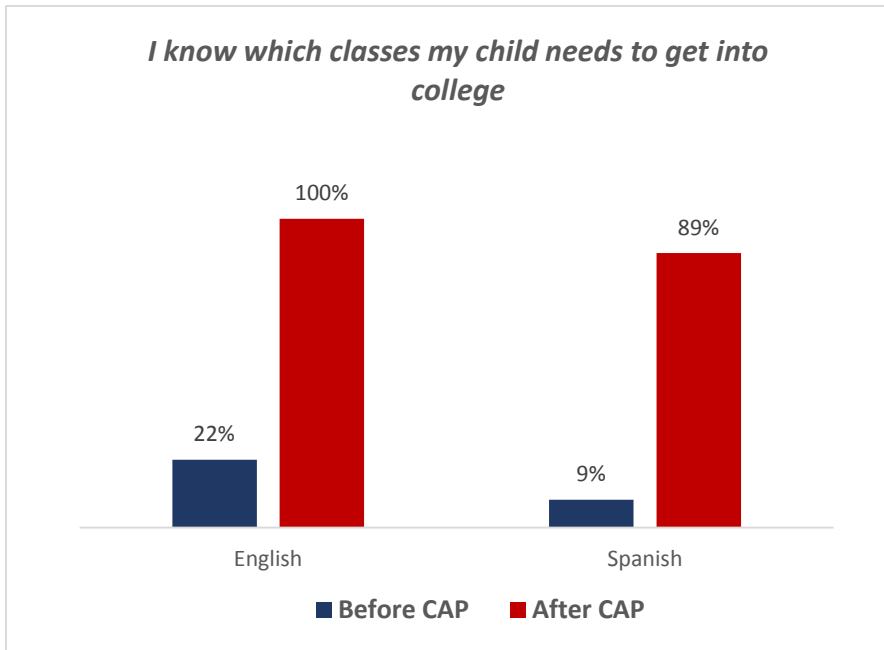
What parents wanted to know when they first started CAP

1. Scholarships/Financial Aid
2. Prepare kids for college

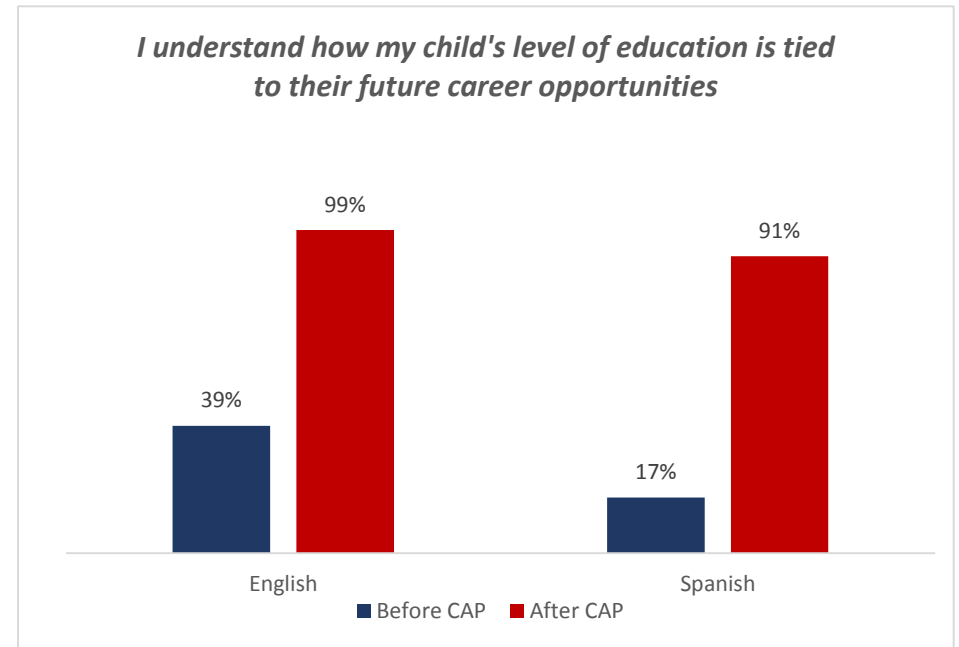
Parents' favorite activities

1. Campus visit
2. UA Professors
3. Parent Network

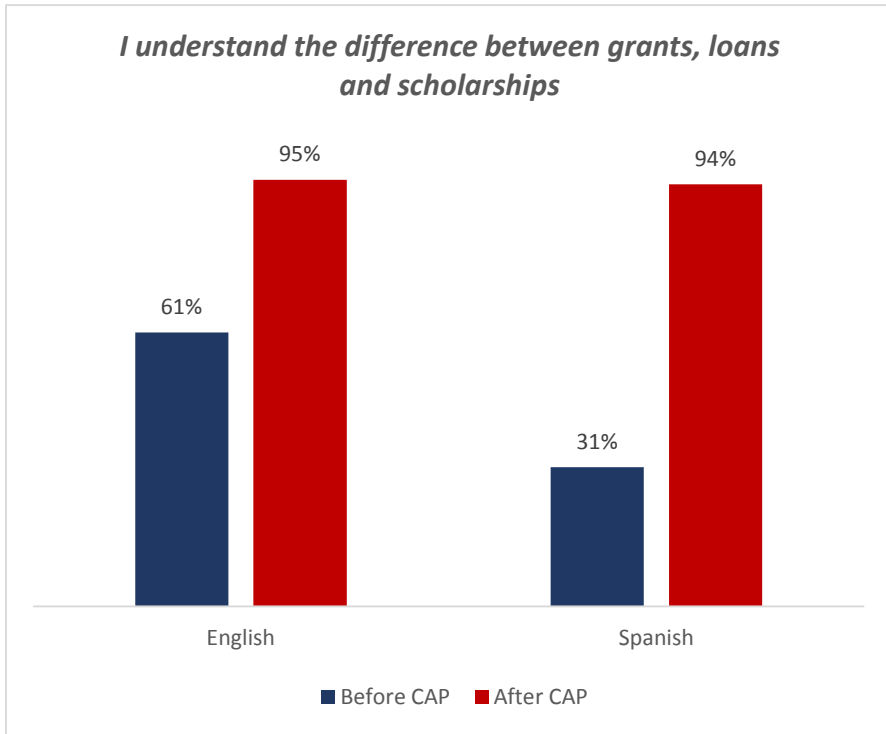
Parental Gains:



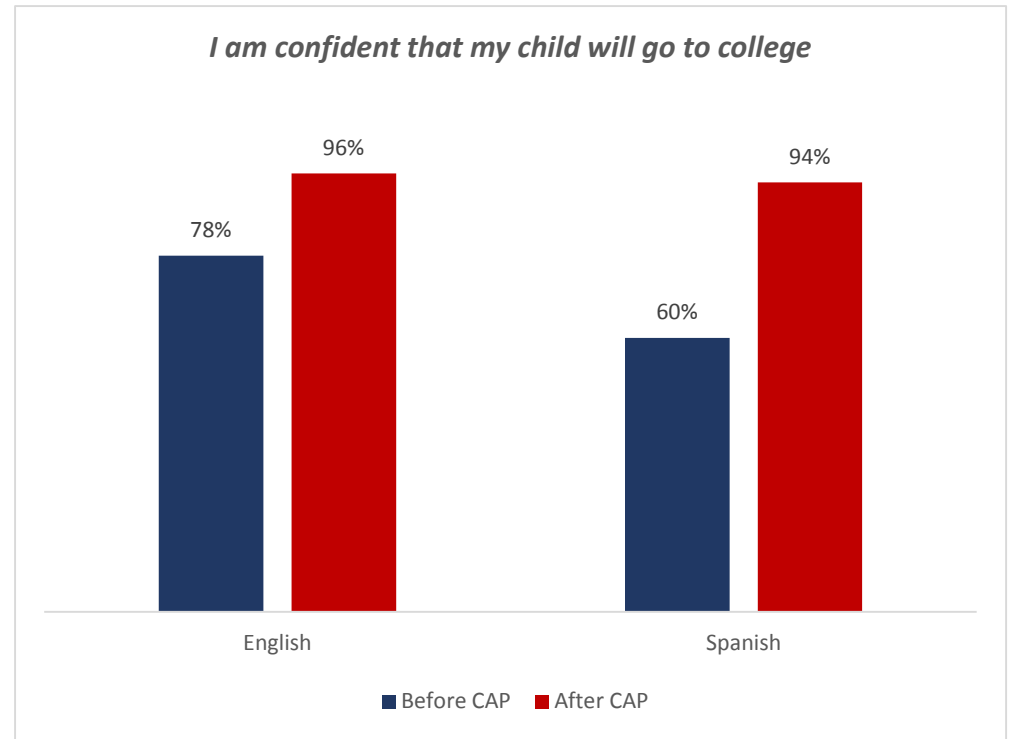
Spanish group parents' level of agreement increased by 80 percentage points after completing CAP. English group parents' agreement increased by 78 percentage points.



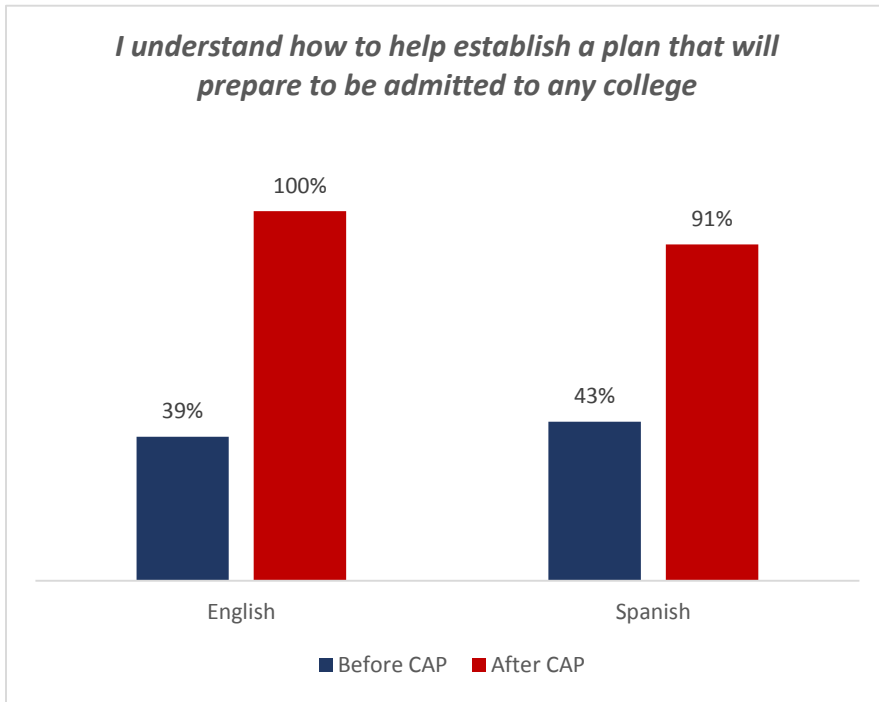
Spanish group parents' level of agreement increased by 74 percentage points after completing CAP. English group parents' agreement increased by 60 percentage points.



Spanish group parents' level of agreement increased by 63 percentage points after completing CAP. English group parents' agreement increased by 34 percentage points.



Spanish group parents' level of agreement increased by 34 percentage points after completing CAP. English group parents' agreement increased by 18 percentage points.



Spanish group parents' level of agreement increased by 48 percentage points after completing CAP. English group parents' agreement increased by 41 percentage points.

Results

- All families regardless of preferred language, showed statistically significant gains in 25 college knowledge variables.
- Spanish-speaking parents reported greater average gains than English-speaking parents in 19 of the 25 college knowledge variables.
- English speaking parents experienced particularly strong gains in confidence in establishing a college plan.
- 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, student's legal status and cost of attendance as the biggest barriers in planning for college.
- In addition to the University of Arizona, Spanish-speaking families are most aware of Pima Community College, while English-speaking families are most cognizant of Arizona State 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.

“The most important thing about college is that it is a future goal for all of us. A family can make it happen with hard work and supporting each other and it will happen, and we will succeed supporting each other and it will be an accomplishment and we will be PROUD! But the most important thing about college is that it is our FAMILY’s future.”

“The most important thing about college is that it is a tool to fulfill our dreams. It challenges our thinking and it opens up worlds and our mind and it will definitely push us to go beyond and explore. But the important thing about college is that it is within our grasp and one of my family members will be the first!”

“Lo más importante de la universidad es que es muy grande e interesante. Tiene muchos salones y lugares divertidos y estudiantes realizando sus sueños y tiene maestros ayudando a realizarlos y eventos importantes. Pero la cosa más importante de la universidad es que es el futuro de nuestros hijos.”

“Lo importante de la universidad es que es el sueño de los hijos y de los padres. Tiene el empeño y el querer llegar a la meta y forzarse y tiene su recompensa y vale la pena. Pero la cosa más importante de la universidad es que es enfocarte en la educación porque todos podemos.”



College Camp College Aspirations: On the second week of the program, kinder through 5th grade students were asked to write or draw what they would like to be when they grow up.

“I want to become a family doctor. It will take going to college (U of A) and getting all my degrees.”

“When I grow up I want to be a nurse because I want to help people. It takes me to be a nurse is to go to nursing college.”

“I want to be a teacher. To be a teacher you need to go to college and get good grades.”



Parent PRE-Wordle: On the *first* day of CAP parents were asked to write any words that came to mind when coming across the word “University”. The parent pre-wordle indicated that both English and Spanish groups associated the word “UNIVERSITY” as highly positive. The English speaking parents most frequently stated **Knowledge, Degree, and Proud**, while the Spanish speaking group stated **Éxito, Educación, and Metas (Success, Education, and Goals)**. Although, not the same words were used for each language group, parents clearly stated the value of education and their aspirations for their children.

When you think of the word “University” what words come to mind for you?



Parent POST-Wordle: On the *last* day of CAP parents were asked to write any words that came to mind when coming across the word “University”. The parent post-wordle highlighted the positivity and value of education in parents’ responses after 11 weeks in the program. The word “UNIVERSITY” continued to be associated with **Education, Successful, and Higher Education** for the English group. The Spanish group stated *Éxito, Superación and Futuro* (**Success, Overcoming, and Future**). The biggest difference in the post-wordle in comparison to the pre-wordle was the frequency of parents using “better” (better job, better future etc.) and the decrease in using words that describe barriers in higher education. The largest difference was seen in the Spanish group.

When you think of the word “University” what words come to mind for you?



5th Grade PRE-Wordle: On the *first* day of CAP students were asked to verbally share words that came to mind when coming across the word “University”. The 5th grade pre-wordle indicated that students thought about “UNIVERSITY” similarly to how they think about grade school. Students frequently stated **School, Studying, Sports, Reading, and Math**. Although college/university is similar to K-12, students did not use specific characteristics to describe “UNIVERSITY”.

When you think of the word “University” what words come to mind for you?



5th Grade POST-Wordle: On the *last* day of CAP students were asked to verbally share words that came to mind when coming across the word “University”. The post wordle indicated vast gains in vocabulary use and specificity of the word “UNIVERSITY”. Students were now associating **Scholarships, Dorms, Education, Career, Work, Math, and Big Rooms**. The post-wordle highlights students’ new perspective of college and the opportunities in higher education.

When you think of the word “University” what words come to mind for you?



CAP's impact on the K-5 students in College Camp as reported by College Camp Leaders

“The last day of CAP, one of my students came up to me and said “thank you for everything. I may only be graduating from CAP today, but someday I will be graduating from college.”

“Well, students always asked me what grade I was in. I always said that I was in my fourth year and last year of college. The question kept coming up until I decided to change my answer and I said I was in 16th grade. The students looked at me with a facial expression of surprise. Then, one said “I’m in first, then that means I have fifteen years of school left because I want to go to College.”

“At the end of the parent graduation the Mom of one of the brightest students that I had came to me and asked me what was my major and what I was doing at the UA, I explained to her that my major as an undergrad was Chemistry, then that Mom said to my student: “Gabriel, did you listen? He’s a Chemist, he plays with his mind and with substances to create new things, funny things” Then he replied, “Yes, like when we did the experiments in the classroom with water and colors. I want to be a chemist!” We did the experiment like 4 weeks ago and he still remembered.”



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

“CAP makes a great impact, every workshop and event families learn something new and they realize the importance of a higher education. Starting early is probably the best way to keep the kids on the right track; especially in the Tucson community where we find many minority groups, it’s important to reach out to them and let them know that they too can go to college.”

“Families have all this background and knowledge about college, that's their funds of knowledge. Nevertheless, they need guidance in a system that is not familiar with them. They need to see someone who made it and belongs to their community as well so that they can get inspired. CAP positively impacts children and families that the government has forgotten because they don't belong to the mainstream culture.”



Summary

Previous studies on parent involvement 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). Therefore, College Academy for Parents will continue to sustain strong parental involvement through parent workshops, 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 involvement 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 financial aid, student's legal status 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 wordles (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. 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.

Next Steps

The positive gains resulting from a funds of knowledge approach lead us to develop new strategies for success. 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. Next, CAP will create a parent alumni advocacy group, *Padres Promotores* to deliver college information to their immediate communities. Third, CAP will provide more detailed information on UA college admissions. Finally, CAP hopes to increase recruitment efforts by 15% (12-15 more families) by 2015.

2014 College Academy for Parents Graduates



PROGRAM CONTACTS

Sunnyside Unified School District

Dr. Manuel Isquierdo, Superintendent

manueli@susd12.org

Dr. Jeannie Favela, Asst. Superintendent

jeanf@susd12.org

Dr. Ed Dawson, Federal Programs

edwind@susd12.org

Andrea Foster, Parent Engagement Coordinator

andrea@susd12.org

SUSD SCHOOLS:

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

OUR HOSTS AT APOLLO MIDDLE SCHOOL

Roy Massani, Principal

Louis Gonzales Jr., Community School Coordinator

DISTRICT CHILDCARE PROFESSIONALS

Martha Leon, Ana Rubio, Aida Orendain, Maria Andrade,

CAMPUS VISIT FACILITATORS

Math and Science

Enactus-Nutritional Sciences

College of Medicine

Mathematics Engineering, Science Achievement (MESA) Program

Optical Sciences

Language, Arts and Culture

Capoeira Mandinga Tucson

Fine Arts-Professor Alfred Quiroz

Resplendor-Dr. Todd Fletcher and Mr. Arnulfo

Residence Life-Ms. Amanda Cheromiah

Associated Students of The University of Arizona

UNIVERSITY FACULTY PRESENTERS

Spanish

Mr. Jose Fonseca, Mathematics

Dr. Vicente Talanquer, Chemistry

Dr. Dionisio de la Viña, Teaching, Learning and Sociocultural Studies

Dr. Morbilia Fernandez, Spanish and Portuguese

Dr. Celestino Fernandez & Dr. Raquel Rubio-Goldsmith, Mexican American Studies

Mr. Alfred Quiroz, Art

English

Mr. Reed Dickson, MESA (Mathematics)

Dr. Brooke Beam, Chemistry & Biochemistry

Mr. Reed Dickson, MESA (English)

Dr. Alain-Philippe Durand, School of International Languages, Literature and Culture

Susan Crane, History

Ms. Sarah Gonzales, Social Justice Consultant (Art)

COLLEGE ACADEMY FOR PARENTS STAFF

Director: Rudy McCormick

CAP Coordinator: Janette Mariscal Montalvo

NASEP Coordinator: Ace Charette

Student Coordinator: Michael Guyer

College Camp Leaders: Adrian Arroyo-Perez, Larissa Teran, Jose Alberto Aguilar, Angie P. Lewis, Marisol Moreno, Martha Ruiz, Cristina Morales, Andrea Perez, Jessica Martinez, Maria Mata.

PHOTOGRAPHY

Karina Puga and Brian Berrellez' s Photography

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