

College Academy for Parents 2016



Early Academic Outreach



**COLLEGE. IT BEGINS IN ELEMENTARY
SCHOOL**

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What impact has CAP had on your family?

“Made college seem more accessible and exciting to my son and made me understand better how important it is to start preparing now. My son is in the 6th grade.” CAP graduate 2016

CAP would like to thank Office of Divisional Assessment & 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 principle that a college education begins in the home. Parents are their children's first educators and the program respects their experiences, culture and community. Even parents who have not obtained formal college knowledge by having attained a college degree, still have valuable insight to share with their students as they prepare them to be the first in the family to go to college.

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

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

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

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

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

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

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

Funds of knowledge

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

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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. As of 2016, 1031 parents representing 722 families and 2,293 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 2009-2016. Families have the opportunity to attend 12 workshops and 2 campus visits during the semester. Parents are asked to commit to attending a minimum of 8 workshops and 1 campus visit in order to graduate from the program.

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

College Camp

College Camp is designed for Kindergarten through 6th grade students. College Camp is the student component of the program, and provides a safe place where parents can take their children during the time they are in the parent workshops. This eliminates the barrier of finding child care that often prohibits low-income and ethnic minority families from participating. CAP also provides snacks for all children. UA undergraduate students serve as the College Camp leaders. These college students lead College Camp workshops in grade-specific sessions with themes mirroring those being discussed in the parent sessions. An example of an activity that might occur during the science week is a color changing carnation. Children discover for themselves how essential the functions of roots and stems are to plant growth. As the colored water was absorbed, students were able to see how the water is absorbed into the plant. Students were amazed when the petals of the carnation changed colors. After the activity, the students learned more about the scientific method while having fun watching how plants absorb liquids. This allows parents to connect with their children by continuing discussions of the day's theme as they

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return home. Although we do not have a college camp for all children, SUSD personnel provide child care for 2-4 year-old children who are too young to participate in College Camp. Older students in middle school and high school are encouraged to attend the workshops with their parents.

Campus Visits

The third component of CAP helps reenergize and excite the families throughout the 12 week program. CAP coordinates two campus visits to The University of Arizona. Families are transported to the UA campus via SUSD buses and participate in a number of math, science and engineering activities led by various campus departments and student organizations. The first campus visit is the Math & Science Showcase, generally held the Saturday after the fourth workshop is completed. This year we partnered with the College of Medicine, PSOMAS Engineering, Midwestern University Veterinary Medicine, Department of Physics and the Department of Lunar and Planetary Laboratory. The College of Medicine facilitated a presentation on the pathway to medical school with a panel of underrepresented students.

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, College of Fine Arts, Campus Recreation Center, and the College of Behavioral Sciences. The Fine Arts project allowed families to paint four murals that promoted a college going culture for Gallego Primary, Gallego Intermediate, Liberty and Rivera Elementary School with our distinguished Professor Alfred Quiroz. The murals will be a continuous a project until all elementary schools receive a mural from CAP. As of 2016, 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 a residence hall in order to provide families with the opportunity to visit the dormitories, and learn about various campus resources while painting a mural. Both campus visits brought approximately 200 people to campus, for many, it was their first time at the University of Arizona.

Parent Graduation Ceremony

The fourth event is the parent graduation ceremony. Families are again transported by SUSD buses to the UA campus for a weekday graduation in the Student Union Memorial Center Ballroom. Parents are recognized individually with graduation certificates and stoles presented by the district superintendent, elementary principals and UA administrators and faculty. The graduation ceremony at The University of Arizona symbolizes their families' commitment to higher education and future. The Parent keynote speakers were the Zurita family (Elvira Elementary School) and the Green family (Drexel Elementary School).



Left to right. Cecilia Enriquez, Parent Involvement Assistant and Claudia Gaxiola, Principal at Liberty Elementary School
Mural Title: College: It Begins in Elementary School

Program learning objectives

College Camp Learning Objectives:

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

Parent Learning Objectives:

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



Spring 2016 Calendar

Feb 2 - Kickoff Dinner Workshop #1 Program Overview and Benefits of a College Education

Feb 9 - Workshop #2 Academic Expectations and Communication, College Admissions

Feb 16- Workshop #3 Financial Aid/Scholarships, Goal Setting

Feb 23 - Workshop #4 Parent Involvement

SATURDAY March 5 - MATH & SCIENCE ACADEMIC SHOWCASE @ UA

March 1 - Workshop #5 Math

Mar 15, 21 - UA and Sunnyside Spring Break No Workshop

Mar 8 - Workshop #6 Science

March 29- Workshop #7 English / Language Arts

April 5 - Workshop #8 Foreign Language

SATURDAY APRIL 9 - LANGUAGE, ARTS & CULTURE ACADEMIC SHOWCASE @ UA

April 12 - Workshop #9 Social Sciences

April 19 - Workshop #10 Fine Arts

April 26 - Workshop #11 College Camp Graduation

May 4 - 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 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. 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 68 (English 25 Spanish 43) total respondents to the survey (61% 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=68)

- Relationship to Child
 - 77% Mothers
 - 18% Fathers
 - 5% Other
- Race/Ethnicity
 - 91% Hispanic
 - 4% American Indian/Alaska Native
 - 4% White
- Generational Status
 - 66% first generation
 - 12% second generation
 - 9% third generation
 - 12% fourth generation

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- Yearly Income
 - 9% \$0-10K
 - 27% \$11-20K
 - 22% \$21-30K
 - 13% \$31-40K
 - 14% \$41-50K
 - 8% \$51-60K
 - 3% \$61-70K
 - 5% \$70k+

- Prior CAP Participation
 - 18% participated in CAP previous years

- Highest Level of Education
 - 7% Elementary School
 - 13% Middle School
 - 18% Some High School
 - 18% High School
 - 12% Technical School
 - 9% Certificate
 - 5% Associates Degree
 - 7% Some University
 - 7% Bachelor's Degree
 - 4% Graduate or Professional Degree

- 50% of respondents had not visited The University of Arizona

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Applications received from SUSD (Families)

Schools	Total Families Applied	Graduated
Elvira Elementary School	25	21
Other	34	18
Rosemarie Rivera Elementary	6	13
Desert View High School	15	12
Los Amigos Elementary School	1	11
Gallego Basic Elementary School	30	10
Santa Clara Elementary School	8	9
Billy Lane Lauffer Middle School	5	8
Challenger Middle School	12	7
Drexel Elementary School	3	6
Esperanza Elementary School	5	5
Sunnyside High School	9	3
Apollo Middle School	8	2
Sierra Middle School	3	2
Ocotillo Learning Center	5	2
Los Niños Elementary School	3	2
Summit View Elementary School	10	2
College/University	2	1
Craycroft Elementary School	11	1
STAR Academic Center	2	1
Mission Manor Elementary School	3	0
Liberty Elementary	11	0
Applications received	211	65 families (112 parents)



CAP graduation: Karina Puga Photography

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Respondents without prior CAP participation	English (N=22-24)			Spanish (N=22-25)		
College Knowledge Variables (1) Strongly Disagree - (5) Strongly Agree	Before Mean	After Mean	Change	Pre-Test Mean	Post-Test Mean	Change
I know which classes my child needs to take to get into college	2.54	4.75	2.21***	2.75	4.79	2.04***
I know what grades (GPA) my child needs to get into college.	2.88	4.67	1.79***	2.79	4.71	1.92***
I understand how my child's level of education is tied to their future career opportunities	3.30	4.70	1.39***	2.83	4.71	1.88***
I believe Honors and Advanced Placement (AP) courses offer the same college preparation as a standard high school course	2.43	3.87	1.43***	2.27	4.41	2.14***
I understand the various types of colleges and universities available	3.09	4.83	1.74***	2.46	4.67	2.21***
I understand the difference between a community college degree and university degree.	3.33	4.79	1.46***	3.00	4.75	1.75***
I am confident that I could list at least 2 colleges or universities located in the state of Arizona	3.63	4.88	1.25***	2.75	4.67	1.92***
I know what salary outcomes are associated with various degree levels such as, no high school, high school degree, certificates, associates, bachelors, masters, doctoral, professional degrees	3.17	4.71	1.54***	2.61	4.65	2.04***
I understand how to help my child establish a plan that will prepare him/her to be admitted to any college he/she wants	2.63	4.71	2.08***	2.79	4.63	1.83***
Completing college track courses with high grades will ensure that my child gets admitted to any college they want	2.96	3.96	1.00**	3.12	4.44	1.32***
I understand the difference between college admissions process for in-state and out-of-state colleges and universities	2.83	4.57	1.74***	2.56	4.44	1.88***
I understand that the college admissions process can differ from one institution to another	3.45	4.55	1.09**	2.68	4.76	2.08***
I understand how financial aid and scholarships can help me pay for my child's education after high school	3.67	4.83	1.17***	2.96	4.78	1.83***
*P ≤ 0.05 **P ≤ 0.01 *** P ≤						

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Respondents without prior CAP participation	English (N=21-24)			Spanish (N=23-25)		
College Knowledge Variables (1) Strongly Disagree - (5) Strongly Agree	Before Mean	After Mean	Change	Pre-Test Mean	Post-Test Mean	Change
I understand the differences between grants, loans and scholarships	3.52	4.81	1.29***	2.42	4.71	2.29***
I feel confident about seeking resources that will help my child pay for college	2.67	4.71	2.04***	2.30	4.61	2.30***
I understand the importance of applying for FAFSA (Free Application for Federal Student Aid).	3.21	4.83	1.63***	2.54	4.75	2.21***
I feel comfortable contacting staff members at my child's school	3.88	4.71	.83**	2.63	4.63	2.00***
I feel comfortable contacting staff members at local colleges and universities to answer my questions about college	2.96	4.54	1.58***	2.63	4.67	2.04***
I am confident that my child will go to college	3.43	4.57	1.13***	2.78	4.61	1.83***
I believe that parents have the most influence on the development of the child's aspirations and beliefs about college	4.22	4.74	.52*	3.60	4.92	1.32***
I talk to my child about going to college	4.04	4.79	.75**	3.74	4.83	1.09**
I believe that daily home activities benefit my child academically	3.92	4.75	.83**	3.33	4.71	1.38***
I believe that my family's experience, culture, and language can help my child become successful in their pathway to college	3.71	4.75	1.04**	3.38	4.88	1.50***
I believe that work ethic and determination are important factors in obtaining a college education	4.29	4.88	.58*	3.35	4.87	1.52***
Involvement in extracurricular activities such as sports, theatre, holding a leadership position, community service, or having a job will help my child prepare for college	4.29	5.00	.71*	3.13	4.83	1.70***

*P ≤ 0.05 **P ≤ 0.01 *** P ≤ 0.001

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Respondents with prior CAP participation	English (N=1)			Spanish (N=10)		
College Knowledge Variables (1) Strongly Disagree - (5) Strongly Agree	Before Mean	After Mean	Change	Pre-Test Mean	Post-Test Mean	Change
I know which classes my child needs to take to get into college	4.00	5.00	1.00 ^a	2.00	5.00	3.00 ^{***}
I know what grades (GPA) my child needs to get into college.	4.00	5.00	1.00 ^a	2.10	4.90	2.80 ^{***}
I understand how my child's level of education is tied to their future career opportunities	3.00	5.00	2.00 ^a	2.60	4.80	2.20 ^{**}
I believe Honors and Advanced Placement (AP) courses offer the same college preparation as a standard high school course	4.00	5.00	1.00 ^a	2.30	4.90	2.60 ^{***}
I understand the various types of colleges and universities available	3.00	5.00	2.00 ^a	2.70	5.00	2.30 ^{**}
I understand the difference between a community college degree and university degree.	2.00	5.00	3.00 ^a	2.60	4.60	2.00 ^{**}
I am confident that I could list at least 2 colleges or universities located in the state of Arizona	3.00	5.00	2.00 ^a	2.60	4.90	2.30 ^{**}
I know what salary outcomes are associated with various degree levels such as, no high school, high school degree, certificates, associates, bachelors, masters, doctoral, professional degrees	5.00	5.00	0 ^a	2.20	5.00	2.80 ^{***}
I understand how to help my child establish a plan that will prepare him/her to be admitted to any college he/she wants	5.00	5.00	0 ^a	2.10	4.90	2.80 ^{***}
Completing college track courses with high grades will ensure that my child gets admitted to any college they want	4.00	5.00	1.00 ^a	2.80	4.90	2.10 ^{**}
I understand the difference between college admissions process for in-state and out-of-state colleges and universities	3.00	5.00	2.00 ^a	2.00	5.00	3.00 ^{***}
I understand that the college admissions process can differ from one institution to another	3.00	5.00	2.00 ^a	2.10	4.80	2.70 ^{***}
I understand how financial aid and scholarships can help me pay for my child's education after high school	3.00	5.00	2.00 ^a	2.50	5.00	2.50 ^{**}

*P ≤ 0.05 **P ≤ 0.01 *** P ≤ 0.001

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Respondents with prior CAP participation College Knowledge Variables (1) Strongly Disagree - (5) Strongly Agree	English (N=1)			Spanish (N=9-10)		
	Before Mean	After Mean	Change	Pre-Test Mean	Post-Test Mean	Change
I understand the differences between grants, loans and scholarships	3.00	5.00	2.00 ^a	1.90	4.90	3.00***
I feel confident about seeking resources that will help my child pay for college	4.00	5.00	1.00 ^a	1.90	4.90	3.00***
I understand the importance of applying for FAFSA (Free Application for Federal Student Aid).	3.00	5.00	2.00 ^a	2.22	5.00	2.78***
I feel comfortable contacting staff members at my child's school	5.00	5.00	0 ^a	2.40	4.80	2.40***
I feel comfortable contacting staff members at local colleges and universities to answer my questions about college	3.00	5.00	2.00 ^a	2.60	4.90	2.30**
I am confident that my child will go to college	5.00	5.00	0 ^a	3.00	4.80	1.80*
I believe that parents have the most influence on the development of the child's aspirations and beliefs about college	5.00	5.00	0 ^a	3.00	5.00	2.00*
I talk to my child about going to college	3.00	5.00	2.00 ^a	3.60	5.00	1.40*
I believe that daily home activities benefit my child academically	4.00	5.00	1.00 ^a	2.70	4.90	2.20**
I believe that my family's experience, culture, and language can help my child become successful in their pathway to college	3.00	5.00	2.00 ^a	3.30	5.00	1.70**
I believe that work ethic and determination are important factors in obtaining a college education	5.00	5.00	0 ^a	3.50	5.00	1.50*
Involvement in extracurricular activities such as sports, theatre, holding a leadership position, community service, or having a job will help my child prepare for college	5.00	5.00	0 ^a	3.30	5.00	1.70**

*P ≤ 0.05 **P ≤ 0.01 *** P ≤ 0.001

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

1. Arizona State University
2. Northern Arizona University

Parents identified 2 colleges located anywhere in the United States

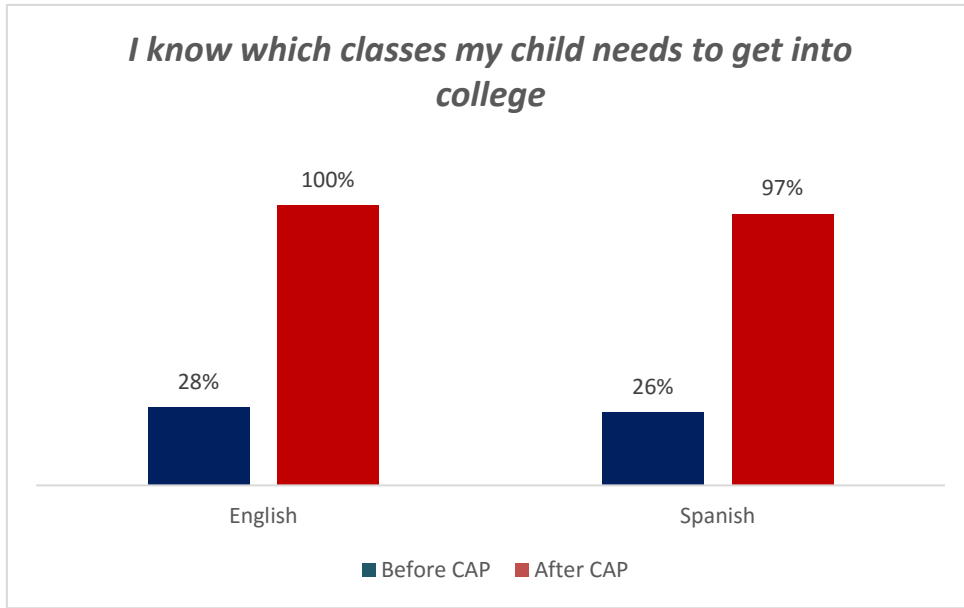
1. Harvard University
2. University of California Los Angeles

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

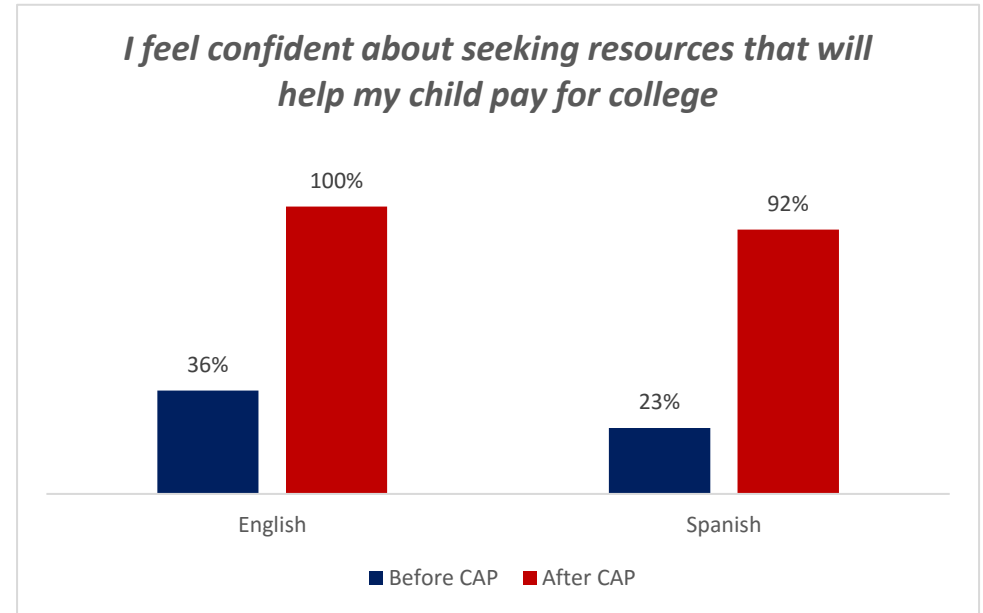
1. Community Service and Volunteer work
2. Sports
3. Classes

Families' favorite activities or part of CAP

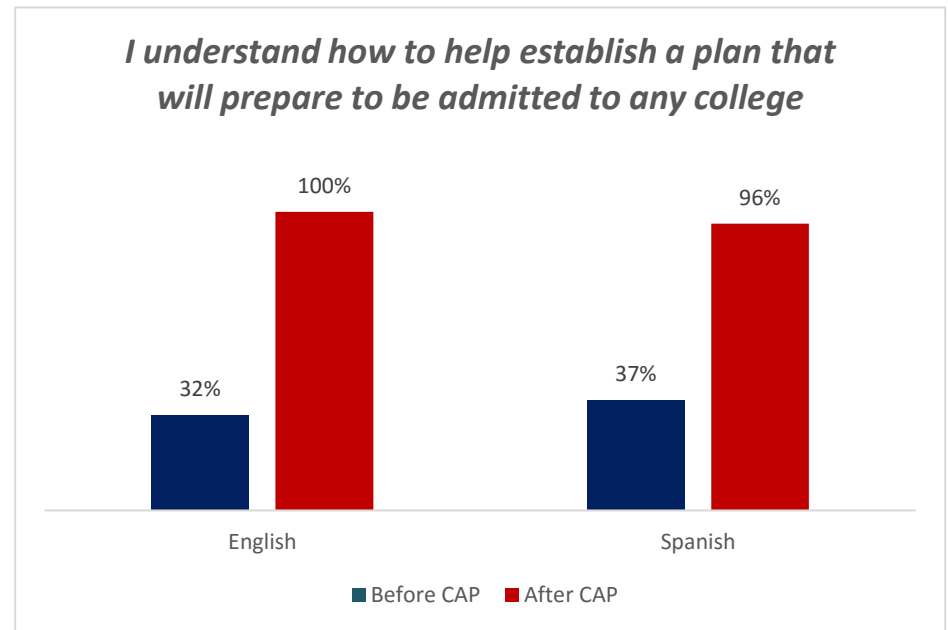
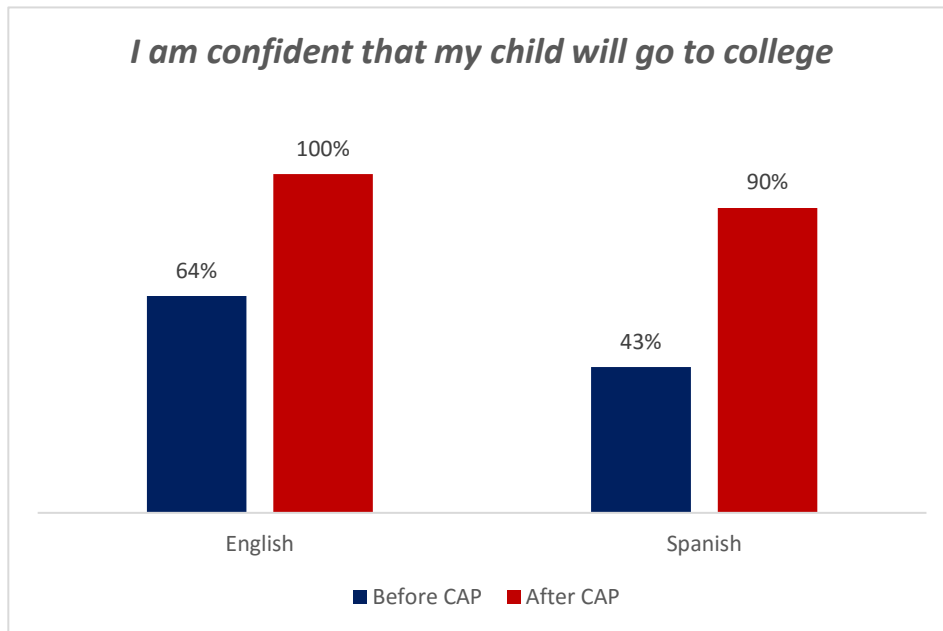
1. UA Professors
2. Campus visits
3. Learning about new resources and opportunities



Spanish group parents' level of agreement increased by 71 percentage points after completing CAP. English group parents' agreement increased by 72 percentage points.



Spanish group parents' level of agreement increased by 69 percentage points after completing CAP. English group parents' agreement increased by 64 percentage points.



Spanish group parents' level of agreement increased by 47 percentage points after completing CAP. English group parents' agreement increased by 36 percentage points.

Spanish group parents' level of agreement increased by 59 percentage points after completing CAP. English group parents' agreement increased by 68 percentage points.

Results

- All families regardless of preferred language, showed statistically significant gains in all 25 college knowledge variables.
- Parents who had previous participation in CAP showed statistically significant gains in 18 out of the 25 college knowledge variables. Those variables seemed to be consistent with parents' questions and concerns about college (opportunities, financial gains, financial aid, and understanding of higher education systems).
- Spanish-speaking parents reported greater average gains than English-speaking parents in 24 of the 25 college knowledge variables.
- English speaking parents experienced particularly strong gains in confidence in knowing which classes their child needs to enroll to get into college.
- Parents in all language groups reported limited knowledge in college requirements and financial aid before the program and reported considerable gains in such knowledge.
- Families indicated financial aid, cost of attendance and uncertainty as the biggest barriers in planning for college.

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The impact of CAP on families:

“Nos ha unido más como familia, también ya es muy común que hablemos sobre la universidad, que quieren estudiar y a donde quieren ir”

“Nos formó un hábito de martes asistir al curso, pero más impactó y motivó a mi hijo menor ya va ser su 5 año y está súper emocionado”

“Parent Involvement, guest speakers were very informative and the visit to the UA was an excellent opportunity for me as a parent.”

“We now have weekly family meetings where we discuss our week and an update on our dream careers.”

College Camp’s favorite part of CAP:

“My favorite part is the spring fling because it was very fun. I also like the teachers and I like the food that we ate at the beginning of presentation. Then, I like the experiment with the soda. Last, I liked that we get to have trips to the USA of Arizona.” 3rd and 4th Grade

“What I like when I was in the fair. What I also like is that we went to field trips. And we also learned about North America, South America, Europe, Africa, Asia, and Australia.” 3rd and 4th Grade

“In CAP I enjoyed everything meeting new people, making friends, being educated and the campus visits, spring fling.” 5th and 6th grade

“My favorite part about CAP was activities, games, trips to the U of A, the spring fling, and having fun, meeting friends and knowing people’s names. What I remember in the beginning of CAP was playing over the mountain, knowing people’s names and going on our first trip.” 5th and 6th grade



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Parents' goals and dreams for their children:

“El que llegue a ser una excelente persona de bien, una persona con buenas y excelente bases académicas para que pueda lograr el éxito tanto económico como personal y pueda realizarse en todos sus proyectos con toda pasión de hacer. Lo que ella quiera ejercer en su vida”

“Mi hijo quiere ser ingeniero en computación o robótica y nuestra hija quiere ser médico cirujano y con la ayuda de dios y nuestra esperamos que alcancen su sueño”

“College and the ability to support themselves. Help make the world a better place!”

“I want my children to go to college and after this program I know it's possible where I didn't feel it would be possible before. Thank you!”



College Camp College Aspirations:

“I want to solve for everyone to go to school” 3rd & 4th grade

“I want to solve bad breath and rotten teeth” 3rd & 4th grade

“I want to solve the problem of disease, pollution, drought, power outages” 3rd & 4th grade

“The problem I will solve when I grow up is that I will be solving crime cases and parent issues and people that will need to make a point and I will help them make a point because I'm gonna be a lawyer” 5th & 6th grade



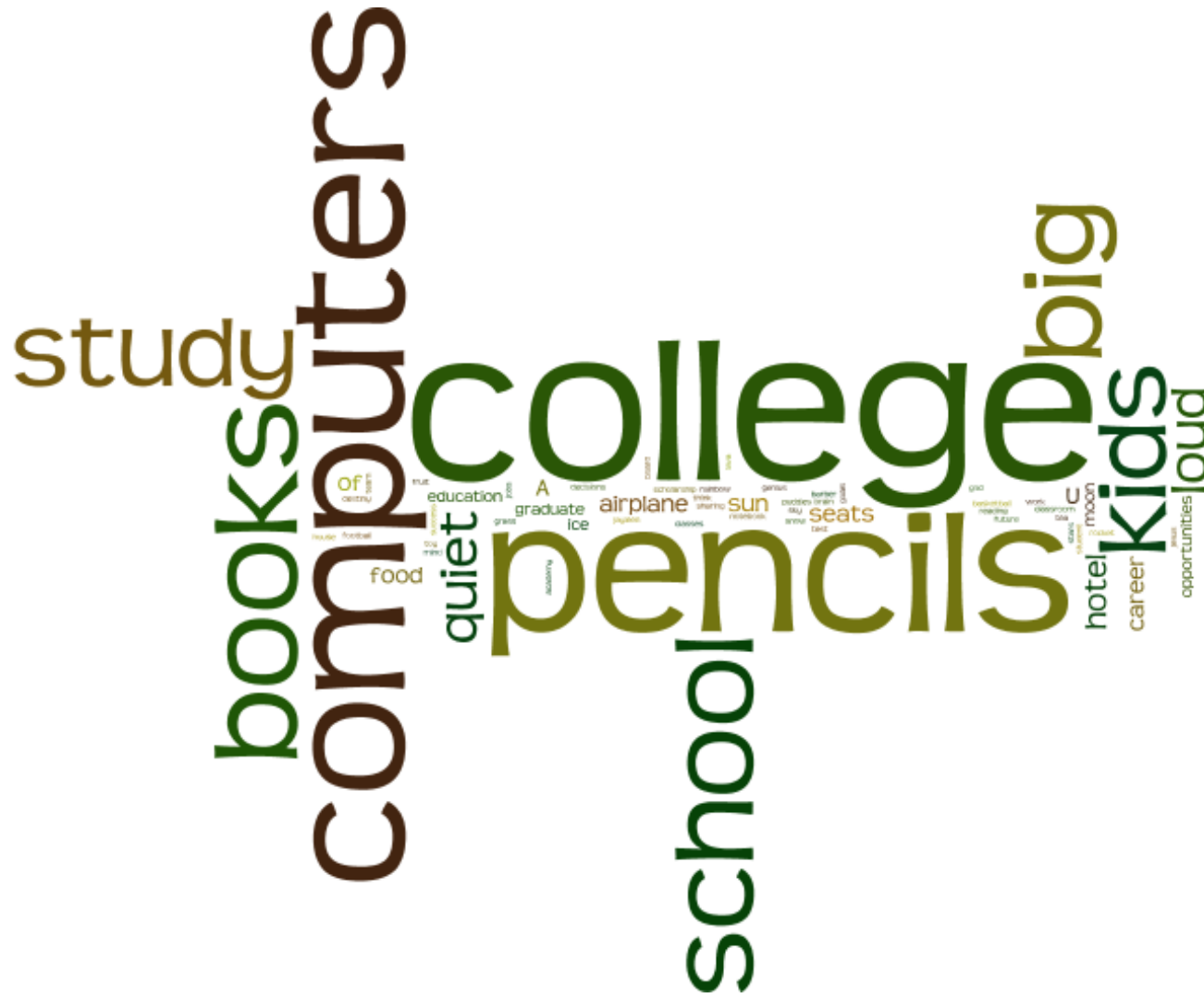


Anabelle Toedt Kindergarten
Craycroft Elementary School



Elias Alvarez, 3rd grade
Santa Clara Elementary School

K-6 Grade PRE-Wordle: On the *first* day of CAP students were asked to verbally share words that came to mind when hearing the word “UNIVERSITY”. The pre-wordle indicated that students associated “University” with College, Computers, Pencils, Big, Books, Study and Kids. These words were mostly descriptors of what was found at a university similar to their current school.



College Academy for Parents-Annual Report 2016

K-6th Grade POST-Wordle: On the *last* day of College Camp students were asked to verbally share words that came to mind when coming across the word “UNIVERSITY”. The post wordle indicated a shift in focus. Students most frequently stated **Scholarships**, **College**, **Books**, **Learning**, **UofA**, **Classes** and **School**. The words used in the wordle seemed to indicate that college was in their future; these words provided a better image of what a university looked like and how to get there. It was not as abstract as before. The second word association seemed to be more concrete and specific.



College Academy for Parents-Annual Report 2016

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

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

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

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



College Academy for Parents-Annual Report 2016

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

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

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





Program Philosophy

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

Program Overview

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

Program Workshops

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

College Academy for Parents-Annual Report 2016



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, El Pueblo Liberty Adult Learning Center-Pima Community College, John Valenzuela Youth Center, Valencia Branch Public Library, El Pueblo Library, Ocotillo Early Learning Center, Mission Manor Head Start, El Pueblo Neighborhood Center, and others.

Schools served November 2015-January 2016

SUSD Schools	Topic/s	Average Parent attendance	Number of Presentation
Gallego Intermediate School	Parent to Parent Advice, College Admissions and Financial Aid	5	3
Lauffer Middle School	Financial Aid	1	1
Apollo Middle School	Parent to Parent Advice, Sweet 16 core classes, College Admissions and Financial Aid Learning Strategies Types of Institutions	5	6
Drexel Elementary School	Learning Strategies	15	1
Los Amigos Elementary School	Parent to Parent Advice, Sweet 16 core classes, College Admissions and Financial Aid	20	1
Dessert View High School	Parent to Parent Advice, Sweet 16 core classes, College Admissions and Financial Aid	30	4
Rivera Elementary School	College Admissions Financial Aid	10	2

College Academy for Parents-Annual Report 2016

2015-2016 Padres Promotores Members

Padres Promotores	SUSD School or other
Orencio Quintanilla	UA
Yolanda Quintanilla	UA
Gloria Navarro	UA
Maria Lourdes Guzman	Sunnyside High School
Yolanda Molina	Esperanza Elementary
Myshell Molina	Esperanza Elementary
Citlali Cardenas	Craycroft Elementary
Roy Montano	NA
Jaime Aguilar	Desert View High School
Maricarmen Aguilar	Desert View High School
Raquel Alegria	Rivera Elementary School
Alejandra Molina	Desert View High School
Rosalia Garcia	Rosemarie Rivera Elementary
Marcela Figueroa	Desert View High School
Maria S. Nieblas	Summit View Elementary
Elizabeth Ruiz	Summit View Elementary
Susana Macias	Summit View Elementary
Martha Ruiz	University High School
Ivan Moreno	Elvira Elementary School
Arcelia Placencia	Desert View High School
Lidia Garcia	NA



Left to right: Susana Macias, Martha Ruiz, Marcela Figueroa, Yolanda



Maricarmen & Jaime Aguilar

Summary

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

Conclusion

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

Next Steps

The positive gains resulting from a funds of knowledge approach lead us to develop new strategies for success. First, the findings revealed that in order to continue to support families, CAP staff will 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 more questions about college choice and how those ideologies were initially created and explore those options with them. 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 and provide a more comprehensive and complete curriculum to the community.

College Academy for Parents: Class of 2016



Video: Program overview

The screenshot shows a YouTube video player interface. The browser's address bar displays the URL <https://www.youtube.com/watch?v=Gu0lZsmDy80>. The YouTube logo is visible in the top left, and a search bar contains the text "college Academy for parents". The video player itself features a thumbnail image of a large group of children wearing blue t-shirts with "COLLEGE" printed on them. To the left of the children is a graphic with a graduation cap icon and the text "COLLEGE ACADEMY for parents" and "COLLEGE IT BEGINS IN ELEMENTARY SCHOOL". Below this graphic are the logos for Sunnyside Unified School District and the Sunnyside logo. The video player controls show a progress bar at 0:13 / 6:56. Below the video player, the title "College Academy for Parents: College, It Begins in Elementary School" is displayed, followed by the channel name "Sunnyside Unified School District" and a "Subscribe" button with a count of 207. The view count "205 views" is shown on the right. At the bottom of the player are icons for "Add to", "Share", "More", and "Like/Dislike".

<https://www.youtube.com/watch?v=Gu0lZsmDy80>

PROGRAM CONTACTS

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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

DISTRICT CHILDCARE PROFESSIONALS

Maria Andrade, Ana Montoya, Aida Orendain, Ana Rubio

CAMPUS VISIT FACILITATORS

Math and Science

Physics-Brace Bayly, Ph.D.

College of Medicine-Patrick Bryan,

Engineering-Jose Aguilar

Space Sciences- Ari Espinoza

Veterinary Sciences- Kimberly Alvarez

Language, Arts and Culture

Fine Arts-Professor Alfred Quiroz, MFA

Spanish & Portuguese, Melissa Fitch, Ph.D.

Family & Community Medicine, Carlos R. Gonzales MD, FAAFP

Residence Life-Ms. Delaney B Stratton

Associated Students of The University of Arizona

Campus Recreation- Heather M Kleeman & Michele Schwitzky

UNIVERSITY FACULTY PRESENTERS

Spanish

Jose Fonseca, Mathematics

Vicente Talanquer, Ph.D., Chemistry

Dionisio de la Viña, Ph.D., Teaching, Learning and Sociocultural Studies

Yadira Berigan, Ph.D., Spanish & Portuguese

Anna Oleary, Ph.D., Mexican American Studies

Luis Carlos, Ph.D., Office of Instruction & Assessment

English

Arnulfo Velasquez, Teaching, Learning & Sociocultural Studies

Paul Lee, Ph.D., Chemistry & Biochemistry

Damian Baca, Department of English

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

Susan Crane, Ph.D., History

Sarah Gonzales, Social Justice Consultant

COLLEGE ACADEMY FOR PARENTS STAFF

Director: Rudy McCormick

CAP Coordinator: Janette Mariscal Montalvo

Student Coordinator: Michael Guyer

College Camp Leaders: Maria Mata, Cassandra Camacho, Mariana Sanchez, Azucena Palomares, Trinity Vo, Maria Uribe, Melissa Ruiz, Natalie Munguia, & Caldonia Mask.

PHOTOGRAPHY & VIDEO

Karina Puga and Brian Berrellez' s Photography

Selena Quintanilla Photography

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