



Reaching Higher Ground

Parental Outreach Programs at the Postsecondary Level



Founded in 1985, the Tomás Rivera Policy Institute advances critical, insightful thinking on key issues affecting Latino communities through objective, policy-relevant research, and its implications, for the betterment of the nation.

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Parental Outreach Programs at the Postsecondary Level

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In the spring of 2002, the Tomás Rivera Policy Institute published *College Knowledge: What Latino Parents Need to Know and Why They Don't Know It*. The report examined how informed Latino parents are about the higher education system and the college preparation process. The authors of the study surveyed 1,054 parents in Los Angeles, Chicago and New York and found that 96% of Latino parents want their children to attend college yet relatively few have access to meaningful information that truly helps them understand the process.

Researchers found that first-generation parents are less likely to have access to the information they need to prepare their children for college compared to second- and third-generation Latino parents.

While language is often a barrier, it is possible that these parents do not know what to ask, feel uncomfortable asking questions, or cannot reach teachers and counselors due to non-traditional work schedules. It may be, too, that a general lack of easily accessed resources prevents many Latino parents (no matter their immigration generation) from obtaining the information they need to help their children succeed.

In this follow-up study, we examine how postsecondary institutions – the immediate beneficiaries of college-ready students – are mobilizing to address the need for college information among Latino parents. The report will be useful for school administrators wanting to develop similar outreach programs geared to Latino parents at their schools and for public and private sector enterprises interested in funding such programs.

The primary objective of *Reaching Higher Ground* is to profile in operational detail those programs that effectively provide parents with college preparatory information in order to better prepare their children for college admission and attendance. The report provides information about the mission, operations, development, marketing, recruitment, and evaluation process of these programs in order to help prospective program developers create similar ventures in their respective communities. A resource section is also provided with a list of the directors of the programs profiled as well as potential funding sources.

The report highlights 10 outreach programs that have the following five characteristics in common:

- ✓ Committed Program Champions
- ✓ Program Evaluation
- ✓ Stable Funding Sources
- ✓ Cultural Considerations
- ✓ Successful Partnerships

Because research indicates that parental involvement has been shown to have a positive impact on student achievement, it is not only a practical intervention but also a vital one. We hope this report assists in helping Latino families reach higher ground in their quest for educational attainment.

Sincerely,



Harry P. Pachon, Ph.D.

President, Tomás Rivera Policy Institute

Professor of Public Policy, University of Southern California

STUDY METHODS AND DATA ANALYSIS

The goal of this study was to locate outreach programs based at postsecondary institutions that target Latino parents and provide curriculum services specifically for them. To locate these programs, Tomás Rivera Policy Institute (TRPI) researchers analyzed first-year enrollment data between 1995 and 2000 for four-year public and private colleges and universities. The data was retrieved from the Integrated Postsecondary Education Data System (IPEDS) at the National Center of Education Statistics and we located those schools with an absolute increase in Latino enrollment at some point along the five school years.

We theorized that increases in Latino enrollment over a five-year period might be the result of extensive outreach efforts since the goal of most college outreach programs is to increase the numbers of students who enroll in postsecondary education. Clearly, other factors such as location and regional demographics are just as likely to cause increases in Latino enrollment at a particular postsecondary institution. Nevertheless, since Latinos are underrepresented in higher education relative to their overall population size, it is likely that even a small increase in enrollment may be due to focused academic interventions.

DATA ANALYSIS

Rather than survey the entire universe of postsecondary institutions, we narrowed the scope of analysis to colleges and universities that were members of the Hispanic Association of Colleges and Universities (HACU)¹ in the six most populous Latino states: California, Texas, New York, Florida, New Mexico, and Arizona. TRPI researchers recognize that other states may also have programs of equal merit but due to resources and time constraints only these six states were surveyed.

Our criteria rendered a list of 81 colleges and universities. We narrowed the list further by including only those colleges that had an academic rather than vocational focus. Ultimately, 72 postsecondary institutions were contacted to determine which schools had parental outreach programs. After conducting informal interviews with staff from 32 outreach programs at 23 different colleges, we narrowed the list even further to 10 programs at eight universities and one nonprofit organization.

The list diminished for several reasons.

¹ HACU is an association of colleges and universities committed to Hispanic higher education success in the United States. Although membership requires a fee and imposes eligibility guidelines that require a certain percentage of students to be Hispanic given the size of the institutions, the list of members is extensive and includes most of the major academic institutions in the six selected states. For more information on HACU eligibility guidelines visit www.hacu.net.

- ❶ First, informal interviews revealed that many programs did have outreach programming, but most of those efforts were targeted to students and not parents.
- ❷ Second, most of the programs did provide specific services for parents of students in their community, but they did not specifically integrate these activities into a focused curriculum that helped parents prepare their children for a higher education. As a result, only those programs whose curriculum focused on assisting parents to support and prepare their children for higher education were selected.
- ❸ Finally, programs with the following characteristics were also eliminated:
 - **LOW LEVELS OF FUNDING OR LOSS OF FUNDING.**
Some programs lost their entire budgets due to state fiscal shortfalls while others appeared to have difficulty securing funding from year to year.
 - **INCONSISTENT STAFFING.**
Staffing inconsistencies made it difficult to gain an understanding of the programs' results and their developmental history.
 - **DID NOT HAVE TIME TO RESPOND TO PHONE CALLS.**
Many program staff did not have time to return phone calls or participate in an in-depth interview and a series of follow-up questions.

The identified criteria for elimination were considered because these factors posed a challenge to the purpose of the report: to profile programs that others can replicate in the future. If a program has little funding, it cannot grow or improve over time. If a program has inconsistent staffing, it is difficult to communicate the original vision for the program and learn from past mistakes. Finally, if program staff do not return phone calls, that program is not likely to have the resources to evaluate its operations internally or externally via interviews and research.



COMMON CHARACTERISTICS OF EXEMPLARY PROGRAMS

In this study, the Tomás Rivera Policy Institute has identified 10 successful parental outreach programs. It is important to note that these are representative of successful programs and not a comprehensive listing of all successful programs throughout the nation. Those selected for analysis include multiyear efforts involving parents and children, short-term events geared exclusively to parents, and one-day events designed to reach hundreds of participants. Despite differences in approach, there were many similarities across outreach programs in terms of how they chose to get parents involved as well as in the steps they took to initially develop the program. These characteristics are those that were obvious strengths of the featured programs but were often missing from those programs not selected.

The 10 programs profiled have five characteristics in common:

- 1 Committed Program Champions
- 2 Cultural Considerations
- 3 Program Evaluation
- 4 Successful Partnerships
- 5 Stable Funding Sources

The following provides a more detailed explanation of the five common characteristics.

COMMITTED PROGRAM CHAMPIONS

Most of the programs profiled were developed with the aid and support of university presidents, the deans of student affairs departments and other high level personnel. These knowledgeable leaders were integral to the growth of the programs as they had the resources and networks to secure funding, allowing program staff to focus on the development and growth of the programs.

CULTURAL CONSIDERATIONS

Many programs that experienced success in parent recruitment did so by building trust and establishing strong relationships with the community. Program coordinators have found that many Latino parents often work long and/or non-traditional hours, do not have access to transportation, and often prefer to speak their primary language. Many of the programs profiled in this report provide services that help overcome these barriers and facilitate parent participation.

PROGRAM EVALUATION

Many programs profiled initially targeted their outreach efforts to a wide and diverse population of parents. However, after a year or two they found through parental program evaluations that their wide audience did not allow them to convey their message of college preparation and parental involvement effectively. Consequently, most of the programs highlighted in this report narrowed their target population in the interest of providing quality programming to fewer people rather than low-quality programming for a larger group of people.

SUCCESSFUL PARTNERSHIPS

All of the programs profiled in this report developed partnerships with local educational agencies. In an effort to gain access to students and leverage funding, most programs partnered with school districts and local schools. Others were part of much larger intersegmental partnerships that allowed them to tap into a larger variety of funding, staffing, and institutional resources.

STABLE FUNDING SOURCES

Many programs applied for federal grants and solicited funding from corporations and foundations. Some also acquired resources from local non-governmental organizations such as local businesses.

It is possible that there are other existing programs that also share these characteristics; the programs highlighted in this report should not be considered all-inclusive.

All of the programs profiled also made efforts to collect and analyze program evaluation data; however, most of these efforts were not scientifically rigorous. Most programs evaluated their effect based on attitudinal surveys administered to participants before and after the program and did not measure the long-term effect of their program primarily because of the labor costs associated with such intense research. It is important to note that the lack of data does not indicate that a program does not serve a useful purpose; many of these programs are making a difference in their respective communities and many individual lives.



PROGRAM PROFILES

In an effort to encourage student affairs staff, outreach directors and other key stakeholders to develop similar ventures in their respective communities, this section provides the operational details of the 10 profiled programs.

The program descriptions to follow include:

- 1 The programs' mission and goals
- 2 How the programs were developed
- 3 How the programs are funded
- 4 How the program markets itself and recruits participants
- 5 The programs' evaluation process

The outreach programs are organized by their approach: long-term, short-term or one-day events. The programs are:

LONG-TERM PROGRAMS

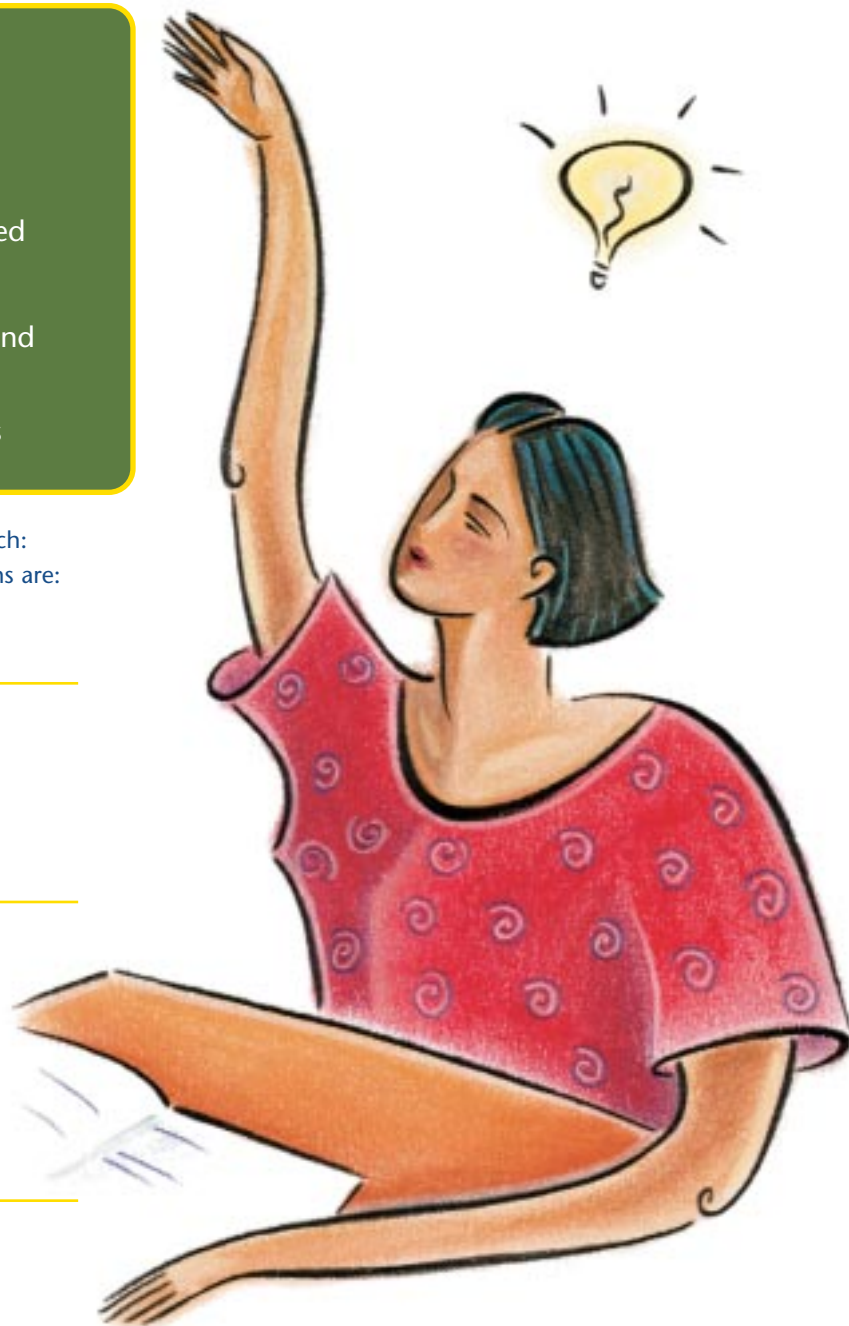
Hispanic Mother-Daughter Program
Stockton Eighth-Grade Initiative
Mother-Daughter Program

SHORT-TERM PROGRAMS

College Academy for Parents
Roosevelt County GEAR UP Partnership
Padres Promotores de la Educación
Parent Residential Experience Program
Parent Institute for Quality Education

ONE-DAY EVENTS

College Knowledge for Parents
College: Making It Happen!



LONG-TERM PROGRAMS

Hispanic Mother-Daughter Program

Stockton Eighth-Grade Initiative

Mother-Daughter Program

LONG-TERM PROGRAM

HISPANIC MOTHER-DAUGHTER PROGRAM

OVERVIEW

The Hispanic Mother-Daughter Program (HMDP) is a pre-college educational outreach program for young women and their mothers sponsored by Arizona State University, Tempe (ASU). It includes a high school program that spans five years, from eighth grade through twelfth grade, and a university component that provides academic advising and support at ASU.

GOALS

- * Increase representation of Latinas at institutions of higher education.
- * Encourage mothers to become engaged in their daughters' education.
- * Increase quality of high school preparation among Latinas and low-income women with limited access to college and expand aspirations towards professional careers.
- * Increase high school graduation rates.
- * Increase university retention rates.

SUMMARY DESCRIPTION

PROGRAM:	Ongoing five-year high school program with an accompanying university component.
CONTENT:	Monthly evening workshops and additional enrichment activities such as campus visits.
AUDIENCE:	Latina students and their mothers or legal guardian.
SIZE:	In 2003-04, about 350 mother-daughter teams.
COST:	For the 2003-04 year, \$335,000.
MISSION:	To increase the number of first-generation Hispanic women who complete a bachelor's degree by involving mothers directly in the educational development of their daughters.
CONTACT:	Hispanic Mother-Daughter Program Angelica Sanchez, Program Director Student Life/Multicultural Student Center Arizona State University P.O. Box 871112 Tempe, AZ 85287-1112 Phone: (480) 965-5838 E-mail: Angelica.Sanchez@asu.edu

“The Hispanic Mother-Daughter Program has aided me immensely in the pursuit of my college education. As a graduating senior in high school, my plan was to attend a community college and then transfer to a university. However, my program advisor urged me to apply to Arizona State University instead. My university experience has been a remarkable one thanks to outreach and mentor programs like the Hispanic Mother-Daughter Program.”

— HMDP STUDENT PARTICIPANT

PROGRAM OPERATIONS

The high school component of the Hispanic Mother-Daughter Program provides monthly workshops that mothers and daughters must attend together. Throughout its 20 years of operation, program staff has developed a wide range of workshop topics that address college preparation, health, Latina culture, conflict resolution, community involvement and academic and test preparation.

Monthly Workshops

Workshops are designed to help parents become active advocates and participants in the education of their children. They learn to steer their children away from vocational courses, and non-college math courses like “consumer math.” The program offers specific programming for each grade level. For example, the eighth-grade component focuses on high school preparation, familiarization with the ASU campus, community involvement and self-awareness.

Parent Focus

There are a few workshops that are for mothers only, such as: Financial Planning, Enhance Your Career and Educational Opportunities, and Today’s Health Issues. Each semester, mothers are mailed a “University Entrance Check-Sheet” that informs them of their daughter’s academic progress. In addition to workshops, the HMDP program staff encourages parents to continue on to college. At the annual award ceremony, program staff recognizes those parents who attended all the workshops in a given year, or those who acquired a bachelor’s or master’s degree.

Student Focus

Students receive one-on-one visitations from program staff at their respective school sites. Eighth graders receive three visits during the academic year, while high school students are visited on a monthly basis. During these visits, HMDP staff has the opportunity to motivate and mentor students. It also allows staff to keep track of students’ academic progress and intervene if problems arise.

Attention to Culture

The program provides participants with workshops on the history of Latinas in the United States and activities such as an oral history exercise to explore a family’s history and sharpen writing skills.

HISPANIC MOTHER-DAUGHTER PROGRAM

(continued)

PROGRAM DEVELOPMENT

Creation

Jo Anne O'Donnell, former associate dean of students at ASU, conceptualized the program idea in the late 1970s as a result of research indicating that educational interventions needed to start before high school to fully prepare students for college admission. She frequently observed that parents of first-generation college students, as well as the students themselves, had very little information about what it took to be successful in college.

Funding

Dr. O'Donnell began the program with a \$60,000 grant from the U.S. Department of Education through the Women's Educational Equity Act. Subsequent funding was acquired through private donations such as a \$100,000 grant from AT&T and Arizona House Bill 2108, which allots funding to higher education initiatives that aim to increase Latino college enrollment.



“I am so glad you are teaching us this stuff...my daughter came home and told me she only needed two years of English [to graduate from high school] and I told her, ‘Oh no, you need four [to be eligible for college]’.” — HMDP PARENT PARTICIPANT

HISPANIC MOTHER-DAUGHTER PROGRAM

(continued)

Partnerships

Students receive one-on-one visitations from program staff at their respective school sites. Eighth graders receive three visits during the academic year, while high school students are visited on a monthly basis. During these visits, HMDP staff has the opportunity to motivate and mentor students. It also allows staff to keep track of students' academic progress and intervene if problems arise.

Staffing

HMDP has a full-time director, three recruitment and retention specialists, one administrative assistant, three part-time student workers, and 10-15 peer advisors.

MARKETING AND RECRUITMENT

Marketing

Individual schools publicize the program to their students. In the past, HMDP has received national press coverage and, in 1989, a commendation from former President George Bush.

Selection

The program is open to seventh-grade girls and their mothers. Girls must have a "C" average in core subject classes. Parent participation is mandatory.

PROGRAM EVALUATION

In the past, HMDP collected data on participants' high school completion, college matriculation and college completion outcomes. Data analysis of twelve cohorts over ten years found that over 50% of eighth-grade participants enrolled in college five years later.

LONG-TERM PROGRAM



STOCKTON EIGHTH GRADE INITIATIVE

OVERVIEW

The Stockton Eighth Grade Initiative (SEGI) at California State University (CSU), Stanislaus intends to increase college attendance among low-income and minority youth by incorporating parents into the educational career of their children at an early age. From the time their child is in eighth grade, SEGI helps parents to learn about college through numerous workshops, campus events and activities. SEGI also instructs parents on how to best support and prepare their child for higher education while they are in high school and taking the college preparatory curriculum prescribed by the AVID (Advancement Via Individual Determination)² program. Participants who successfully complete the program are eligible for scholarships to CSU Stanislaus.

GOALS

- * Increase parental awareness of the opportunities and benefits provided by a college education.
- * Help parents understand the academic requirements and skills that students need to attend college.
- * Increase parental awareness of the costs of attending college.
- * Teach parents how to support their children academically and support the school's efforts to prepare students for college.

SUMMARY DESCRIPTION

- PROGRAM:** Five-year parent-student program.
- CONTENT:** Monthly workshops for parents and students on college preparation.
- AUDIENCE:** Parents and students in the Stockton Unified School District.
- SIZE:** Each cohort numbers between 106 and 164.
- COST:** \$10,000 for each year of workshops; scholarship awards vary from student to student.
- MISSION:** To increase college attendance among low-income and minority youth by incorporating parents into the educational career of their children at an early age.
- CONTACT:** Stockton Eighth-Grade Initiative
Alice Foster, Ph.D.
GEAR UP
Stockton Unified School District
1503 St. Mark's Plaza, Suite C
Stockton, CA 95207
Phone: (209) 933-7030 ext. 2322

² AVID is a nonprofit organization that provides an in-school academic support program for grades 5-12 to prepare students for college eligibility and success. AVID is at work in over 2,000 middle and high schools in 30 states and 16 countries. For more information visit www.avidonline.org.a

PROGRAM OPERATIONS

Parent and Student Workshops

Parents and students must attend three workshops at the CSU Stanislaus campus over the course of the academic year. As students progress through high school, workshop topics change to address grade specific themes: the ninth-grade workshops teach goal setting; the tenth-grade workshops focus on career choice, based on interest and aptitude inventories; the eleventh-grade workshops begin each student's college application file using the CSU Mentor web-based program; and the twelfth-grade workshop focuses on completing paperwork and planning for fall enrollment at CSU Stanislaus. Each workshop is designed for a group of up to 50 people, but ultimately the size of the session depends on the size of the cohort in that grade level.

AVID

SEGI student participants must take part in the AVID curriculum. To maintain eligibility for a scholarship, each SEGI student must enroll in AVID classes for six of the eight semesters during high school.

Scholarships

Students who successfully complete the five-year program are eligible for scholarships to attend CSU Stanislaus. SEGI scholarships make up the difference in students' tuition that is not included in their financial aid package.

PROGRAM DEVELOPMENT

Creation

The program was developed in an effort to address the low levels of college attendance and high numbers of high school dropouts among Stockton Unified School District (SUSD) students. Former California State Senator Patrick Johnston convened a group of local education leaders in his home, including the president of CSU Stanislaus Marvalene Hughes and officials from the Stockton Unified School District, for an informal brainstorming session to find a way to address the situation.

STOCKTON EIGHTH GRADE INITIATIVE

(continued)

Funding

SEGI funding is primarily derived from the Office of Student Affairs at CSU Stanislaus. The \$8-10,000 budget needed to bring SEGI participants on campus for the workshops is allocated from the President's Office. The funds that go towards the scholarships are raised through fundraising campaigns from the Student Affairs office. Local business and leaders in the Greater San Joaquin Valley donate all of the scholarship funds.

Partnerships

SEGI works in collaboration with two partners, SUSD, and the AVID program.



STOCKTON EIGHTH GRADE INITIATIVE

(continued)

Staffing

Personnel consists of 12 part-time employees from the CSU Stanislaus Student Affairs Office, four SUSD part-time staff from the GEAR UP program office, and 12 AVID teachers who provide the curriculum for SEGI students.

MARKETING AND RECRUITMENT

Marketing

The SEGI program is only open to students in SUSD's middle schools. As such, SEGI staff advertises and recruits for the program by sending flyers to student homes via SUSD as well as announcements posted in the schools' newsletters.

Recruitment

Students are recruited as they register for eighth-grade classes, but also through school counselor referrals.

Selection

The program is active at SUSD's four middle schools and three high schools. However, entry into the program is only available to eighth graders who are enrolled in an AVID class. Because of state budget cuts, most middle schools have only been able to offer one AVID class per grade level. For this reason, only one class of eighth graders per participating school may enroll in SEGI per year.

PROGRAM EVALUATION

Program staff collects data on student participation and is currently in the process of conducting a thorough program evaluation. It is expected that the CSU Stanislaus institutional research department will collaborate with the SUSD research department to review and analyze student data.

LONG-TERM PROGRAM

MOTHER-DAUGHTER PROGRAM

OVERVIEW

The Mother-Daughter Program at the University of Texas, El Paso (UTEP) is designed to help sixth-grade girls maintain their interest in school and to raise their educational and career aspirations. This educational retention and leadership program uses a team approach that makes mothers an integral part of the program. During the yearlong program, both mother and daughter learn about education and life opportunities from university students, career women, and other community role models.

GOALS

- * Build self-esteem.
- * Encourage completion of high school.
- * Raise expectations of attending college.
- * Familiarize participants with higher education and inspire them to obtain professional careers.
- * Enhance the quality of college preparation by providing adequate academic and life skills training.
- * Increase parent dedication to higher education.

SUMMARY DESCRIPTION

- PROGRAM:** Yearlong outreach program for sixth-grade girls and their mothers. Follow-up activities are offered through the twelfth grade, but are not required after the sixth grade.
- CONTENT:** Workshops, Career Day, a leadership conference, summer camp, and campus tour.
- AUDIENCE:** Sixth-grade female students and their mothers.
- SIZE:** Approximately 450-500 mother-daughter teams.
- COST:** \$100,000 per year.
- MISSION:** The mission of the Mother-Daughter Program is to assist young Latinas attain a degree of higher education and become successful leaders in society.
- CONTACT:** Mother-Daughter and Father-Son Programs
Dr. Josefina V. Tinajero, Director
The University of Texas at El Paso
500 W. University Avenue
College of Education #206
El Paso, Texas 79968-0569
Phone: (915) 747-5572 or (915) 747-5515
Email: tinajero@utep.edu

“[The Mother-Daughter Program] introduced [my daughter] to different options that she could take, and they also introduced both of us to the information that we needed to see college education as a real possibility rather than a dream.” — MOTHER-DAUGHTER PROGRAM PARENT PARTICIPANT

PROGRAM OPERATIONS

The Mother-Daughter Program is focused on conveying to its students and mothers the importance of goal setting as an essential element for success. Activities for the program are organized around four core goals as well as four main areas of development: academic, personal, career, and community life. The activities for mother-daughter teams are held one Saturday of every month for a year while the girls are in the sixth grade. Sessions are held at UTEP or at schools in the community.

University-Sponsored Activities

Activities include a campus open house and tour, Career Day, a leadership conference, and a summer camp and awards ceremony.

Off-Campus Activities

During the time when no major events are scheduled at UTEP, off-campus activities are planned by local school districts and take place at their respective schools or various sites in the community. These activities are meant to introduce program participants to the numerous resources in their community. Activities have included visiting the Texas Technical Medical Center, City Hall, El Paso's historic missions, the public library, and the El Paso Museum of Art.

Expansion Program

UTEP also offers an expansion program that is an extended version of the Mother-Daughter Program. The program runs from seventh to twelfth grade, however, it is not required after students complete the Mother-Daughter Program during their sixth-grade year. The program offers a variety of seminars, academic counseling for freshmen and sophomores, and college admissions counseling for juniors and seniors.

Father-Son Program

The Mother-Daughter Program office also hosts a similar program for fathers and sons but on a smaller scale. It targets sixth-grade boys and their fathers and provides the same activities and events found in the Mother-Daughter Program. There are currently 150 father-son teams per year from three El Paso school districts.

PROGRAM DEVELOPMENT

Creation

The Mother-Daughter Program began as a pilot project in 1986 when Dr. Josefina Tinajero, a UTEP faculty member, other UTEP staff, the Young Women’s Christian Association (YWCA), and El Paso’s three school districts came together to plan and implement a program that would address the severe academic underachievement of young Latina women. The Mother-Daughter program was inspired by the Hispanic Mother-Daughter Program at Arizona State University.

During its start-up, an Advisory Committee was developed to manage the overall direction of the program. The Advisory Committee included UTEP’s vice president for academic affairs and her assistant, the assistant dean of the College of Education, the YWCA’s executive director, and the associate superintendents from the participating school districts.

Funding

The Mother-Daughter Program has received funds from various foundations, corporations and participating school districts over the past 16 years. Specifically, the program has received grants from the Gannett Foundation (now Freedom Forum), the Meadows Foundation, Southwestern Bell, and AT&T. Dr. Tinajero also received a W.K. Kellogg Foundation grant to evaluate the program’s success and create materials to help other communities and organizations design similar programs in 1993. The Kellogg Foundation also donated scholarship money for program participants attending UTEP. Recently, the program has been primarily funded through the Women’s Education Equity Act, a one-time Department of Education Title III grant, but continues to receive funding from local businesses and foundations.

In addition to foundation and corporate funding, the El Paso school districts allocate money from their budgets in order to share program expenses, which include marketing, recruiting, use of facilities for events, transportation for program participants, and providing district coordinators with stipends. Moreover, the initial institutional partners that founded the program continue to support it with in-kind contributions that include everything from office space to bus transportation.

Although the program has received funding since 1988, long-term funding is never assured. As a result, Dr. Tinajero is continuously seeking new funding sources to meet the \$100,000 per year operating budget.

MOTHER-DAUGHTER PROGRAM

(continued)

Partnerships

The Mother-Daughter Program's partners are UTEP, the YWCA, and El Paso's school districts. They each provide a variety of services and contributions that facilitate the program's success.

Staffing

The Mother-Daughter Program is staffed by 11 full-time staff and 60 local school-site coordinators.

MARKETING AND RECRUITMENT

Marketing

The participating middle schools handle all of the marketing and recruiting for the program primarily through the distribution of flyers and handouts at parent-teacher conferences and parent information nights.

Selection

The Mother-Daughter Program is offered to sixth-grade girls from El Paso County middle schools that have the potential to academically succeed but who show various risk factors that threaten their likelihood of attending an institution of higher education. Specifically, the Mother-Daughter Program recruits participants that are from a low-income background or come from a family where no one has pursued a college education. All of the program recruiting is conducted at the girl's intermediate school by the district coordinator.

A student enters the program through a referral from their fifth-grade teacher, a decision made by her mother to be in the program, or by her own initiative in approaching the campus coordinators. District coordinators access the students' records at their corresponding schools in order to verify grades, educational background, and family history.

PROGRAM EVALUATION

Evaluations for the program are conducted once per year at the end of each funding period for each funding source. A private evaluator gives surveys and conducts interviews with program staff. Specifically, the evaluations measure effective program practices, program growth, effects on participants, and potential program success. Evaluation results have shown positive results with the mothers and daughters that participate in the program.

SHORT-TERM PROGRAMS

College Academy for Parents

Roosevelt County GEAR UP Partnership

Padres Promotores de la Educación

Parent Residential Experience Program

Parent Institute for Quality Education

SHORT-TERM PROGRAM

COLLEGE ACADEMY FOR PARENTS

OVERVIEW

College Academy for Parents (CAP) is a college preparation program designed specifically for parents of elementary school students. CAP staff observed that because most outreach programs are typically directed at middle and high school students, parent involvement is generally a component of a program but not the focus. Through CAP, the University of Arizona's Office of Early Academic Outreach Program (EAOP) hopes to change that paradigm and challenge traditional college outreach programming by making parents the focus.

GOALS

- * Increase a parent's awareness of their role in the educational system and explain the different levels of parent involvement.
- * Provide an overview of K-12 academic standards and how these standards are related to university admission requirements.
- * Assist parents in developing strategies to help strengthen their child's academic foundation and success at every grade level.
- * Facilitate communication between parents, schools, and university personnel.
- * Expose parents to the University of Arizona (UA) by inviting university professors to facilitate academic subject workshops and arrange campus visits.

SUMMARY DESCRIPTION

- PROGRAM:** 10-week course; two-hour weekly workshops.
- CONTENT:** Workshops on college preparation and access, communication, academic subjects, and the transition to high school.
- AUDIENCE:** Sixth-grade female students and their mothers.
- SIZE:** 93 parents enrolled, 72 completed; 99% from Latino backgrounds.
- COST:** \$62,500 (in-kind donations not included).
- MISSION:** To help parents prepare their children for a university education starting as early as elementary school and to empower parents through knowledge to enable them to be stronger advocates for their children's education during the K-12 years.
- CONTACT:** College Academy for Parents and The University of Arizona
Office of Early Academic Outreach
University Services Building #501
P.O. Box 210158
Tucson, AZ 85721
Phone: (520) 626-2300
Email: eao@u.arizona.edu

“Going to college is a family decision and the people most influential to this decision are parents.” — ARLENE BENAVIDEZ, PROGRAM COORDINATOR

PROGRAM OPERATIONS

The program is organized in two parts: the parent track and the student track. The curricula for the parent and student tracks are parallel to encourage the parents and students to discuss what they learned in similar subjects after each session.

The Parent Track

The parent track consists of 10 weekly, two-hour workshops led by UA professors that cover topics such as school communication and relationships; academic expectations and preparation strategies; college admissions, financial aid/scholarships, and student resources; six academic workshops covering core academic subjects (i.e., English, math, science, social studies, foreign language, and fine arts); and transitioning to the next grade level.

The Student Track

The student track called College Camp is geared for children in grades K-5. It was created out of the need for childcare so that parents could attend the workshops. In College Camp, children attend classes where hands-on, interactive activities are used to cover topics such as life skills, character education, academic preparation, college and career exploration and the six core academic subject areas.

Workshop Details

Parents indicated that they found all the workshops useful; however, Program Coordinator Arlene Benavidez noticed that parents found greater appreciation for the academic workshops. These workshops focused on six core academic subjects: English, math, science, social studies, foreign language, and fine arts. The workshops were taught by UA professors who could connect to the audience because of their Latino background or their ability to conduct the presentation in Spanish. They were asked to design their presentations to address the following questions:

- What is it (the academic subject)?
- Why is it important?
- How do you apply it to daily life?

Program staff believes that parents need to understand the importance of these subjects because they make an impact on their children's academic lives from the time they are in kindergarten. An overarching goal of the academic workshops is to help parents make the connection between academic preparation during the K-12 school years and success in college.

PROGRAM DEVELOPMENT

Creation

Arlene Benavidez, program coordinator from the UA EAOP, initiated the idea for CAP and its research and design. The project stemmed from the desire to enhance the outreach efforts to minority, low-income, or first-generation college students. Staff members wanted to reach students at an early age and hoped to strengthen parent, family, and community involvement in the academic preparation and college readiness of these students.

Partnerships

CAP partners provide assistance with program logistics and financial support. Three university departments provided funding support for student interns and the evaluation process. Outside of the university, the Southwest Student Services Corporation made a general support financial contribution and the Sunnyside Unified School District provided facilities, refreshments and support in recruiting students and their parents.

Funding

For the pilot program, funding was limited and came primarily from the UA EAOP. The \$62,500 overall budget provided two staff members, materials for parent workshops and college camp activities, transportation costs for field trips, and food expenses related to the kick-off dinner and the graduation ceremony. The largest expense, at \$45,000, was for staffing. The \$17,500 remainder of the overall budget was used for student wages, food and operations. In-kind donations came from UA professors, the Sunnyside Unified School District, and various community partners.

Staffing

CAP has a total staff of 15. UA provides one full-time bilingual coordinator, a part-time advisor/director, three part-time student interns, and 10 part-time college camp leaders. The 14 faculty volunteers present workshop topics. In addition, the school district provides four parent volunteers to set up refreshments for 10 weeks and the elementary and middle school principals contribute 5% of their time to recruit parents.

COLLEGE ACADEMY FOR PARENTS

(continued)

MARKETING AND RECRUITMENT

Because the UA EAOP has worked with students from the greater Tucson area for the past 20 years, they have a strong understanding of where their target student population resides. CAP staff chose to pilot their program at Sunnyside Unified School District, a relatively small school district on the south side of Tucson. This district serves 13 elementary schools, four middle schools and two high schools. Size played an important role in site selection because CAP staff wanted to contain costs and maintain tight control of the first phase of the program.

Recruitment

Each elementary school principal was given the flexibility to recruit their parents based on the methods of communication that were successful for their parent population.

Selection

The selected elementary schools were best suited for the pilot because they had maintained respectable levels of academic achievement. Other schools may not have been suited for the pilot program because they were under pressure to improve test scores thus subject to more programmatic demands. In terms of participant selection, the program is open to any parent, at any of the designated schools who is interested in helping their child prepare for college.

PROGRAM EVALUATION

A team of UA college professors and graduate students designed a program evaluation that consisted of interviews, weekly workshop evaluations and a comprehensive retrospective questionnaire administered at the end of the 10 weeks. Initial findings indicate that parents were satisfied with the program.



SHORT-TERM PROGRAM

ROOSEVELT COUNTY GEAR UP PARTNERSHIP

OVERVIEW

The Roosevelt County GEAR UP Partnership is the parent component of GEAR UP³ at Eastern New Mexico University (ENMU). This outreach program is designed to help parents get informed and involved in the academic and college planning of their children through workshops, motivational speakers, campus tours and home visits.

GOALS

- * Help parents become involved in the academic and college planning of their child.
- * Make parents feel comfortable with their child's school.
- * Help students complete high school.
- * Help students complete a postsecondary education.

³ GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a federal discretionary grant program designed to help prepare low-income students for college education. The grant program provides five-year grants to states and partnerships to serve high-poverty middle schools and high schools. GEAR UP supplements existing efforts to promote academic preparation and the understanding of college entrance requirements, college costs, and professional development. (See the Funding and Programmatic Resources section for more information.)

SUMMARY DESCRIPTION

PROGRAM:	Yearlong youth and parent outreach program.
CONTENT:	Academic tutoring, peer-to-peer mentoring, parent skills classes, and home visits to parents.
AUDIENCE:	Parents of junior high and high school students.
SIZE:	Approximately 750+ parents; 1,300 students.
COST:	Approximately \$13,000 per year.
MISSION:	The mission of the Roosevelt County GEAR UP Partnership is to make minority or low-income parents feel comfortable at their child's school.
CONTACT:	Roosevelt County GEAR UP Partnership Mr. Joseph Green, Director Eastern New Mexico University Portales, New Mexico 88130 Phone: (505) 562-4096 Email: joseph.greene@enmu.edu Website: www.enmu.edu/studentlife/support/gearup

“The Roosevelt County GEAR UP Partnership is an important part of our parent/community outreach. Often times, parents are intimidated by school personnel. The home visitors can visit, assist, and support parents to come to the school. We have a better understanding of our parents and their home situation after the home visitors share with the administration and staff the situation that our students live with. Students don't care how much you know until they know how much you care. The Roosevelt County GEAR UP Partnership has definitely assisted faculty and staff in sharing that message.” — PROGRAM COORDINATOR, THE ROOSEVELT COUNTY GEAR UP PARTNERSHIP

ROOSEVELT COUNTY GEAR UP PARTNERSHIP

(continued)

PROGRAM OPERATIONS

The Roosevelt County GEAR UP Partnership offers a variety of services to parents throughout the academic school year that familiarizes them with academic and college planning for their child. These services include home visits to parents, workshops, motivational speakers, and campus tours.

Parent Home Visits

Home visitor volunteers, who are bilingual, will call parents whose students are falling below a 60% in any class and arrange a home visit to provide them with the necessary tools to help their child improve their grade(s). The visits typically last one hour and are followed up with consecutive phone calls by the home visitor volunteers if their child is still failing any class.

Enrichment Events for Parents

Parents attend one-hour workshops, usually held once a month, and several enrichment activities. These services provide them with information regarding academic admissions requirements into an institution of higher education, financial aid options, the college experience, family literacy, and parent-teen communication.

PROGRAM DEVELOPMENT

Creation

In 1999, Karyl Lyne, Sue Bracksieck and Betty Johnson, all Eastern New Mexico University personnel, collaborated to establish the GEAR UP program at ENMU to enhance the quality of education for economically disadvantaged students in Roosevelt County school districts. The program was developed to increase parent participation in students' educational development, and to help parents become key players in their child's schooling.

Partnerships

The Roosevelt County GEAR UP Partnership has a variety of institutional partners that include local school districts, the City of Portales, NM, Community Services Center, Mental Health Resources, Educational Talent Search, Student Support Services, Upward Bound, Roosevelt County Chamber of Commerce, Roosevelt County Literacy Council, and the New Mexico Commission on Higher Education. GEAR UP staff and its partners meet together once a month at the advisory board meetings to discuss ways in which they can contribute to the program.

ROOSEVELT COUNTY GEAR UP PARTNERSHIP

(continued)

Funding

The annual operating budget of \$13,000 is federally funded through a five-year GEAR UP grant, awarded by the U.S. Department of Education. In order to secure the grant, annual reports must demonstrate positive gains in student achievement. Information for these reports is taken from an annual performance database that assesses how students are benefiting from the program. Information in this database includes grades, number of hours students receive for tutoring sessions, home visits, workshops, and summer camps.

Staffing

The Roosevelt County GEAR UP Partnership is made up of five full-time and 25 part-time tutors and home visitors. One of the full-time staff members is bilingual and approximately seven part-time employees are bilingual.

MARKETING AND RECRUITMENT

Marketing

The Roosevelt County GEAR UP Partnership advertises directly through banners and flyers posted across the Roosevelt County schools, Eastern New Mexico University, Chamber of Commerce Newsletter, and through their local radio station. In addition, parents are contacted via telephone to inform them about the program or sent tutoring and program brochures via U.S. mail. The Roosevelt County GEAR UP Partnership is in the process of advertising through a television program on campus.

Recruitment

The program is targeted to academically low-achieving seventh- through twelfth-grade students and their parents from Roosevelt County district schools.

PROGRAM EVALUATION

An external evaluation assesses the program by reviewing the annual performance report, interviewing staff, students, and program partners to determine how well the program is meeting its goals. Past program evaluations have shown that students have become more motivated in their studies.

SHORT-TERM PROGRAM

PADRES PROMOTORES DE LA EDUCACIÓN

OVERVIEW

Santa Ana ENLACE⁴ and GEAR UP Santa Ana fund approximately 30 parents per year to conduct parent-to-parent educational outreach in Santa Ana, California through the Padres Promotores de la Educación project (Parent Education Promoters).

GOALS

- * Make parents key players and advocates in the educational development of their children.
- * Build a community of united parents that share a common vision – the academic success of their children.
- * Increase the educational achievement and attainment for youth in the Santa Ana community.

⁴ ENLACE, which stands for “ENGaging LATino Communities for Education,” is a multiyear initiative of the W.K. Kellogg Foundation that attempts to strengthen the educational pipeline and increase opportunities for Latinos to enter and complete college. (See the Funding and Programmatic Resources section for more information.)

SUMMARY DESCRIPTION

PROGRAM:	Parent-to-parent education and mentoring.
CONTENT:	Home visits and presentations in the community about college preparation.
AUDIENCE:	Parents of K-12 students.
SIZE:	1,000+ parent participants each year.
COST:	Approximately \$100,000 per year.
MISSION:	To strengthen the K-16 educational pipeline for Latino students.
CONTACT:	Padres Promotores de la Educación Lilia Tanakeyowma, Director Office of School and Community Partnerships Santa Ana College 1530 West 17th Street Santa Ana, CA 92706 Phone: (714) 564-6971 Website: www.sac.edu/community/partnerships/index.htm

“As a parent promoter for Padres Promotores de la Educación, I’ve had the experience of working with many young adults who feel powerless to pursue a higher education because of their undocumented status. This program helps to give young people in our community the information they need in order to not lose hope and continue their studies in a university.” — PARENT EDUCATION PROMOTER

PROGRAM OPERATIONS

Each year, 30 parent education promoters are selected to mentor other parents in Santa Ana, California. Parent education promoters spend at least five hours per week visiting other parents in the community to discuss how to get their children adequately prepared for college. Each year, these trained promoters conduct an average of 500 home visits and 50 pláticas or “discussion groups”, and assist well over 1,000 families in the Santa Ana community.

Home Visits and Pláticas

Home visits and pláticas (discussion groups) are initiated by the parent education promoters through their own personal networks and outreach, by school staff referrals, or by families themselves who have filled out interest cards at their child’s school or at community events. Topics discussed include high school requirements, necessary requirements to enroll in an institution of higher education, and information on school and community services available.

Camino de Amistad, “Friendship Walk”

All participating parent education promoters canvas the neighborhoods surrounding the four comprehensive high schools in Santa Ana Unified School District (SAUSD). Participating parents knock on doors (or leave “door hangers” when no one is home) and inform families of the high school registration dates, back to school nights, and of the services provided by the Padres Promotores de la Educación program and the Higher Education Center at each high school.

PROGRAM DEVELOPMENT

Creation

The idea for the Padres Promotores de la Educación developed over a one-year period from a series of conversations with community members, parents, and in-depth briefings that Santa Ana ENLACE had with SAUSD officials, where they identified a great need for parental involvement in Santa Ana schools. The Padres Promotores de la Educación program was created in 2001 and modeled after the Latino Health Access’ Health Promoter Program, a health awareness program in which Latino residents educate other Latinos in the community regarding health issues.

PADRES PROMOTORES DE LA EDUCACIÓN

(continued)

Partnerships

The Padres Promotores de la Educación program collaborates with various institutional, business, and community partners. Some of these partners include: Santa Ana ENLACE; GEAR UP Santa Ana; University of California, Irvine (UCI); California State University, Fullerton; Santa Ana College; the Santa Ana Unified School District; the Bilingual District Advisory Commission; the City of Santa Ana; the Santa Ana Chamber of Commerce; and the state of California's Puente Program.

Funding

The Padres Promotores de la Educación Program budget of \$100,000 per year is funded through Santa Ana ENLACE and GEAR UP Santa Ana.

Staffing

The program funds one full-time and one part-time staff member to coordinate the program in addition to 30 part-time parent education promoters and nine "promotores líderes," or promoter leaders. Promoter leaders handle the recruitment, training and mentoring of the parent education promoters. In addition, promoter leaders set up and lead discussion groups, conduct special community-wide events, track activities, assist with the invoicing required to pay for parent education promoters' stipends, help with program evaluations, participate in dissemination opportunities (presentations at regional and national conferences), and provide overall guidance.

MARKETING AND RECRUITMENT

The program receives an abundance of press coverage for its non-traditional approach to informing families often isolated from their children's schools because of language barriers and cultural differences. In addition, the program is publicized at regional and national educational conferences, through its website, and fact sheets.

Recruitment

Participants are recruited by the parent promoters who initiate home visits with parents through their own personal networks and outreach, by school staff referrals, or by families themselves who have filled out interest cards at their child's school or at community events.

PADRES PROMOTORES DE LA EDUCACIÓN

(continued)

Selection

Services are open to any interested parent in the greater Santa Ana area (at no cost).

PROGRAM EVALUATION

The program conducts formal and informal evaluations to document the impact the program has had on participating parents. Padres Promotores de la Educación is currently in the process of tracking and analyzing the student outcome data (high school graduation and college matriculation) of those parents who have participated in the program.



SHORT-TERM PROGRAM

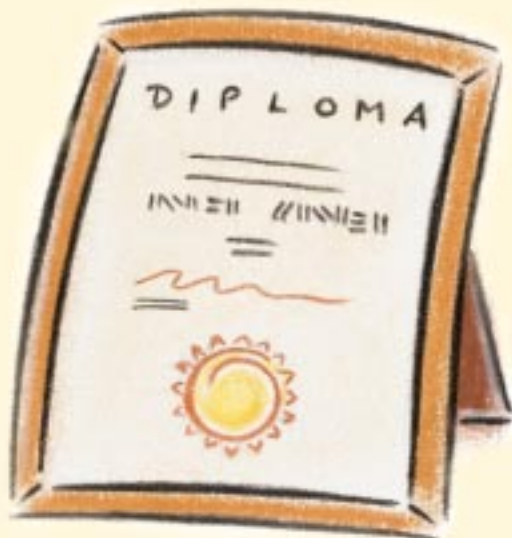
PARENT RESIDENTIAL EXPERIENCE PROGRAM

OVERVIEW

Through the Parent Residential Experience Program (PREP), parents of local college bound students spend three days and two nights at the University of California, Irvine (UCI) dormitories. PREP is designed to introduce parents of students from four intermediate schools and four high schools in Santa Ana, California to university life and to strengthen their understanding of the pre-college process.

GOALS

- * Expose parents to the university's academic and social environments.
- * Give parents more knowledge and confidence in assisting in their children's university enrollment.
- * Help families incorporate higher education into family values and goals.



SUMMARY DESCRIPTION

- PROGRAM:** 3-day, 2-night college residential experience for parents.
- CONTENT:** Workshops, lectures, and interactive group activities.
- AUDIENCE:** Parents of college bound students who are participants in student outreach programs at the University of California, Irvine.
- SIZE:** Approximately 80 parents.
- COST:** Approximately \$28,845 per year.
- MISSION:** To empower parents to encourage and motivate their children to pursue a higher education.
- CONTACT:** Parent Residential Education Program
Diana Sanchez, Program Coordinator
Center for Educational Partnerships
University of California, Irvine
5171 California Avenue, Suite 150
Irvine, CA 92697-2505
Phone: (949) 824-7482



PROGRAM OPERATIONS

PREP offers various workshops, lectures and interactive group and individual activities to parents (free of charge), over the course of the three days and two nights they spend at UCI.

Workshop Details

Seven workshops are facilitated by representatives from the Santa Ana Unified School District, the Padres Promotores de la Educación program, and UCI. Each workshop focuses on a specific policy area related to college admissions. Workshop topics include: university options, financial aid, adolescent psychology, college entrance exams, and discovering family treasures.

Other Activities

Parents engage in activities such as listening to a panel of undergraduate UCI students speak about the college experience, they write in a diary that details their experience in the PREP program, and explore the tools they gained to assist their children in the college preparatory process. Parents are also taught to research scholarship information for their children on the Internet.

PROGRAM DEVELOPMENT

Creation

PREP was founded in 1996 by Adriana Huevo, a staff member from the Center for Educational Partnerships at UCI in response to her observation that many parents did not allow their children, who were college eligible, to attend a postsecondary institution. Parents often were hesitant in letting their children move away from home because of their misunderstanding regarding what college life would be like.

Program Partnerships

PREP partners with the University of California, Irvine, California State University, Fullerton, Santa Ana College, Santa Ana Unified School District, as well as local businesses, and community-based organizations.

PARENT RESIDENTIAL EXPERIENCE PROGRAM

(continued)

Funding

The PREP program is completely funded by GEAR UP, a federal grant awarded by the U.S. Department of Education that aims to ensure all students receive proper academic preparation, advisement, and support in their educational endeavors. Currently, the Santa Ana Unified School District and UC Irvine are serving as administrative agents for GEAR UP. To secure GEAR UP funding, progress reports are generated and evaluations are conducted to determine subsequent year funding. The administrative agent is responsible for all reporting and evaluation. Once all data is collected and evaluations are conducted, the information is disbursed amongst the partnership.

The budget for 2004 was \$28,845. The largest expense is allocated to staff salaries, operational supplies, and food at \$14,855. The remainder of the operating budget, \$13,990, was for insurance, dormitories, meals, and parking.

Staffing

PREP currently has two full-time staff members and eight part-time staff members who are undergraduate students.

MARKETING AND RECRUITMENT

Marketing

UCI markets the program through flyers, direct mail, program presentations at parent nights, and calls to prospective parent participants. The program is also marketed through a parent-mentoring program, Padres Promotores de la Educación, an initiative created to increase parental involvement in the Santa Ana Unified School District.

Recruitment and Selection

The program targets parents of students from eight schools in the Santa Ana Unified School District whose children participate in the one-week Residential Program or Math Academy at UCI.

PROGRAM EVALUATION

PREP evaluations consist of pre- and post-program surveys to measure parent attitudes towards institutions of higher education. Evaluations have shown that participating parents have become active leaders in the community after participating in the program. For instance, some parents have even started their own community-based organizations.

SHORT-TERM PROGRAM

PARENT INSTITUTE OF QUALITY EDUCATION

OVERVIEW

Parent Institute of Quality Education (PIQE) is a 501c3 nonprofit organization with nine regional offices throughout California and, most recently, Dallas, Texas. The program is dedicated to providing parents from low-income, ethnically diverse backgrounds with the necessary tools to play an active role in the educational development of their children.

GOALS

To assist parents in taking a participatory role in helping their children by:

- * Creating a home-learning environment.
- * Navigating the school system.
- * Collaborating with teachers, counselors and principals.
- * Encouraging college attendance.
- * Supporting a child's emotional and social development.

SUMMARY DESCRIPTION

PROGRAM:	Yearlong.
CONTENT:	Nine-week parent involvement classes, four-month follow-up "coaches" program, and a six-hour teacher workshop on parental involvement.
AUDIENCE:	Parents and teachers of K-12 students; 70-75% of parent participants are Latino.
SIZE:	Approximately 30,000 parent participants yearly; 1,300 K-12 schools in 16 California counties.
COST:	Approximately \$4.5 million per year.
MISSION:	To bring schools, parents, and the community together in the education of every child to provide all students with the option and access to a postsecondary education.
CONTACT:	Parent Institute for Quality Education (PIQE) David Vallalodid, President & CEO 4010 Morena Blvd., Suite 200 San Diego, CA 92117 Phone: (619) 884-2218 Email: dvallalodid@ixpres.com Website: www.piqe.org

“Since the completion of the nine-week program, we have seen an increase in parent involvement on our campus. Parents have become involved in all aspects of their child’s education from attending our meetings to volunteering in the classrooms.” — CALIFORNIA ELEMENTARY SCHOOL PRINCIPAL

PROGRAM OPERATIONS

Nine-Week Parent Involvement Classes

Parents that attend the classes learn how to assist their children by constructing a home learning environment, navigate the school system, collaborate with teachers, counselors, and principals, encourage college attendance, and support a child's emotional and social development. Meetings are held once per week and typically last about one and a half hours. The classes are offered in the morning and in the evening to accommodate parent schedules. Parents must attend four class meetings to graduate from the program.

Four-Month "Coaches" Follow-Up Program

At the end of the basic program, PIQE staff selects parents with potential leadership qualities to assist in calling parents on a regular basis to reinforce content learned in class (e.g., quiz parents on their knowledge of various areas in their children's schooling like their child's grade on their last report card, the nature of their child's course load or the meaning of the school transcript.)

Teacher Workshop

Teachers attend a six-hour workshop on the importance of parent involvement and learn strategies for developing meaningful parent participation.

PROGRAM DEVELOPMENT

Creation

In 1987, PIQE was founded by Reverend Vahac Mardirosian and Dr. Alberto Ochoa, both members of the Mexican American Advisory Committee to the superintendent of the San Diego Unified School District (SDUSD). The program was founded as a response to the academic crisis confronting low-income immigrant Latinos at Sherman Elementary School, in San Diego and in the California school system in general.

Partnerships

PIQE partners and collaborates with California GEAR UP as the parent involvement component in more than 200 middle schools throughout the state. PIQE also partners with approximately 150 school districts and 1,500 schools throughout California and Dallas, Texas. In 1999, PIQE became a partner in the “Family In School Initiative” with the City of San Jose, seven local school districts and the Stanford Research Institute (SRI) to graduate 15,000 parents over four years.

Funding

The program was initially funded through a small grant awarded by The American Baptist Church and World Vision. Today, major program funders include the Walton Family Foundation, the Marguerite Casey Foundation, the Washington Mutual Foundation, and host schools. Other support comes from the National Council of La Raza (NCLR) for marketing, lobbying and general support, as well as from individual contributions. Today, PIQE receives approximately \$1.5 million in donations from its main contributors.

In order to secure funding from contributors, PIQE personally meets with potential contributors and presents their program proposal. PIQE is a research-based program and conducts both internal and independent evaluations regarding its impact and efficacy to try and secure funds.

The program’s operating budget for 2004 was approximately \$4.5 million. A 2003 independent audit found that the program’s general and administrative costs are 12.5% and the majority of the operating budget goes to direct services.

Staffing

PIQE has about 55 full-time permanent staff members and 500 facilitators, recruiters and coordinators that are subcontracted for a small stipend. Most of the instructors/facilitators are bilingual and the classes are offered in 14 different languages.

MARKETING AND RECRUITMENT

Marketing

PIQE has received major local, state, and national exposure through its affiliation with California GEAR UP and NCLR. Regional Executive Directors also market the program by making phone calls to local schools and through meetings with school principals and other district administrators.

Recruitment

PIQE provides its services to schools that want to increase their levels of parent participation. The success of PIQE has been directly attributed to having parents recruit other parents.

Selection

The program is open to any parent (at no cost to them) that is interested in learning more about how to get involved in the educational development of their child at schools that welcome PIQE's services throughout California and in Dallas, Texas.

PROGRAM EVALUATION

PIQE conducts internal and independent evaluations on an annual basis. Both evaluation methods have shown that PIQE has had a positive impact on its students and parents.

“The PIQE classes were very helpful and they prepared me to guide my four children to a university and community college education.” — PIQE PARENT PARTICIPANT

ONE-DAY EVENTS

College Knowledge for Parents

College: Making It Happen!

ONE-DAY EVENT

COLLEGE KNOWLEDGE FOR PARENTS

OVERVIEW

College Knowledge for Parents is a one-day parent conference sponsored by the University of Arizona's Office of Early Academic Outreach Program (EAOP). It provides workshops on pertinent college preparation topics to parents of minority, low-income, and first-generation college-bound youth in order to encourage postsecondary education attendance. The year 2004 was the third year the event was held.

SUMMARY DESCRIPTION

- PROGRAM:** One-day conference.
- CONTENT:** Three general sessions on: preparing for college admissions, financial aid and scholarship information, and the transition to high school.
- AUDIENCE:** Parents of eighth-grade students.
- SIZE:** 189 parents of eighth-grade students and 90 eighth-grade students.
- COST:** \$8,580 per year.
- MISSION:** To increase the numbers of underrepresented students who are eligible to enroll in a four-year degree program at a university.
- CONTACT:** College Knowledge for Parents
The University of Arizona
Office of Early Academic Outreach
University Services Building #501
P.O. Box 210158
Tucson, AZ 85721
Phone: (520) 626-2300
Email: eao@u.arizona.edu



COLLEGE KNOWLEDGE FOR PARENTS

(continued)

PROGRAM OPERATIONS

In 2004, College Knowledge for Parents was held on the University of Arizona (UA) campus and targeted parents of eighth-grade students. The conference centered on informing parents about how to successfully transition their children to high school and prepare them for college.

Workshops

Three workshops are conducted in lecture format. The topics covered in 2004 were: how to academically prepare students for college; the cost of a college education including information on financial aid and scholarships; the transition from eighth grade into high school including the four-year college plan and strategies for a successful high school experience. Numerous presenters were available for each topic to allow program planners to limit session size (20-25 people) to ensure interaction. In addition, all sessions were available in both English and Spanish.

In 2004, the conference ended with a “browsing” session of various UA departments that showcased their programs of study. Parents had the opportunity to interact with department staff as well as acquaint themselves with the physical infrastructure of the university and individual buildings.

PROGRAM DEVELOPMENT

Creation

The UA EAOP created College Knowledge for Parents to strengthen their parent outreach efforts. For the first two years of the program, conference planners opened the event to parents of all the EAOP outreach program participants, which included high school and junior high students. However, EAOP staff found that it was difficult to meet the varying needs of such diverse age groups. So, in 2004, knowing that the eighth grade was a critical transition point for students, the conference focused solely on parents of students at this grade level.

COLLEGE KNOWLEDGE FOR PARENTS

(continued)

Partnerships

UA EAOP has established several partnerships over the years that have been vital to the success of College Knowledge for Parents. Partners include: the UA Office of Admissions, the UA Office of Multicultural Programs and Services, the UA Office of Student Financial Aid, Southwest Student Services Corporation, local school districts, various university departments, and various university student groups.

Funding

The conference was funded through the Office of Early Academic Outreach. In 2004, the allocated budget for the conference totaled \$8,580. The largest expense was catering, totaling \$3,570, followed by printing and postage, and a school incentive and facilities fee.

Staffing

The conference has a total of 35 staff: five full-time employees, 10 part-time students, 12 faculty volunteers, 6 school district volunteers and two community representatives. Of these, 14 are bilingual.

MARKETING AND RECRUITMENT

Marketing

College Knowledge for Parents markets its program to eighth-grade students who attend targeted middle schools in southern Arizona. These schools typically enroll high numbers of ethnic minority students and have high percentages of students on free and/or reduced lunch programs. To market the event, conference planners send out a total of 6,000 invitations to the entire eighth-grade population at 23 middle schools.

⁵ The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

COLLEGE KNOWLEDGE FOR PARENTS

(continued)

Recruitment

To mail program invitations directly to parents, EAOP staff contacted each school district, or in some cases, individual schools for assistance. Due to FERPA⁵ regulations, school districts and schools cannot release student information to EAOP staff, therefore, staff members worked closely with school district representatives, and in some cases traveled to the school district site to label invitations. Conference planners indicate that establishing direct contact with the school district is the most effective strategy for facilitating contact with parents. In addition, to increase school level publicity of the event, EAOP planners offered a \$1,000 incentive to the school that had the highest number of participants attend the conference.

PROGRAM EVALUATION

Qualitative evaluation efforts have primarily centered on parent surveys regarding the conference sessions. Evaluations for the 2004 event indicate that parents liked having high school personnel speak to them, enjoyed that presenters shared personal experiences, and appreciated that the conference solely targeted eighth grade students because they felt it truly met their needs.



ONE-DAY EVENT

COLLEGE: MAKING IT HAPPEN!

OVERVIEW

College: Making It Happen! (CMIH) is a one-day conference that is part of a larger statewide California initiative that encourages institutions of higher education to provide college information to students and their parents.

CMIH at California State University, Northridge (CSUN) invites students and parents in the greater San Fernando Valley area to partake in 6 hours of college workshops and activities that aim to increase awareness about college attendance and provide information about how to finance a college education.

GOALS

- * Create a college-going culture among all students and parents, especially those from low-income, first-generation college families.
- * Provide informational materials to participants communicating how to academically and financially prepare for a higher education.
- * Provide students with an academic plan for college.
- * Motivate parents to positively impact student's achievement.
- * Expose middle school families to the university.
- * Make families aware of financial aid resources.

SUMMARY DESCRIPTION

- PROGRAM:** Annual one-day event.
- CONTENT:** Two large group sessions followed by two concurrent breakout sessions. One set of workshops is designed for parents and the other for students.
- AUDIENCE:** Students and parents in the San Fernando Valley area of Los Angeles.
- SIZE:** 1,500 participants.
- COST:** \$35,000 per year.
- MISSION:** To provide college preparatory information to parents of middle school students enabling them to assist and support their children to plan and prepare academically and financially for educational opportunities after high school graduation.
- CONTACT:** College: Making it Happen!
Fidel Ramirez, Associate Director
Student Outreach and Recruitment
California State University, Northridge
Northridge, CA 91330-8212
Phone: (818) 677-2967
Email: fidel.ramirez@csun.edu

PROGRAM OPERATIONS

The basic design of the conference, prescribed by the California Intersegmental Coordinating Council (ICC), includes a welcome session followed by a one hour and fifteen minute presentation about college and financial aid. However, the CSUN conference goes beyond the ICC program recommendations and includes additional workshops and activities that have been developed over the last 10 years.

Parent Sessions

In addition to the main conference, CMIH staff provides parents with two additional workshop sessions. Parents have the option of choosing from six topics such as assisting students with disabilities attend institutions of higher education, saving money for college, and advice for continuing their own education.

Student Sessions

Students attend workshops designed for their specific school level – from pre-K, elementary, middle and high school.

“As a parent, I have witnessed and experienced first hand the positive effect that *College: Making It Happen!* has had on my entire family and myself. I have learned the importance of a higher education. The workshops promote the idea that I can send my child to college and that they can succeed. I have also seen how my outside family members have benefited from this conference. There is even a workshop designed on how I, as a parent, can continue my education.”

— CMIH PARENT PARTICIPANT

PROGRAM DEVELOPMENT

Creation

CMIH is a statewide initiative developed 10 years ago by the California Intersegmental Coordinating Council (ICC), a group that brings together representatives from the various segments of higher education in California, including the University of California, the California State University, California Community Colleges and private universities. This initiative was launched to promote college attendance among middle school students across the state. Consequently, all California institutions of higher education have access to the program and have been encouraged by the ICC to hold annual *College: Making It Happen!* events at their campuses.

Partnerships

The CMIH conference is the result of a collaborative effort between many organizations and institutions, but primarily the Los Angeles Unified School District, local public officials and pre-college programs based at CSUN and in the local area.

Funding

The total budget for the 2004-2005 program is \$35,000 with the majority of the operating budget, \$26,580, allocated for food and transportation. For the last few years, the CMIH has received funds from program partner LAUSD, which has committed to providing funding for the food. Also, local public officials have provided funding for transportation (although each school sending participants is responsible for acquiring the funding) and CSUN generally pays for the printing costs of approximately \$1,000. The majority of the remaining costs are covered through private grants from local businesses such as Wells Fargo Bank and Fleet Mortgage.

Staffing

The conference includes 51 college representatives, 140 interns/volunteers, 100 presenters/staff and 25 VIPs. However, 20 staff members including one program director and five program coordinators carry out the daily operations and planning of the program. All professional staff is bilingual.

COLLEGE KNOWLEDGE FOR PARENTS

(continued)

MARKETING AND RECRUITMENT

Marketing

The first few years of the conference, staff had difficulty in publicizing the event. However, as time passed and the conference gained popularity, event planners now find that they must manage marketing to limit attendance rather than promote it.

The participating school districts are in charge of managing their own attendance numbers. For example, CMIH will send the districts an invitation template, but it is the districts' responsibility to personalize it to its audience, send it out, and generate a tentative attendance figure. CMIH staff relies on the districts to monitor their numbers and recruit their attendants. Thus, as planning for the event progresses, CMIH staff simply call each district to get a head count and uses these estimates to develop the budget.

Recruitment

The target population for CMIH is the entire San Fernando Valley, the northern area of the city of Los Angeles, which includes three sub-districts of the Los Angeles Unified School District.

Selection

The only criterion for program participation is that parents and students reside in the greater San Fernando Valley.

PROGRAM EVALUATION

CSUN administers evaluative surveys to program participants at the end of the day to measure changes in attitude towards the possibility of attending college and to help plan for the needs of the following year's conference. For example, past evaluations informed staff that a large contingency of Armenian students are coming along in the educational pipeline and may need language accommodations in the future. In addition, program staff found that 78% of attendants indicated that bus transportation allowed them to attend the event. Finally, a majority of parents also said that the workshops provided valuable and useful information.

STEPS TO PROGRAM IMPLEMENTATION

TRPI's *College Knowledge* report found that compared to second- and third-generation Latino parents, first-generation parents are less likely to have access to the information they need to prepare their children for college. Because 57% of adult Latinos in the United States are first-generation immigrants, it is essential that sincere efforts be made to reach out to these parents, focusing on bridging these generational communication barriers to academic success and participation in higher education.

The 10 exemplary programs outlined in this report are designed to increase the participation of Latino parents and raise the educational attainment of their children. These programs have five characteristics in common:

- 1 Committed Program Champions
- 2 Cultural Considerations
- 3 Program Evaluation
- 4 Successful Partnerships
- 5 Stable Funding Sources

Following is a list of recommendations on ways to incorporate these characteristics into existing or future programs.

COMMITTED PROGRAM CHAMPIONS

STEPS TO IMPLEMENTATION:

- Develop a broad base of institutional support by including key educational, political, and business leaders in the development of an outreach program or initiative.
- Solicit assistance from knowledgeable faculty, educational leaders, and community advocates with similar goals.
- Empower program staff to be creative and innovative in their approach to meeting the challenges of program goals.

STEPS TO PROGRAM IMPLEMENTATION

(continued)

CULTURAL CONSIDERATIONS

STEPS TO IMPLEMENTATION:

- Conduct an assessment to better understand the culture, needs and values of the prospective service population.
- Provide a culturally relevant curriculum (contact your local university's school of education for content recommendations.)
- Provide all resources in English and Spanish.
- Communicate frequently with parents regarding their child's academic progress.
- Recruit parent volunteer mentors.
- Accommodate busy parents' schedules by offering program events at times that are most convenient for them.
- Provide childcare for parents with young children who would otherwise be unable to attend events.
- Provide transportation options for parents to program events.
- Offer workshops at familiar locations for parents, such as their child's school, their local church, or their homes.

PROGRAM EVALUATION

STEPS TO IMPLEMENTATION:

- Conduct several layers of program evaluation. For example, develop pre- and post- event surveys to measure parent satisfaction and needs. Make concerted efforts to track the children of participants over time to collect outcome data that will allow program staff to measure whether program services increase the likelihood of college attendance.
- Make events more interactive; give parents a greater opportunity to provide feedback on what they would like to see covered during the course of the program.

Numerous studies over the last decade have emphasized the importance of parental involvement and its impact on student performance at the elementary, middle, and high school levels. **Miedel & Reynolds (1999) found that if a parent participated in school-based activities on a weekly basis, his/her child was 38% less likely to fail a grade up to the age of 14. In a similar study by Chu & Williams (1996), eighth-grade students' academic performance was raised when their parents discussed school activities with them and helped them plan their academic programs. At the high school level, tenth-grade students' grade point average was positively affected when their parents had high educational aspirations and communicated with their child about schooling on a regular basis.** (Keith, Keith, Quirk, Sperduto, Santillo, & Killings 1998). Unfortunately, compared to other racial groups, Latinos have the lowest rates of parental involvement (Wirt, et. al, 2001).

STEPS TO PROGRAM IMPLEMENTATION

(continued)

SUCCESSFUL PARTNERSHIPS

STEPS TO IMPLEMENTATION:

- Form partnerships with local school districts, community-based organizations, churches, local businesses, and local universities and colleges.
- Partner with organizations that have access to funding from programs that support academic development for underserved students such as, GEAR UP, ENLACE and Upward Bound (see the Appendix for more information on these programs).

STABLE FUNDING SOURCES

STEPS TO IMPLEMENTATION:

- Collaborate with local school districts for their potential to provide partial- or full-program funding and assistance with marketing, recruitment, and transportation.
- Establish an intersegmental partnership between local school districts, community colleges, four-year universities, businesses, and community-based organizations to leverage funding.
- Increase program exposure through networking; spreading the word about the program and its impact on parents and students will make it more widely known and appealing to potential funders.
- Collaborate with university departments; often, university departments are willing to share program costs or provide in-kind contributions.

It is important that the parents of Latino children have access to information resources that can make college preparatory information meaningful and accessible to them. It is our hope that through the exploration of existing exemplary programs, postsecondary institutions will collaborate with K-12 schools to increase Latino parental involvement and improve Latino students' college-going rates.

POLICY RECOMMENDATIONS

As exemplified by the 10 programs highlighted in this report, local educational agents such as K-12 school districts, individual schools, community-based organizations, churches, and institutions of higher education need to work together in order to develop a broad base of support for a college preparatory curriculum. This collaborative should work to generate multiple interventions all aimed at increasing college preparation and increasing the level of parental involvement in the process.

Committed and hard working individuals are making a difference in untold numbers of young lives in facilitating parental college knowledge. Two issues in this field, however, need to be addressed. The first of these is the scale of the programs. While the most successful programs reach hundreds of parents in any one year, thousands of parents need to be reached in immigrant receiving states such as California and Illinois but also in states that have new newcomer populations such as North Carolina and Arkansas.

Second, the programs in this field, as demonstrated by the 10 program descriptions, vary in scope and magnitude. The U.S. Department of Education and/or State Departments of Education with larger immigrant populations should consider establishing web sites denoting programmatic options for college parental education activities. If not done in the public sector, foundations should consider pilot programs in this arena.



In order to ensure that students and parents are well informed and understand how to academically prepare for a higher education, we propose the following policy recommendations:

PUBLIC SECTOR

- ✓ Collaborate with local universities, businesses, and community-based organizations to fund and promote college preparation programs and events.
- ✓ Provide parents with college preparatory information beginning in kindergarten, and information about how to best prepare for college at each grade level.
- ✓ Launch an “I’m Going to College” media campaign that targets underserved student populations.
- ✓ Increase bilingual informational resources.

PRIVATE SECTOR

- ✓ Collaborate with local universities, businesses, and community-based organizations to fund and promote college preparation.
- ✓ Mentor and volunteer to provide college information to parents in high-need communities.

OUTREACH PROGRAMS

- ✓ Build partnerships with local educational agents and K-12 districts to effectively communicate college preparation information.
- ✓ Conduct more rigorous program evaluations to demonstrate effectiveness of program operations in order to generate additional funding and to sustain funding in times of fiscal crisis.

Low levels of education not only limit career opportunities, but also hinder the likelihood of future generations to pursue a higher education. According to a 2001 U.S. Department of Education report, 82% of students whose parents held a bachelor’s degree or higher, enrolled in college immediately after finishing high school. By comparison, the rates were much lower for students whose parents had only a high school degree, 54%, and even lower, 36%, for students whose parents had less than a high school education.

PROGRAM CONTACTS

College Academy for Parents and College Knowledge for Parents

The University of Arizona
Office of Early Academic Outreach
University Services Building #501
P.O. Box 210158
Tucson, AZ 85721
Phone: (520) 626-2300
Email: eao@u.arizona.edu

College: Making it Happen!

Fidel Ramirez, Associate Director
Student Outreach and Recruitment
California State University, Northridge
Northridge, CA 91330-8212
Phone: (818) 677-2967
Email: fidel.ramirez@csun.edu

Roosevelt County GEAR UP Partnership

Mr. Joseph Green, Director
Eastern New Mexico University
Portales, New Mexico 88130
Phone: (505) 562-4096
Email: joseph.greene@enmu.edu
Website: www.enmu.edu/studentlife/support/gearup

Hispanic Mother-Daughter Program

Angelica Sanchez, Program Director
Student Life/Multicultural Student Center
Arizona State University
P.O. Box 871112
Tempe, AZ 85287-1112
Phone: (480) 965-5838
E-mail: Angelica.Sanchez@asu.edu

Mother-Daughter and Father-Son Programs

Dr. Josefina V. Tinajero, Director
The University of Texas at El Paso
500 W. University Avenue, College of Education #206
El Paso, Texas 79968-0569
Phone: (915) 747-5572 or (915) 747-5515
Email: tinajero@utep.edu

Padres Promotores de la Educación

Lilia Tanakeyowma, Director
Office of School and Community Partnerships
Santa Ana College
1530 West 17th Street
Santa Ana, CA 92706
Phone: (714) 564-6971
Website:
www.sac.edu/community/partnerships/index.htm

Parent Institute for Quality Education (PIQE)

David Vallalodid, President & CEO
4010 Morena Blvd., Suite 200
San Diego, CA 92117
Phone: (619) 884-2218
Email: dvallalodid@ixpres.com
Website: www.piqe.org

Parent Residential Education Program

Diana Sanchez, Program Coordinator
Center for Educational Partnerships
University of California, Irvine
5171 California Avenue, Suite 150
Irvine, CA 92697-2505
Phone: (949) 824-7482

Stockton Eighth-Grade Initiative

Alice Foster, Ph.D.
GEAR UP
Stockton Unified School District
1503 St. Mark's Plaza, Suite C
Stockton, CA 95207
Phone: (209) 933-7030 ext. 2322

FUNDING AND PROGRAMMATIC RESOURCES

In conducting the research of these programs we came across several key resources for individuals interested in developing a college preparatory program for underserved students and their families. Many of these resources are structured programs that provide funding for replicas at college campuses; however, some of these resources provide funding and programming assistance to various types of organizations. They are all committed to helping increase the likelihood that low-income and underserved populations attain a higher education.

FEDERAL PROGRAMS

GEAR UP

GEAR UP stands for “**G**aining **E**arly **A**wareness and **R**eadiness for **U**ndergraduate **P**rograms.” GEAR UP is a discretionary grant program designed to help prepare low-income students for college education. GEAR UP provides five-year grants to states and partnerships to serve high-poverty middle schools and high schools. Each program serves an entire cohort of students, beginning no later than the seventh grade, and follows the cohort until high school graduation. Some funds are also used to provide postsecondary scholarships to low-income participants.

GEAR UP supplements existing efforts to promote academic preparation and the understanding of college entrance requirements, college costs, and professional development. GEAR UP projects must also provide annual reports to the United States Department of Education. A main goal of the program is to build capacity to sustain projects beyond the term of the grant.

Any state agency designated by the governor of the state may apply for a GEAR UP grant. Partnerships involving universities, low-income middle and high schools, and community organizations are also eligible for GEAR UP funds. In 2002, there were six state awards totaling \$13.4 million and 45 partnership awards totaling \$24.9 million. For more information on the recipients and their award amounts, please see www.ed.gov/programs/gearup/awards.html.

For more information visit: www.ed.gov/offices/OPE/gearup/index.html.



TRIO PROGRAMS

Federal TRIO programs are based out of the Office of Postsecondary Education in the Department of Education. TRIO programs are educational opportunity outreach programs designed to motivate, guide, and support (academically and financially) students from disadvantaged backgrounds and/or who are from traditionally underrepresented minority groups. Outreach programs typically serve low-income, first-generation college, and disabled students and their families. The programs are designed to guide students to successfully pass through the academic pipeline and go on to college. Individual programs receive TRIO grants, usually on a five-year basis, to start or continue programs in local areas.

Three programs are specifically related to pre-college education: Talent Search, Upward Bound, and Upward Bound Math & Science (see below for descriptions of the individual programs).

For more information visit: www.ed.gov/offices/OPE/HEP/trio/.

TALENT SEARCH

Talent Search identifies and assists students between the ages of 11 and 27 from disadvantaged backgrounds to help them enroll and succeed in higher education. The program supports current middle school and high school students, and also encourages dropouts to re-enter the education system and go on to college. Talent Search provides personal and academic counseling, offers career exploration and tutoring workshops, connects students to financial aid resources, and designs special workshops and events for families of participants.

For more information visit: www.ed.gov/offices/OPE/HEP/trio/talent.html.

UPWARD BOUND

Upward Bound supports high school students from low-income families, high school students from families in which neither parent holds a bachelor's degree, and low-income, first-generation military veterans preparing to go to college. All programs must provide instruction in math, science, writing, and a foreign language. The program's goal is to help participants succeed academically and go on to college. Services include instruction, counseling, tutoring/mentoring, college application and financial aid assistance, and financial support.

For more information visit: www.ed.gov/offices/OPE/HEP/trio/upbound.html.

UPWARD BOUND MATH & SCIENCE

This specialized Upward Bound program is designed to strengthen students' math and science skills. Students must be eligible to participate in the regular Upward Bound program, but need not be actually participating. Students participate in intensive summer math and science training, receive year-round counseling and academic support, learn computer skills, and are exposed to a university setting and faculty.

For more information visit: <http://www.ed.gov/offices/OPE/HEP/trio/math-sci.html>.

STATE PROGRAMS

COLLEGE: MAKING IT HAPPEN!

College: Making It Happen! (CMIH) is a California statewide initiative designed to communicate to families and educators the importance of early academic and financial preparation in planning for higher education. CMIH specifically targets the families of sixth- to ninth-grade students and is generally administered by a California community college, a California State University or a University of California campus. The Intersegmental Coordinating Committee (ICC) in California develops the materials for the program and provides them to participants and the public at no cost, but it is up to each individually participating entity to fund, design, and further develop the program at their respective site.

Generally, most campuses that partake in the CMIH program invite students and parents to visit their site to take part in a one-day conference. This conference is structured into the following three formal components:

1. A 30-minute introductory videotape in English and Spanish.
2. A session or workshop to present an informational packet in English and Spanish consisting of materials designed to support families and educators in becoming involved in the educational lives of their students so that they can be their academic advisors and financial planners.
3. An event that provides families and students with the opportunity to hear presentations from education representatives of various segments of the education community in the state.

Usually, the second part of the conference will allow the university to cater its presentation to the community. Although most universities we spoke to schedule workshops on financial aid and college life, others offered a greater variety of topics and activities beyond a lecture type of teaching style.

Some university sites extend the program beyond the annual event and devote more time, staff, and resources to the effort throughout the year.

In response to the overwhelming public demand to attend *College: Making it Happen!*, the Intersegmental Coordinating Council developed training sessions for program directors that are interested in replicating the one-day event at their institution. These training sessions take place in December. For more information contact Vicki Lovatti at (916) 324-8593 or visit the ICC web site: www.certicc.org/collegemakingit.aspx.

NON-GOVERNMENT PROGRAMS

ENLACE

ENLACE, which stands for “ENgaging LATino Communities for Education,” is a W.K. Kellogg Foundation multiyear initiative that attempts to strengthen the educational pipeline and increase opportunities for Latinos to enter and complete college. The initiative is intended to serve as a catalyst to strengthen partnerships between communities and Hispanic-serving colleges and universities in order to create more educational opportunity and access for students.

The planned six-year, \$28 million effort by the W.K. Kellogg Foundation and Houston Endowment Inc. was launched in 1997. In spring 2001, the initiative began funding 13 collaborations among Hispanic-serving institutions, K-12 schools, and community organizations.

For more information visit: www.wkkf.org/Programming/Overview.aspx?CID=16 or contact the Miguel Satut, program director for Youth and Education Programs at the W.K. Kellogg Foundation, at (616) 968-1611.

THE ASPIRA ASSOCIATION, INC.

ASPIRA (which means “aspire” in Spanish) was created in 1961 by Dr. Antonia Pantoja and a group of Puerto Rican educators and professionals to address the exceedingly high dropout rate and low educational attainment of Puerto Rican youth. They were convinced that the only way to free the Puerto Rican community from poverty and to promote its full development was by focusing on the education of young people and by developing their leadership potential, self esteem, and pride in their cultural heritage. This was the best way, they believed, of ensuring that youth would become not only productive members of society, but leaders in the development of their own community. ASPIRA conveyed in its name the expectation that Puerto Rican youth could succeed if they dared to aspire.

The ASPIRA Association is the only national nonprofit organization devoted solely to the education and leadership development of Puerto Rican and other Latino youth. Since its founding, ASPIRA has provided a quarter of a million youth with the personal resources they need to remain in school and contribute to their community. Most mainland Puerto Rican leaders today were encouraged by ASPIRA during their adolescence.

For more information visit: <http://www.aspira.org>.

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APPENDIX: FISCAL YEAR 2002 GEAR UP AWARDS

2002 GEAR UP STATE AWARDS

STATE	APPLICANT Contact and Phone	2002 AWARD
District of Columbia	Office of Postsecondary Education, Research and Assistance Contact: Barbara Nophlin (202) 724-2294	\$924,564
Kansas	Wichita State University Contact: Deltha Colvin (316) 978-3019	\$2,500,000
Louisiana	Louisiana Systemic Initiatives Program Contact: Kerry Davidson (225) 342-4253	\$2,500,000
Mississippi	Board of Trustees of State Institution of Higher Learning Contact: William McHenry (601) 432-6501	\$2,472,941
Oregon	Oregon University System Contact: David McDonald (541) 346-5729	\$2,500,000
Pennsylvania	Pennsylvania State System of Higher Education Contact: Stephen Pavlak (717) 720-7240	\$2,497,966

2002 GEAR UP PARTNERSHIP AWARDS

STATE	APPLICANT Contact and Phone	2002 AWARD
Alabama Birmingham	Lawson State Community College Contact: Janina Nobles (205) 929-6242	\$511,920
Arkansas Camden	Camden Fairview School District Contact: Velmon Johnson (870) 836-4937	\$445,600

STATE	APPLICANT Contact and Phone	2002 AWARD
Alabama Birmingham	Lawson State Community College Contact: Janina Nobles (205) 929-6242	\$511,920
Arkansas Camden	Camden Fairview School District Contact: Velmon Johnson (870) 836-4937	\$445,600
Arkansas West Memphis	West Memphis School District Contact: Cheryl Travers (870) 735-1915	\$399,200
Arizona El Mirage	Dysart Unified School District Contact: Grace Martinez (623) 876-7026	\$498,950
California Atwater	Merced Union High School Contact: Norma Maciel (559) 358-5841	\$325,697
California Bakersfield	California State University, Bakersfield Contact: Val Garcia (661) 664-3420	\$763,866
California El Cajon	Grossmont-Cuyamaca Community College District Contact: Ted Martinez (619) 644-7100	\$319,000
California Glendale	Glendale Unified School District Contact: Michael Seaton (818) 241-3111 ext. 325	\$395,330
California Irvine	Regents of the University of California, Irvine Contact: Lilia Tanakeyowma (714) 564-6971	\$494,856
California Long Beach	Long Beach Unified School District Contact: Beth Bernstein (562) 997-8286	\$1,156,816
California Los Angeles	Cal State, L.A., University Auxiliary Services Contact: Robert Arellanes (323) 343-6080	\$1,129,600
California Pomona	Cal Poly Pomona Foundation, Inc. Contact: Dennis Lopez (626) 933-5043	\$676,853
California Salinas	Hartnell College Contact: Augustine Nevarez (831) 759-6096	\$175,198
California Stockton	Stockton Unified School District Contact: Alice Foster (209) 933-7115 ext. 2743	\$675,537

FISCAL YEAR 2002 GEAR UP AWARDS

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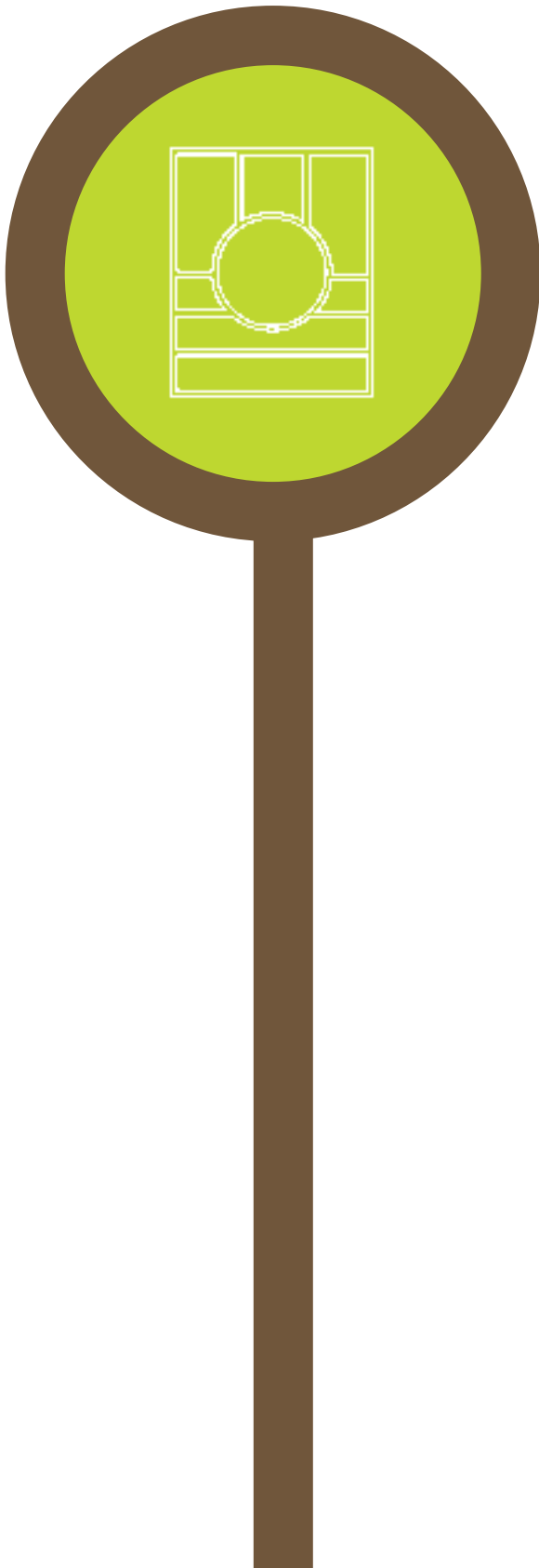
STATE	APPLICANT Contact and Phone	2002 AWARD
Delaware Newark	University of Delaware Contact: Melva Ware (302) 831-0374	\$319,742
Florida Jacksonville	Duval County Public Schools Contact: Kris Larsen (904) 858-6089	\$295,795
Florida Miami	Florida International University Contact: Robert Vos (305) 919-5836	\$319,742
Florida Panama City	Bay District Schools Contact: Carolyn Kinslow (850) 747-5854	\$167,490
Florida Tampa	University of South Florida Contact: Ruby Joseph (813) 974-9339	\$480,000
Illinois Kankakee	Kankakee Community College Contact: Stan Cram (815) 933-0339	\$96,000
Indiana Muncie	Ball State University Contact: Charles Haynes (317) 226-3531	\$685,867
Kansas Lawrence	University of Kansas Center for Research Contact: Ngondi Kamatuka (785) 814-3401	\$316,800
Louisiana Hammond	Southeastern Louisiana University Contact: LaVanner Brown (985) 549-5839	\$212,000
Missouri St. Louis	St. Louis Community College Contact: Brian Corpening (314) 539-4587	\$504,011
New Jersey Newark	North Star Academy Charter School of Newark Contact: Norman Atkins (973) 642-0101	\$86,400
New Jersey Union	Kean University Contact: Ana Maria Schuhmann (908) 737-3750	\$328,000
New Mexico Mescalero	Mescalero Apache School Contact: Harry Vasile (505) 464-4431	\$180,000
Nevada Las Vegas	University of Nevada Las Vegas Contact: Tracy Cotton (702) 730-6111	\$2,235,328
Nevada Las Vegas	University of Nevada Las Vegas Contact: Tracy Cotton (702) 730-6111	\$2,235,328

FISCAL YEAR 2002 GEAR UP AWARDS

(continued)

STATE	APPLICANT Contact and Phone	2002 AWARD
New York Buffalo	D'Youville College Contact: Dorothy Bellanti (716) 881-7754	\$639,998
Ohio Cincinnati	University of Cincinnati Contact: Stephanie Gilbertson (513) 556-3611	\$960,000
Ohio Warren	Warren City Schools Contact: John L. Wilson (330) 841-2321 ext. 233	\$320,307
Oklahoma Tishomingo	Murray State College Contact: Dennis Toews (580) 371-2371	\$134,400
Texas College Station	Texas A&M Research Foundation Contact: Teri Metcalf (979) 862-8025	\$259,651
Texas Houston	San Jacinto College North Contact: Lourdes (Lulu) Kohne (281) 459-7628	\$364,272
Texas Houston	Spring Branch Independent School District Contact: Claire Barber (713) 465-1511 ext. 2439	\$412,000
Texas Midland	Midland College Contact: Ryan Gibbs (915) 689-1360	\$215,789
Texas Mount Pleasant	Northeast Texas Community College Contact: Cindy Nolen Maggis (903) 572-1911	\$362,364
Utah Mt. Pleasant	North Sanpete School District Contact: Paula Soderborg (435) 462-2485	\$454,095
Utah Salt Lake City	Granite School District Contact: Linda Bryant (801) 481-7139	\$475,245
Washington Ellensburg	Central Washington University Contact: Beverly Benson Vifian (509) 963-1253	\$1,148,000
Washington Olympia	Evergreen State College Contact: Kathe Taylor (360) 867-5136	\$877,096
Washington Richland	Washington State University Contact: Genovena Morales Ledesma (509) 372-7308	\$1,536,000
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