Multi-school Collaboration at All-Girl Catholic Secondary Schools: College Knowledge for Latino Parents

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Multi-school Collaboration at All-Girl Catholic Secondary Schools:
College Knowledge for Latino Parents

A dissertation submitted in partial satisfaction of the
requirements for the degree Doctor of Education

by

Marielle Limfueco Sallo

2016
ABSTRACT OF THE DISSERTATION

Multi-school Collaboration at All-Girl Catholic Secondary Schools:
College Knowledge for Latino Parents

by

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Doctor of Education
University of California, Los Angeles, 2016
Professor Tyrone C. Howard, Co-Chair
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This study examined the impact of multi-school collaboration through Parent College Knowledge Workshops for parents of Latino first and second-generation students at all-girl Catholic Secondary Schools. As schools educate students on the expectations and college admissions process, parents have not always been part of the discussion. For Latina students, their parents play an important role in making future decisions. Additionally, small all-girl Catholic schools do not always have access to the same resources as larger high schools especially when serving inner-city students. My research design applied qualitative action research methods in order to observe the ability for multiple schools to collaborate as well as impact parent college knowledge for first and second-generation parents of Latino students.
through comunidad. Once data were collected I determined the influence of collaboration for college knowledge workshops on parents and schools. Findings from parent questionnaires provided the Action Research team with a baseline of college knowledge all ready available to parents. Through the action research cycle, the Action Research Team was able to plan, host and evaluate workshops. Findings from observations, reflections and focus groups show the importance of investing in the relationship between schools and time into parents, especially by building trust through comunidad. My findings also showed that parents first needed to learn college basics to realize that college is accessible to their daughters. Through the workshops, parents learned the importance of involving their daughters in the college conversations. Parents also learned how much time they needed to invest in researching the college process outside of what is given to them at school. My findings suggest a model for small all-girl Catholic Secondary Schools to collaborate with each other and provide college knowledge to parents of first and second-generation students.

Keywords: College knowledge, comunidad, familismo, marianismo
The dissertation of Marielle Limfueco Sallo is approved.

Beverly P. Lynch
Carola E. Suarez-Orozco
Tyrone C. Howard, Committee Co-Chair
Eugene Tucker, Committee Co-Chair

University of California, Los Angeles
2016
DEDICATION PAGE

This dissertation is dedicated to all the young women, past, present and future, who grace the halls of San Gabriel Mission High School. Thank you for your continued motivation to challenge the world in depth, character, respect and integrity. By making your voices heard, your legacy will empower other young women.
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Chapter 1: The Problem

First and second-generation Latina students often lack the parental resources and the college knowledge to make a decision that best fits their future academic plans. Not only do many students aspire to enroll into college, but their parents also find value in a college education (Borrero, 2011). Although minority parents have the desire for their students to attend college, they lack the college knowledge to help their children make informed decisions about higher education, such as academic major selection and financial aid (Dennis, Phinney, & Chuateco, 2005; Martinez, 2003). As national demographics demonstrate there will be an increase in the Latino population and the purpose and mission of education will be critical to Latino success in society (Howard, 2010; Martin & Litton, 2004; Martin, 1996; Carpenter-LaGattuta 2002). There needs to be a greater focus on Latino access to college, in general, and Latinas, specifically. These women are under-represented, and are often first-generation students: more specifically, Latina students belong to a triple minority, who may face more obstacles than their peers for not completing college (Cardoza, 1991). However, when Latina students do enter and complete college, opportunities for moving into the middle class and becoming role models occur. It is essential that first and second-generation Latina women not only enroll in universities, but also persist and complete the college process. Moreover, with a lack of representation of college educated Latina role models, the cycle of a low-income lifestyle may not be broken.

Unfortunately, cultural values are often a barrier for Latina students to complete college. When the parental expectations for home and school do not align, Latina students find it more difficult to attend the university and complete their education (Dennis, Phinney, & Chuateco, 2005; Martinez, 2003). Due to a lack of college knowledge, first and second-generation parents
do not always have realistic views of what their daughters need to succeed in college or how to support them through this process. Therefore, to prevent Latina students from getting “pushed out” of higher education, parents must learn how to support their daughters’ higher education aspirations even before their daughters enroll in the university (Castellanos & Gloria, 2007). In particular, studies show that as parental involvement increases, the potential for student success increases (Greenwood & Hickman, 1991; Jeynes, 2007). Thus by providing mentoring to parents and providing a community to sustain college knowledge learning, parents will have a better opportunity to support their daughters throughout the college process.

The mission of Catholic schools is to spread the faith of the Catholic Church while at the same time providing an education to their students. Many parents choose to send their daughters to private, K-12 parochial schools for both religious purposes as well as for their smaller student population. Despite the fact that parochial schools have tuition costs, parents’ perception that all private school students have access to college preparatory resources is not always true (Merritt, 2008). A number of under-resourced parochial schools lack college access resources to support their students.

In addition, there has been an increase in Catholic schools, many under-resourced, that serve a lower socioeconomic clientele (Martin & Litton, 2004; Martin, 1996). According to the National Catholic Education Association (NCEA), the Western region of the United States of America has the largest population of Latino students at 31.4%. Consequently, as the Latino population increases, enrollment in Catholic high schools is also likely to grow. Catholic schools will continually be financially challenged to provide ways for students to access colleges and universities for social and economic mobility, but also to succeed after their time in high school.
In fact, schools need to start preparing Latina students as well as their parents for college before they even set foot on a university campus (Conley, 2005).

As resources decrease in parochial schools, school administrators must search for creative ways to provide Latina students and their parents the information needed to help them succeed in college. A few inner city Catholic schools in the Los Angeles area are not only facing a decline in financial resources but also in student enrollment. Without the required finances to support college preparation and access, schools are finding it more difficult to work with parents and students. One way to provide college knowledge resources to parents and students may be through a multi-school collaboration to conduct information workshops for a parent-daughter community incorporating families from many schools.

Through a multi-school collaboration, assistant principals, academic counselors and parents may be able to form a community that encourages a college-going culture between parents. My research focused on the impact multi-school parent workshops make on guiding parents and students’ decisions when attending college. In addition, it focused on the sustainability of the program through collaboration among multiple school sites and parent involvement.

An increase in parent involvement shows a positive association with improved student outcomes (Greenwood & Hickman, 1991; Jeynes, 2007). Since parent involvement spans a spectrum of events, it is important to choose ways of parental involvement that engage parents and helps them retain and use the information given. For example, it is difficult to get parents involved when information is distributed through emails, newsletters and forms. Just talking to parents is not enough since the Latino culture emphasizes a communal environment (Auerbach, 2006; Delgado-Gaitan, 1991; Tornatzky et al., 2002). They must be actively engaged in the
information process to really understand the options and requirements their children will need to succeed in higher education (Torrez, 2004; Warren & Hanifin, 2003). Warren & Hanifin (2003) found the use of newsletters and parent meetings required both parent education and information sharing, yet information sharing alone was not efficient. When parents were able to learn the information and apply it to their students, they understood the expectations for their children to succeed in college. Therefore, by educating the parents in ways to support their daughters during college, the schools were able to align the views of education in the home with that of the school. For example, parent education can take forms of interactive workshops such as student schedule planning, application completion and filing financial aid forms such as Free Application for Federal Student Aid (FAFSA). With access to the same knowledge parents and educators can begin to work towards the same goal.

To help Latina students succeed in college, programs have been created to help parents become actively involved in the college decision-making process. Fann, Jarsky & McDonough (2009) used the Creation of a College Culture project to increase parent knowledge and participation. Torrez (2004) developed parent information frameworks to support Latino students. Downs, et. al. (2008) and Moran et al (2009) use the Comunidad Model (Community Model), where parents teach other parents about the college knowledge in Latino schools. By having parents teach each other, parents built trust and were able to ask questions without feeling judged. Moving away from deficit theories and understanding students’ cultures have been ways in which to support students (Warren & Hanifin, 2003). Instead of looking at first-generation parents and assuming that they do not want to help their children through the college process, educators have started to examine student culture and social capital. (Howard, 2010; Stanton-Salazar, 1997). While the perception may be that parents do not care, in actuality, first-
generation parents do not know how to be involved. In the Latino culture, parents hold educators to a high level of respect. Since they often feel the educators know what they are doing and students will listen, they may not know how to play a part in educational decisions. These cultural beliefs can prevent parents from seeking out information that will help them support their daughters.

**Problem Statement**

Of the 51 secondary schools in the Archdiocese of Los Angeles, 17 are all-girl high schools. Six of these schools are located in within a 15-mile radius of each other with three schools less than seven miles away from each other. A majority of the students attending these schools live within the same general geographic area and select schools based on a variety of factors such as tuition, and academic and extracurricular programs. The three all-girl schools in region have a student population of less than 300 in grades nine through twelve. Often times it is difficult to get college representatives and workshops on these campuses due to their small size. By developing a partnership between the local all-girl schools, it may be possible to provide college knowledge resources to parents that individual schools could not provide alone. The multi-school partnerships could include resources such as academic counselors, teachers, administrators, college representatives, alumni and parents.

The school where I work, Melendres High School, illustrates the nature of the problem my study addresses. In the past eight years, the Counseling Office, faculty and staff have worked to develop a college-going culture in the school. We have been successful with the students; however, providing parents with access to the information has been a struggle. Unfortunately, most parents wait until the students’ senior year to get involved in the college process, which for most students is too late. Since students must make decisions about college in their senior year,
namely payments for applications, SAT/ACT tests, financial aid and tuition, parents tend to show more attention to the process. Because finances are an essential factor in college admission, parents need to play a part in college choice decisions. Subsequently, the Counseling Office has worked with neighboring colleges such as those in the California State University System local Catholic Universities to bring on financial aid representatives to work with parents one on one; unfortunately, these opportunities were taken advantage of by only a handful of parents.

Creating the college-going cultures at Melendres High School has taken years. In 2011, a change in personnel gave the administration the opportunity to steer the direction of college prep into a more rigorous process. The first project was to involve parents in their students’ education. Each month, the head counselor set up different workshops for parents at each grade level. Out of 250 students at the school, only two or three parents would show up for the workshops. Unfortunately, Melendres school offered workshops to parents in the fall semester but had to cancel the workshops due to low attendance.

In an effort to change direction to a college-going culture, the counseling office decided to change gears and focus only on the students and postpone attempting to work with parents. With the inclusion of advisement sessions every month, students at all grade levels were given specific topics on which to focus such as study skills, college research, application help and financial aid. After three years of holding advisement sessions, a college-going culture was created with the students and faculty.

To bridge the home and school culture, Melendres High School has recently once again attempted to include parents in the college conversation. Although faculty, staff and students have accepted the college-going culture at the school, reaching parents has not been as
successful. While faculty, staff and students all perceive a college education as the end goal for all graduates, the parents make the final decision for student college enrollment. Unfortunately, when parents do not have the knowledge about college retention and enrollment, students are forced to give their uninformed parents the final say in their college enrollment. Parents must be involved in the college process at the beginning of high school, or if possible, even before high school.

By utilizing a multi-school collaboration, Principals, Assistant Principals of Curriculum and Academic Counselors may be able to develop a parent community engaged in college knowledge and the college application process. Using the foundation of faith and community along with the desire to educate their daughters, first-generation parents may be able to get the resources they need to help their daughters make the best decisions in choosing a college. With an Action Research study, schools may develop partnerships with colleges and universities and other community resources to work together towards the same mission of providing Latina students with the opportunity for college success.

**Research Questions**

The following research questions guided my study:

1. How does a group of independent, small, Catholic all-girl schools collaborate to create a common college preparatory and access program for parents of Latina students?

   a. What aspects of comunidad, if any, do parents at the three schools consider to be most critical in helping them partner together to develop and sustain a program that guides Latina students through the college process?

2. What knowledge about college and perceptions of strengths and challenges do
parents and school officials of Latina students at independent, small, Catholic all-girl schools have regarding parent support for their daughters’ needs in preparing and accessing college?

a. What impact, if any, did “Multi-campus Parent College Collaboration” have on increasing parents’ college knowledge and ability to support their daughters?

**Overview of Research Design**

In order to improve the number of opportunities for all-girl Catholic schools to collaborate with each other, it is important for school personnel and parents to be a part of the decision making process. By using Action Research, the cyclic process gives leaders of the schools the chance to make change in the system. The more invested schools are on the new Parent Collaboration, the more likely the program will succeed since each school will take ownership of the program. According to Coghlan and Brannick (2007) once the pre-step and four main steps of the action research cycle are implemented, the cycle continues to keep improving current research. This process can help the schools continue to progress and make change as the action research cycle is used. By working collaboratively to provide resources to parents, the more likely the program will be sustained after the action research is completed.

My action research project was designed to create a multi-school collaborative for educating parents about requirements for college access and success. In its development, it included various stakeholders such as the schools’ counseling offices, local colleges, alumni and parents who have gone through the college admission process. I involved two local Catholic all-girl schools in the Archdiocese of Los Angeles with a minority population.
After consulting with the Administration and Counseling Office at Melendres High School, we listed a few schools that are interested in participating. Contact was made with the schools’ administration and counselors and one on one meetings were scheduled. At these meetings, I discussed current struggles and successes the Academic Counseling offices have had in working with parents. Initially, I proposed that the Action Research Team consist of the Assistant Principal of Curriculum and Academic Counselors at the three schools; however, due to multiple roles at each school, one or two members were able to dedicate time to the Action Research Team. Together they planned the workshops topics and schedules for the schools. I also worked with the current university and college representatives of local colleges to participate in the program. With their help, we were able to plan and deliver the workshops to parents from the two schools.

Furthermore, schools can develop social capital and build community between parents (Noguera, 2008). By building a college-going community for parents, I hope that parents acquired the college knowledge to support their children not only during the college admission process, but also throughout their entire high school career to then make good decisions about best-fit schools.

Qualitative methods namely paper questionnaires, observations, and focus groups will be used to obtain the information required for the research. The Action Research Team developed questionnaires to gain information on what parents wanted to learn regarding college admission and success. School officials also completed questionnaires to inform the Action Research Team of what the schools perceive to be strengths and challenges for parents. The questionnaires informed the Action Research Team of which topics and presenters should be
used for the workshops. After each workshop, evaluations were used to provide the Action Research Team with more information in developing the next workshop.

After the final evaluation, parents were invited to participate in a focus group at their daughter’s school. To build on the foundation of community, focus groups were used to make parents more comfortable in sharing their experience especially if language was a barrier. The focus groups in addition to the observations from Action Research meetings and workshops were utilized to assess the quality and success of the multi-school collaborative. The Action Research Team also wrote anonymous reflections at the end of the program to evaluate the collaborative from their point of view.

**Significance of the Research**

As the minority Latino population becomes the majority in the near future, it is critical for Latina students to make decisions that lead to their college success. The decision to attend college can help students break the cycle of poverty they may currently live in by providing new opportunities for them to support their families. Since parents still influence student decisions, college knowledge must accessible to both the students and the parents.

The Action Research study is specifically geared toward Parochial schools, which tend to run independently; however, with the small population size and dwindling resources, schools may be able to work together and pool resources to accomplish together what they have not been able to do independently —greater involvement of parents in the college admission process. This multi-school collaborative may be able to provide parents with access to the same information about college that is provided to students in local public schools.

With the findings and recommendations from the research, I will inform other Academic Counselors and Assistant Principals of Curriculum at Catholic Schools through an Executive
Summary and presentations. Through a presentation or set of workshops, I will share findings with the Archdiocese of Los Angeles and, perhaps, with all Catholic Universities belonging to the University Consortium of Catholic Education that prepares new teachers, counselors and administrators for Catholic Education.
Chapter 2: Literature Review

Latina high school students in Los Angeles Catholic high schools for females have access to academic counselors who provide information about college; however, they also need the support from their parents and families at home. Lack of college knowledge at home can provide a multitude of challenges to Latina students as they pursue and attend college. Latina students often face cultural barriers that prevent them from completing college such as familial values and expectations. Furthermore, parents of Latina students often do not have the financial resources and knowledge to support their daughters in college and still expect them meet their cultural expectations regarding female roles in the family and commitment to their family.

In this literature review, I begin by examining immigrant families’ educational aspirations and expectations. Then, I discuss the cultural values of Latina women, particularly the values of familismo, comunidad and marianismo\(^1\). Next, I compare the difference between parental involvement and parental engagement. In addition, I present research and theories related to parent college knowledge and mentoring, as it is important to review current programs available to parents. I then explore existing college knowledge programs and areas of improvement for new programs, particularly in Catholic high schools. The literature review concludes with research regarding the importance of Latina women’s completion of a college education and the relationship to social mobility through a social capital frame instead of a deficit model.

**Educational Aspirations vs. Educational Expectations**

Immigrant parents move to United States for the American dream of a better life. To achieve this better life, immigrant parents stress the importance of education for their children.

\(^1\) Familismo, comunidad and marianismo refer to family, community and self-sacrifice of daughters, respectively.
Latino college enrollment has increased dramatically. From 1996 to 2012, Hispanic student enrollment tripled for students age 18 – 24 (Pew Research Center, 2014). Unfortunately, the college completion rates have not made the same gains; only 9% of Latinos between the ages of 25-29 years olds in 2012 earned a bachelors degree or higher. While Latino parents and students have high aspirations to complete college, the educational reality is not meeting that expectation.

College aspirations, as abstract notions of hopeful educational attainment, tend to differ from college expectations, the concrete realities that students see themselves actually completing. While parents and students have high aspirations, when asked about college expectations, the expectations tend to be lower than the aspirations. Moreover, due to historical oppression, Mexican immigrants have lower expectations because of blocked opportunities. The lack of motivation, achievement and prospects for upward mobility occur due to the increase in barriers like low grades that can signal low academic success in college or due to living in a single family household (Bohon, Johnson & Gorman, 2006; Kao & Thompson, 2003).

To support students, it is important to understand the aspirations and expectations early and then follow how the aspirations and expectations change throughout high school. If students perceive that they are getting help, it is possible to keep aspirations and expectations high. In addition, bilingualism has positive effects on educational achievement. For Latina students, educational aspirations decrease between 8th and 10th grades especially when they are raised in a single-family household. Girls get a different message when it comes to college aspirations (Kao & Tienda, 1998).

Furthermore, parental immigrant status was more important than the student’s immigrant status. Immigrant parents have more influence on their children when it comes to decision-making, familismo and the importance of attaining educational outcomes. When there is more
discussion about education in Latino families, the student tends to do better. Because familismo can be stronger in first-generation students, children often choose to stay close to home. At times, the desire to stay close lowers the students’ educational aspirations, and expectations no longer lead them to attend college (Kao, 2004). Observing the immigrant student’s alignment between educational aspirations and educational expectations is important when measuring their potential for college success.

**Segregated assimilation and the immigrant paradox.** As families integrate with their communities, segregated assimilation can occur where families assimilate into different communities and minority groups (Portes & Zhou, 1993; Kao & Thompson, 2003). Since the peers students surround themselves with can belong to different groups, one can predict a student’s success by the peers he or she associate with. If surrounded by peers with high college aspirations and expectations, it is likely that a student will also have similar values; however, if a student chooses to be an involuntary minority due to discrimination he or she has faced, he or she may believe that education cannot lead to social mobility (Kao & Thompson, 2003).

Furthermore, the immigrant paradox demonstrates that first-generation immigrant children outperform second or third generation students even with their cultural and linguistic barriers (Suarez-Orozco, Rhodes & Milburn, 2009). First-generation immigrant children believe that education is necessary for social mobility. Since their parents immigrated to America to attain a better future, the emphasis on education can be greater than for second- or third-generation students. Students experience the immigrant paradox if their parents, who were the first or second-generation students, have not yet reached success. These kids may feel demoralized and see their opportunity to break out of poverty as nonexistent categorizing them as involuntary minorities (Kao & Thompson, 2003); therefore, it is essential to find ways to
support first, second and third generation students to overcome any cultural and linguistic barriers that they may face.

**Catholic schools and immigrant families.** Historically, immigrants looked toward Catholic schools due to their strong religiosity; however, as time progressed, immigrant families saw Catholic education as an alternative to inadequate public schools (Louie & Holdaway, 2009). Unfortunately, with the 2008 recession, Catholic schools have faced financial challenges, lower enrollment and in some cases school closures. Especially with an increase in tuition from elementary to high school, parents have to determine if keeping their children in Catholic education is possible. Additionally, as parents learn about the different opportunities in public education, such as magnet schools and specialized programs, immigrant parents are finding that good public education does exist at no costs.

Louie and Holdaway (2009) found that immigrant parents saw Catholic education as a means for social mobility. More specifically, since immigrant parents tend to have lower levels of education, there is pressure to move up society quickly. They argue that student success occurs in Catholic schools due to higher expectations of students from teachers. Additionally, partnerships between the school and family create an “ethos of caring.” According to Louie and Holdaway’s research, “At Catholic school everybody knows your mother.” Moreover, as students realized the financial sacrifices their parents make to keep them in Catholic education, the more invested the students are in doing well at their schools.

**Cultural Values**

Family and community provide the foundation of the Latino/a culture (Bacallao & Smokowski, 2007; Borrero, 2011; Ceballo, 2004). A number of studies investigate how the value of familismo, the importance of family and comunidad, a feeling of belongingness,
demonstrate the strong sense of solidarity, loyalty and interdependence in the Latino/a culture (Castellanos & Gloria, 2007; Gardella, Candaless, & Ricardo-Rivera, 2005; Gloria & Castellanos, 2012; McWayne & Melzi, 2014). In fact, Latino/a families share many of their children’s experiences. For example, attending college is not solely an individual accomplishment but is instead one shared by the family. Consequently, the pride of the family can create an emotional burden on these students (Borrero, 2011). In a recent study on first-generation college bound Latina students, Borrero found a common theme that the pride of attending college becomes an expectation for Latina students that create pressure on them. The family pressure put on daughters to succeed negatively influences their success at college. Such pressure further affects their daughters even more if their parents’ expectations are unrealistic. Since most immigrant parents did not have the opportunity to attend college in America, parents have high expectation that their children will go to college and become more successful than they have been (Bacallao & Smokowski, 2007; Ceballo, 2004). By setting college-going as a goal for their daughters, the burden to succeed and support their families is placed on the young women once they enroll in university. Researchers found parents regretted not being able to complete their own formal education and linked this to the parental emphasis on the importance of higher education (Ceballo, 2004).

Familismo. In addition, the shared goal to attend college and increased pressure to graduate may be in conflict with the familismo value of closeness and loyalty (Sy & Romero, 2008; Villaseñor, Reyes, & Muñoz, 2013; Wartman & Savage, 2008). While the students are pursuing higher education, family responsibilities often bring the students back home to take care of siblings, complete household chores and help translate for their parents (Bacallao & Smokowski, 2007). Because familismo is often embedded in all aspects of life, it becomes
difficult for the students to detach themselves from this family value. In a mixed-method study of Mexican immigrant families, children found their family roles to be as important as a highly valued position (Bacallao & Smokowski, 2007). Latina students often took on the responsibilities of paying bills, translating for parents and advising younger siblings when parents could not. Students felt responsible for the family and worried that parents would be vulnerable without their assistance.

Such cultural values especially affect Latina students. The loyalty in the Latina culture is not limited to the immediate family, but beyond, to the extended family (Castellanos & Gloria, 2007; Ingoldsby, 1991; Wartman & Savage, 2008). Latina students not only have the pressure of maintaining their parents’ pride in them, but also, they are responsible for the sense of pride of their padrinos and madrinas, the godparents, who play a critical role in their upbringing (Castellanos & Gloria, 2007). The godparents often help take care of and provide direction to the children in many Latino families. One of these responsibilities includes the pressure to support Latinas in higher education. Latinas are constantly being pushed and pulled in different directions unlike Latino sons. Parents want their daughters to strive for excellence in college and beyond, but at the same time, they want them close to home and help with household duties.

Marianismo. As a member of the family, a Latina not only takes on the role of a student, but also of a daughter, one of self-sacrifice, known as marianismo. When returning home from college, Latinas face family duties even though education may be important to parents. These duties include watching the younger students at home, washing dishes, doing laundry, and attending family parties. Students often go home and instead of studying for their classes, work on house chores first. In traditional, gender-based family roles, the males make the family rules. A number of studies investigate the phenomenon of marianismo often found in the
Latino/a culture (Leyva, 2011; Piña-Watson, Castillo, Ojeda, & Rodriguez, 2013; Sy & Romero, 2008). According to Leyva (2011), Marianismo gives Latinas role subordinate to men similar to the Virgin Mary from the Catholic faith who self-sacrifices for the family. Women assume roles that serve and care for the family. While earning a college degree is important to parents, the role of women in the household may prevent them from continuing further in their education beyond an undergraduate degree. At times, according to Leyva, Latino/a elders criticize the Latina students for being selfish in pursuing a college degree. The elders view the time in school as time wasted instead of getting a job to help support and serve the family.

Gender roles based on marianismo may create conflict in the household as Latina students transition into the American university. The students are torn between meeting their family’s expectations as a female and their personal goals to assimilate into American education and society. According to Piña-Watson, Castillo, Ojeda, and Rodriguez (2013), this conflict can create stress and at times depression in college women. Using a questionnaire, Piña-Watson et al. found a relationship between marianismo and depressive symptoms leading to indirect parent conflict. Piña-Watson et al. observed that parent conflict with students was due to acculturative family distancing (AFD) theory. AFD involves acculturation processes and cultural changes. When acculturation and cultural changes happen at a faster rate for Latina students than for their parents, an acculturation gap may occur where congruence in the home culture does not match the school culture (McWayne & Melzi, 2014). When this gap becomes greater, Piña-Watson et al. found that Latina students are more likely to be in conflict with their parents. One limitation of this study is the difference between beliefs and behaviors. The questionnaire asked about beliefs and not behaviors; therefore, some Latina students may believe in marianismo values, but
do not behave according to those values. When an acculturation gap exists, parents may feel their daughter is leaving them behind to assimilate into the mainstream culture.

**Communidad.** In addition to being daughters at home, Latina students are also members in their school communities. Research shows that the dual roles of the Latina, as a dedicated family member and a committed student, create conflict and affect the students’ success at the university (Leyva, 2011; Piña-Watson et al., 2013; Sy & Romero, 2008). While Piña-Watson et al. (2013) note the relationship between marianismo and depression, Sy & Romero (2008) show a hardship balance between education and family. The Latina students find it difficult to prioritize their individual needs over their family’s needs. Many times the students’ academics suffer due to their inability to focus on schoolwork rather than on family loyalty such as attending family events and returning home to see families. Sy & Romero (2008) found that self-sufficiency, financial contributions and assuming the role as a surrogate parent were some family loyalties that Latina students had to balance with their academic needs. Although these pressures may not be intentional, parents may not understand the impact that family obligations have on their daughters. Sy & Romero observed that the Latino/a parents lacked the understanding of what their daughters needed to do to become successful in college. Family obligations increased the stress for Latina students to balance education and family. Leyva (2011) finds Latina students have a difficult time fulfilling the needs of a different set of dual identities at home and at school. In the traditional family role, the females are to be submissive at home whereas in the workplace, they need to play a more assertive role. The assertiveness that might have been learned in college should prepare the Latina student for the workplace. But when posed with a situation at school or work, Latina students find it difficult to
speak up to authority figures due to their family practices at home. When struggles ensue, students may not find the skill to choose assertiveness over submission (Leyva, 2011).

**Parent Involvement vs. Parent Engagement**

Parental involvement comes in different forms: helping student with homework, volunteering to chaperone a school field trip and donating materials to the school. Motivation of parent involvement in secondary schools can be categorized through four constructs: strength of parents’ role constructions, parents’ self-efficacy for helping adolescents succeed in school, parents’ perceptions of teachers’ invitations to become involved and parents’ perceptions of students’ invitation to become involved (Deslandes & Bertrand, 2005). Parent involvement during high school tends to decrease since parents tend to give more space to autonomous teenagers or because parents may feel that they have less knowledge about more complex material such as homework or college preparation (Crosnoe, 2001; Deslandes & Bertrand, 2005). By utilizing the four constructs mentioned above, parental involvement can increase if parents feel needed. When parents view themselves as important in their children’s education, the more involved they will be.

Parent engagement includes the multiple ways families participate in and support children’s educational experiences including home-based engagement and school-based engagement (McWayne & Melzi, 2014). To increase parent engagement in Latino families, taking a culturally relevant approach is critical. Since Spanish is a shared cultural experience, parents who are only Spanish speaking must be given access to parent engagement in their language. To be engaged, the parents must also learn, and, since language is a shared cultural experience, it needs to be a tool used. This will help parents with the acculturation gap by being able to have higher congruence at home and at school. Parents will benefit by becoming more
knowledgeable, which gives parents the confidence to help their own kids at home. By using the importance of Latino culture and community in parent engagement, parents can provide the support to their children at school and at home (De Gaetano, 2007; McWayne & Melzi, 2014).

**The need for mentoring Latina parents.** Given this familial conflict, the need for assertiveness and balance between family and education, parents need mentoring from schools and colleges in order to better help their daughters. Although Latina students have a close relationship with their families, they do not get the academic support they need at home. In fact, Latino/a parents do not feel as confident as White parents in the ability to help their kids academically (Ceballo, 2004; Gloria & Castellanos, 2012). These Latino/a students gain knowledge that their parents do not have. This gap in knowledge makes it difficult for the parents to provide academic support to their students. Latino/a parents support their children emotionally and provide them with moral support; however, students find that their parents do not understand the amount of time and work a formal education requires (Dennis, Phinney, & Chuateco, 2005; Martinez, 2003). Parents attempt to help with homework and projects, but then realize they may not be capable of helping their students in higher education. Although the parents do not know how to help their children academically, they emphasize the importance of a college education and continue to support their children by encouraging them to complete their degree and enjoy the opportunities available to them.

Furthermore, parents’ last experience with their own education is often in their native countries. Thus, as their students learn college admission material in English, the parents feel ineffective while assisting them due to the language barrier. Since students did not see their parents as resources in their earlier education, it is difficult for them to ask for help at the college level (Dennis et al., 2005; Leyva, 2011; Martinez, 2003). For example, details regarding
enrollment and schedules are foreign to many parents (Leyva, 2011; Sy, Fong, Carter, Boehme, & Alpert, 2012). Leyva (2011) notes that the college terms regarding signing up for classes, financial aid and deadlines were unfamiliar to parents. Latino/a parents also did not know how to support their children in the enrollment process. Dennis et al. (2005) finds the frustration in students when Latino/a parents who have unrealistic expectations about college stress the importance of college yet do not understand the logistics of classes, finances and socializing.

As first-generation students, Latinas face a set of common obstacles such as insufficient finances and access to resources. Since they do not have parents who have experienced the American college process, they cannot count on their help in finding resources. Often, instead of accessing financial aid, students feel that they have to work and attend school at the same time even though the number of hours they work negatively affects their ability to academically integrate into the school. Boden (2011) found Latino/a students’ primary reason for attending university was to have access to a better job. Attending college and earning a college diploma gives students more opportunities to support their families after college.

First-generation students have difficulty assimilating to the college culture, both academically and socially, due to the close relationship with their families (Boden, 2011; Wartman & Savage, 2008). The tight-knit family community found in Latino/a cultures becomes a barrier to the students’ access to academic and social integration. Students have to make decisions between their academics and family. Close family relationships are embedded in their childhood and students uphold these family values as they enter university. The students’ goal of supporting their family after college shows their role in the family. During their careers, students return home to take care of their families; this is their “pride and responsibility as part of this opportunity” (Borrero, 2011, p. 26).
In addition to family and community, lack of knowledge about financial resources has also caused students to leave campus (Ishitani, 2006; Kane & Henderson, 2006), yet the students’ financial aid package holds a critical role in the enrollment decision. Loans have a negative association with college persistence whereas grants have a the opposite effect (Ishitani, 2006). When students do not receive a sufficient amount of financial aid, the need to work increases. Often, students can lose the motivation to complete college requirements and lack the ability required for academic integration such as receiving help with academic counseling, participating in internships and attending office hours. To reduce this economic hardship, Ishitani (2006) found that Latina students take on part-time or full-time jobs. This added task has a positive correlation with increased stress in the students. The stress the students endure affects student educational success, which, at times, leads to them leaving university (Kane & Henderson, 2006).

A common misconception of Latino/a parents is their perceived incompetence to be advocates for their children’s education; however, when analyzed by a parent survey, Latino/a parents do want to advocate for their students but do not know how to support them in an American education (Ceballo, 2004; Marquez Kiyama, 2010; Torrez, 2004). In Torrez’s survey, parents were asked how much college preparation education they received from their children’s middle and high schools. 30% of the parents surveyed expressed their lack of knowledge regarding the importance of Scholastic Aptitude Tests for college admission and financial aid. These parents expressed the desire to attend workshops and obtain material in Spanish to help them advocate for their children’s needs. Lack of information does not equate to lack of interest or lack of value for education (Marquez Kiyama, 2010). Education is important to Latino/a parents; however, they need the resources to learn how to navigate the college process with their
students. Moreover, Ceballo (2004) highlights the need to foster greater parent-school cooperation. According to Ceballo, many Latino/a parents have work schedules that hinder them from receiving assistance regarding college preparation. He suggests that schools need to work with Latino/a parents to provide the opportunities for parent mentorship.

In support of comunidad, having Latino/a parents who have succeeded in the college mentor other parents was another suggestion to help Latino/a parents (Fann, Jarsky, & McDonough, 2009; Moran, Cooper, Lopez, & Goza, 2009; Torrez, 2004). Using a mixed-method study, Moran et al. (2009) found that parent leaders conducted visits to families to inform them of resources available at their student’s school. The opportunity to connect with parents who had information regarding college access to parents created a trust between the parents involved. Moran’s data showed 96% of the families visited found the process helpful. Using the Parent teaching Parent model, Downs et al. (2008) found 100% of parents who participated gained knowledge on careers, college admission, college testing, and financial aid. Downs et al. (2008) suggests that providing the resources to parents early creates the willingness to utilize the resources available to help parents support their daughter’s college success. When started as early as middle school, parents build the sense of community that is important in their culture. Parent networks give Latino/a parents a sense of welcome and trust in each other (Downs et al., 2008; Fann et al., 2009). Fann et al. (2009) note that parents must be partners with the school and support the Latina students together. In doing so, Latino/a parents will be involved in the school community and will learn how to support their daughters. The networks help sustain parental involvement when the parents feel a sense of belonging.

To help students and parents continue to achieve, TRIO programs, which are federally funded, provide services to parents. These programs such as the Student Support Services help
parents transition into college along with their students through parent orientation programs, parent-student advising and financial aid workshops (Sy et al., 2012; Wartman & Savage, 2008). Not only do these programs provide informational support, but they also provide financial support, which benefits both the parents and their daughters (U.S. Department of Education). Furthermore, creating more direct parent support programs can bridge the gap of academic information between the home and school (Sy, et.al, 2012).

**Parent mentoring in catholic high schools.** Parents perceived that support in Catholic schools from counselors was higher than for public school counselors (Murray & Kane, 2010). This may be due to the parents’ monetary investment in their daughter’s education. There is a trust with the role of the counselor. In addition, Murray & Kane (2010) observed the strengths and challenges of Catholic school counselors, as they not only provided guidance counseling and academic counseling to students, but they also fulfilled the Catholic identity and mission of schools. When the parents entrust college counselors with responsibility of guidance, academics and Catholic identity, they tend to take a more hands off approach. The mentorship provided by counselors at the school needs to continue in the home. Therefore to make the connections, counselors and parents need to communicate the same goals and ideas to the students.

Unfortunately, sometimes the trust in counselors is so high that parents hold counselors accountable for their daughter’s pathway to college. Since Catholic schools graduate their students at a higher rate than public schools, some parents do not find the need to ask counselors for help (Kim & Placier, 2004). Parents of students living in poverty place even more value on teachers’ abilities to raise students’ scores and other academic achievements. They are more dependent on schools to take care of all their children’s academic needs (Milner, 2013).
Merritt (2008) focused on the mission of Catholic education to develop students academically, socially, emotionally and spiritually. Semi-structured interviews and journals were used to code narratives of disadvantaged females in urban Catholic high schools. In this study, Merritt showed that disadvantaged females often had personal relationships with teachers who motivated them to go to college. Merritt also found that parents of disadvantaged females did not really understand the college financial processes as well as the work needed to succeed in college. Furthermore, while parents see teachers as a source of education in the classroom, they also see teachers as mentors for college information. If parents partner with educators to help students prepare for college success, the more students will be able to succeed and complete college on time.

Stanton-Salazar (1997) finds that institutional agents as well as social capital are critical to students’ success. According to Wellman (1983), if social capital and institutional agents work in tandem, it is possible to increase the number of social distribution of possibilities for minority students. By bridging the information from schools with the expectations of parents, students may be able to network and get the information and support needed for higher education. In order for the networking to happen, high schools need to be transformed into learning organizations for parents as well (Schelchtby, 2009; Walling, 2006). Catholic schools can make the connection by using their mission of community and formation of the person to include the parents. By truly making parents stakeholders in the daughter’s education, Catholic schools can transform the institution for learning into a resource for the entire family. Academic achievement in Catholic schools is attributed to the community created for students (Dallavis, 2014; Kim & Placier, 2004). By extending this community to the parents and building a partnership with them, both the parents and school can work towards the goal of social mobility.
Dallavis finds that when parents are given the respect to help make decisions about their child’s future, academic achievement increases. Also, teachers in Catholic school care about the futures of their students. Teachers, along with parents, realize that students will gain access to social mobility if they care about their academic achievement. “This type of caring…is manifested in the form of teacher attitudes, expectations, and behavior about students’ human value, intellectual capability, and performance responsibilities” (Dallavis, 2014, pg. 160).

Collaboration

By focusing on parent engagement instead of parent involvement, school administrators, counselors and other parents can work together towards the same goals. In order for collaboration to be effective, a relationship of trust must be present (Epstein, 2008; Turney & Kao, 2009; Bower & Grifin, 2011). When parents feel that they are important to their children’s education, the more willing they are to get involved in their student’s education in both the school and at home (McWayne & Melzi, 2014).

School-family-community partnerships. Linked partnerships are effective at schools; however, schools must be the ones to take responsibility and invest the time to create such programs (Epstein, 2008; Epstein & Voorhis; 2010). If the partnership is effective, parents will feel that they are useful to their children. As members of the change in school culture, parents will not only feel engaged in the process but will also feel that their role is important. Using the six involvement frameworks from the National Network for Partnership Programs, involvement can come in the forms of parenting, communicating, volunteering, learning at home, decision making and collaborating with the community (Epstein, 2008). Since Latina families have a strong relationship with community, the last framework is critical for parent mentorship. If the partnerships focus on student success, parents can see how critical their role is in their daughters’
education. It is not only enough for schools to host partnerships, but to also evaluate them consistently for ongoing improvement (Epstein, 2008). Parent feedback is critical if sustainability is one of the goals.

Schools, families and communities must also keep in mind factors such as a high minority populations and low socioeconomic status. In low-income schools, parental involvement tends to be perceived as less. While educators are constantly looking for the presence of parents, Latina parents show involvement by respecting schools and giving schools authority over decisions for their children (Bower & Griffin, 2011). Support from others is a critical part of the Latino culture. For parents to engage in the process, they must trust those who are giving advice (Bower & Griffin, 2011; Turney & Kao, 2009). Furthermore, by having parents engage with counselors, effective relationships are built. While building the relationships can be tedious, it is a necessary step that schools need to invest in to gain the trust of parents.

Moreover, parents feel the immigrant experience due to their race and ethnicity. When parents feel marginalized, it is more difficult to want to participate in the networks to get the social support. Therefore, relationship must be built between parents for social support. Latino families rely heavily on intergenerational support as well as social support from friends and family. This support includes emotional and financial support; furthermore, in building relationships with other parents, immigrant parents can understand cultural differences, which hopefully empower them to be part of the parent network (Bower & Griffin, 2011; Turney & Kao, 2009; Suarez-Orozco, Onaga & de Lardemelle, 2010). This behavioral engagement allows parents to mentor each other and give first-hand knowledge on what it is like to be a parent in America.
**Role of counselors.** To be a part of the school community, counselors’ roles need to be reevaluated (Epstein & Van Voorhis, 2010). While most of the counselor’s job is to meet with students, schedule classes, administer tests and more, Epstein & Van Voorhis suggest that 20% of the counselor’s time be spent on developing parent partnerships. Investing the time is necessary if parents are to be a part of the mission and community of the school. Once the partnerships are effective, parents and other educators can share in the responsibility to sustain the partnerships. If parents are included in the process, the program can improve though communication, dissemination, coordination, facilitation and evaluation (Epstein & Van Voorhis, 2010; Suarez-Orozco, Onaga & de Lardemelle, 2010). If counselors served in two or more schools, the distribution of time to develop these partnerships between counselors and parents can also be helpful.

**Move from Cultural Deficit Models to Accessing Cultural and Social Capital**

When attempting to solve problems in education, it is difficult to ignore the importance culture has in students lives. Unfortunately, a deficit model is often the perception used for minority students, both knowingly and unknowingly. According to Bensimon (2005) a Deficit Cognitive Frame can prevent the transformation of education. In the Deficit Cognitive Frame, “focus on stereotypical characteristics associated with the culture of disadvantage and poverty” can cause stakeholders to blame students based on their background (Bensimon, 2005, pp. 103).

Moving away from deficit theories and instead understanding students’ cultures has been one method to support students (Warren & Hanifin, 2003; De Gaetano, 2007; McWayne & Melzi, 2014). Instead of looking at first-generation parents and assuming that they do not want to help their children through the college process, educators have started to look into student culture and social capital. (Howard, 2010; Stanton-Salazar, 1997). Stanton-Salazar found that
students achieved more with support by parents, peers and teachers when consistent. When high expectations are given from all significant others, students feel supported and are more likely to succeed. An important factor is that significant others must work together to ensure students are getting the same message at home from parents and at school from peers and educators. There is only so much a school can do since educators’ relationships with students are temporary. Since families are permanent, schools need to provide resources to help cultivate this support for parents. Parents have the capital and desire for their children to succeed, but they must be seen as a resource to their children and given the support by schools.

Conclusion

Latinos expect their children to not only attend college, but to also graduate. Although there has been an increase in college enrollment for Latino students, there has not been an increase in college completion. Factors relating to immigration, cultural values and parental college knowledge have prevented students from graduating. In order to increase college graduation rates for Latinas, parents must increase parental engagement in schools through partnerships with schools, families and the community. With access to parental mentoring during their daughter’s high school, parent mentorship can help parents prepare for the challenges their daughters may face in the future. Perhaps these mentorship programs can then be factors in helping the triple minority of Latina first-generation student complete a step towards social mobility.
Chapter 3: Methods

Latina students at all-girl Catholic schools are exposed to a college-going culture; however, college knowledge for students must extend outside the classroom and into the home. Students do not decide their futures on their own but with their parents and extended family. Unfortunately, first and second generation families may not always have the information necessary to help their daughters make informed decisions about college. Using cultural values, such as comunidad, as a tool to give parents and families access to college knowledge information may help them plan their daughters’ futures as well as continue to support them after high school.

Research Questions

My study answers the following questions:

1. How does a group of independent, small, Catholic all-girl schools collaborate to create a common college preparatory and access program for parents of Latina students?
   a. What aspects of comunidad, if any, do parents at the three schools consider to be most critical in helping them partner together to develop and sustain a program that guides Latina students through the college process?

2. What knowledge about college and perceptions of strengths and challenges do parents and school officials of Latina students at independent, small, Catholic all-girl schools have regarding parent support for their daughters’ needs in preparing and accessing college?
a. What impact, if any, did “Multi-campus Parent College Collaboration” have on increasing parents’ college knowledge and ability to support their daughters?

Research Design

This study uses qualitative methods, namely questionnaires, observations and focus groups, to obtain in-depth information from parents and school officials about the level of college knowledge parents have to support their Latina daughters (Coghlan & Brannick, 2007; Creswell, 2014; Maxwell, 2013; Merriam, 2009). By using observations and focus groups, these methods aim to gain deeper access to the perceptions of parents and school officials’ regarding the collaborative effort to help the Latina students’ access college knowledge (Creswell, 2014; Merriam, 2009). Also, qualitative methods are preferred to quantitative methods for my study due to the small population of Latinas in the all-girl Catholic schools that were observed. Furthermore, it is likely that there will not be enough parents from whom I could collect quantitative data in order to have statistical significance and power to test a null hypothesis (Caldwell, 2013).

Additionally, the study observes the impact of collaboration between multiple schools. To improve the number of opportunities for all-girl Catholic schools to collaborate with each other, it is important for them to be a part of the decision making process. As an administrator at one of the three schools, I often have meetings with administrators from the other two schools. The need to provide support for parents came about through conversations between counselors and administrators at the three schools. The three principals have discussed opportunities for each school to work together and partner on different programs. As briefly discussed above,
action research study may be the opportunity for all three schools to better help parents assist their children in accessing college knowledge.

As stated earlier, an action research design was utilized for my study since the cyclical process of action research enables a group of individuals to work together to identify a problem and actively participate in its solution. Action Research provided parents and school officials an opportunity to be part of the process of creating a Parent Collaborative, which provided college knowledge to parents. The more invested parents are regarding the new Parent Collaborative, the more likely the program could succeed since each school can take ownership of the program. According to Coghlan and Brannick (2007) once the pre-step and four main steps of the action research cycle are implemented, the cycle continues in turn to improve the desired outcome. By working collaboratively to provide resources to parents, the program is more likely be sustained.

As a qualitative action research project, I focused on ways the schools can empower a group of parents to create interactive programs to improve their daughters’ success in accessing college (Coghlan & Brannick, 2007). I formed an Action Research Team (ART), which included the Assistant Principals of Curriculum, school administrator or a counselor from each of the schools. The ART was responsible for developing the parent education plan, and distributing questionnaires and documents to parents at their respective schools during implementation of the plan. The ART additionally hosted three workshops for parents of freshmen, sophomores and juniors. Parents of seniors were not invited to attend the workshops because their daughters had already applied to college by January 2016; however, initially they were asked to share their college application challenges and successes with other parents since their daughters have just completed the college application process and financial aid cycle. These senior parent presentations could have empowered other parents to be part of workshops
in the future; however, after questionnaire data was collected, the ART decided to postpone inviting senior parents to be mentors. I was also part of the ART to facilitate collaboration between the two schools as well as collect data.

The cyclical process of Action Research includes four steps: diagnosis, planning action, taking action and evaluating action. Before the cycle can begin, the pre-step must be completed. During the pre-step, the Action Research Team determined the purpose of the project and why it was necessary. In January 2016, the ART entered Stage one of the Action Research cycle and diagnosed the problem. In order to evaluate the needs of the parents, the ART developed a questionnaire regarding parents’ College Knowledge for parents as well as school officials. The ART then determined the particular focus for the first set of workshops after analyzing the results of the parent and school official questionnaires.

Action Research addresses a specific problem within a specific setting (Merriam, 2009). Although offering workshops at each individual school is possible, creating a multi-site collaboration may better benefit the target parents because the two schools can share their limited resources. Since the two schools are located within a seven-mile radius, it is relatively easy to bring parents together due to the proximity between schools. The two collaborating schools each have a graduating class with less than 100 students. Our experience suggests that having a small number of parents and students makes it harder to attract college representatives to our campuses. As a result, students and parents must attend public college workshops at city events or at other schools. However, by working together to include more students, the two schools were likely to attract both parents and presenters.
Research Methods

Freshmen and sophomore parents were invited to attend the workshops. Paper invitations, emails and phone calls were sent to all families inviting them to participate. All forms of communication were done in both English and Spanish. After the third workshop, parents were asked if they were interested in participating in focus groups. The ART members explained to the students at their respective schools the purpose of the project. Students were also encouraged to have their parents participate.

To encourage parental involvement, I employed the assistance of ART members. Since families are more familiar with people on their own campus, the counselors and Assistant Principals had a better reach and understanding of how parents may respond to an invitation to participate. Both schools received an unexpected number of responses with approximately half of the parents returning paper questionnaires expressing interests in attending workshops. The ART decided there was no need to continue publicizing to parents since a majority of questionnaires expressed parents intentions to attend workshops. The ART felt confident that enough parent would be present for the workshops. Additionally, they did not want to have too many parents since presenters were expecting no more than 30 parents at each presentation.

To assist in the diagnosis stage, questions were designed by the ART in January to determine how much information parents had about accessing and succeeding in college. The ART also decided the procedure for administering the questionnaire to parents. The ART agreed they would receive a higher yield of parent questionnaires returned if they were handed a printed copy. Additionally, an electronic copy was emailed to parents as an backup copy. The ART then used information from the questionnaire to determine parents’ college knowledge and
perceived strengths and challenges in supporting their daughters through college preparatory and access programs.

Starting in January, the ART set the dates and locations for the three workshops and the agenda for the first workshop during the January meeting. The agenda guided the ART in finding the right presenters for the topics. Each member of the ART was assigned a specific task in preparation for workshop one. During the remainder of January, the ART booked and scheduled presenters for the first workshop. The ART then met again to finalize details for the first workshop. The cycle repeated for workshop two and three. A summary of ART meetings can be found below.

<table>
<thead>
<tr>
<th>ART Meeting</th>
<th>Summary</th>
</tr>
</thead>
</table>
| #1          | o Review draft of parent questionnaire  
             | o Determine means to distribute parent questionnaires  
             | o Brainstorm what topics parents may want to learn about |
| #2          | o Analyze parent questionnaire results to determine topics of three workshops |
| #3          | o Discuss workshop one details  
             | o Determine RSVP process |
| #4          | o Discuss workshop one details  
             | o Determine RSVP process |
| #5          | o Review workshop one evaluations  
             | o Discuss workshop two details |
| #6          | o Review workshop two evaluations  
             | o Discuss workshop three details |
| #7          | o Review workshop three evaluations  
             | o Discuss focus group details |
The workshops were approximately 45 minutes to one hour in length. After workshop one and two, parents completed an evaluation form to assess the workshops. The evaluations helped guide the ART to make revisions to future workshops, if necessary. For example, the evaluation after workshop one was used to inform workshop two. At the end of workshop three, a summative questionnaire developed by ART was distributed to participants. It was designed to determine the perceived benefits and knowledge that parents said they gained from the workshops and their desire to continue the program in future years. As an additional source of data, counselors and Assistant Principals were also asked to confidentially reflect in writing their perceptions of the efficacy of the program after the third workshop (See Appendix F for workshop summary).

To complete the evaluation of the workshops, parents were invited to participate in focus groups mid-February or March. I conducted focus groups in English and Spanish at the end of the project to determine the perceptions of parents regarding the college workshops at each school. Focus groups consisted of questions pertaining to the outcomes of collaboration between schools and the perceived sustainability of a parent run program and comunidad (See Appendix D).

**Site and Population**

The two schools included in the study are all-girl Catholic High Schools in the Los Angeles area with less than 350 students on each campus with Latina populations between 70-95%. The parents included in the study all have children attending one of the two all-girl Catholic schools. The parents are the best participants to answer all three research questions. Parent workshops designed by the ART will be rotated among schools, which are no more than 7.5 miles from each other. Most of families live within this eight-mile radius, making the three
locations accessible to parents. The three schools are similar in student and parent populations, and are offer college preparatory curriculum. Each campus also has an academic counseling center that provides students with access to college information. To obtain permission from the schools and secure participants for the research, I met with the principals of the other two schools, who agreed to participate in the research. The Assistant Principal and one counselor from each school were invited to serve on the ART. Due to managing different roles at each school, the final Action Research Team included the members shown below.

<table>
<thead>
<tr>
<th>Table 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Research Team Members</strong></td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>Melendres High School</td>
</tr>
<tr>
<td>Johnson-Hamilton High School</td>
</tr>
</tbody>
</table>

**Data Collection Methods**

Parents completed questionnaires before the workshops were planned. Additionally, parents completed paper evaluations after each workshop. Responses were then open coded for common themes (Creswell, 2014). To determine what topics were covered during the workshops, the ART analyzed the questionnaire and evaluation data. Questionnaires were on paper and available in both English and Spanish. Each questionnaire included 12 questions, which took about 15 minutes to complete. Of the 12 questions, the first four questions were demographic information about each parent while the rest are geared specifically on college knowledge. Results were utilized to help prepare and plan for the next action research cycle.

Workshop one and two evaluations consisted of seven questions pertaining to what the parents
learned at the workshop. Parent evaluations after the third workshop are a summative evaluation of the three workshops and consisted of between six questions. The ART chose to have less than seven questions on the evaluations so as to give parents less than ten minutes to complete.

I also observed ART meetings and took observation notes. As an active participant, I not only facilitated the collaboration during meetings, but I also observed the interactions among the ART members. I took notes of my observations in a notebook. Meetings were not recorded during the Action Research.

The parent focus groups were held at each campus and lasted between 45 minutes to one hour. My goal was to have a minimum of five parents at each focus group. Although seven or eight parents were ideal, there was a range of one to nine parents at each focus group. Focus group one, which was scheduled in Spanish, was done in English with one parent. Unfortunately, the three parents that RSVP’d were not able to attend; therefore a third focus group in Spanish only was added which had two parents. The second focus group was done in English and had nine participants. An iPhone, iPad and Macbook were used to record the focus group and an observer from the ART took detailed notes or translated. Focus group recordings were then be transcribed for analysis. Since comunidad is important in the Latina population, focus groups create a comfortable environment for parents to share their reflections (Creswell, 2014). For Latino parents, a focus group is an ideal method to collect their perceptions in detail since they may be more open and honest with their answers in a group setting. In the Latina community, parents see school officials as the primary educator who tend to have the answers. Using a group setting helped parents with the confidence needed to answer questions with their opinions. Focus groups were also helpful for parents whose first language is Spanish. Parents did not feel as intimidated if they are able to speak in their native language. For the Spanish
focus group, a fluent Spanish speaker from the ART assisted in conducting the focus group while I took observation notes. I then had assistance from a native speaker to help translate and transcribe the focus group (Maxwell, 2013).

Action Research Team members reflections consisted of questions pertaining to the outcomes of collaboration between schools and examine the pros and cons of the process, areas of strength and areas for potential growth. They were also asked whether the program can be viable with a group of parents in charge. The anonymous reflections via Google Forms were emailed to the Action Research team and were completed after the last ART meeting. The results of the questionnaire, focus groups and reflections are provided to members of the ART (Creswell, 2014; Maxwell, 2013).

**Data Analysis Methods**

Parent questionnaire data were entered in a Google Spreadsheet. A codebook was used to enter the information correctly. Data was then coded and organized for the ART to use to plan workshop one and two. These questionnaires were used to answer research question 2: “What knowledge about college and perceptions of strengths and challenges do parents of Latina student at independent, small, Catholic all-girl schools have regarding support for their daughters’ needs in preparing and accessing college?” The summative parent evaluation at the end of the third workshop answered research question 1 a and 2a, specifically for comunidad and impact of the multi-collaborative program.

Qualitative data from parent focus groups were recorded and transcribed. An iPhone, iPad and Garage Band were used to record focus groups. By using three methods of recording, there were three recordings available in the event that one recording fails. Express scribe was then be used to transcribe the Spanish focus group meetings while the English focus groups were
transcribed via Rev.com. Transcripts were examined and coded for themes using Google documents and spreadsheet that include a data dump file. Themes may include strengths of program, areas of growth and recommendations (Creswell, 2014).

Data collected from meeting observations, parent and school questionnaires, parent workshop evaluations, parent focus groups and counselor reflections were used to inform topics and strategies for upcoming workshops. Triangulation was used for validity of the themes to strengthen the meaning of the data collected through multiple methods (Maxwell, 2013).

Management

When working with the administrators at the other schools, I responsibly communicated openly with all principals, assistant principals and counselors involved. Since my own school is part of the Action Research Team, I reminded my employees that they have the option to not participate in this process; thought as a school with a college-going culture, this was not a problem. Because of my honesty, one Assistant Principal did not feel obliged to be part of the Action Research Team since his role at the school did not a lot for the appropriate amount of time needed to dedicate to the project. I was transparent regarding the primary purpose of the research –the education of parents to facilitate their children’s access to college.

Since counselor and Assistant Principal reflections were anonymous, their confidentiality remained intact. This should gave the counselors the opportunity to be comfortable and honest in their reflections without feeling any punitive actions would take place. They were able to share their positive comments, as well as their constructive criticisms and feedback openly with me knowing who they are.
Ensuring Credibility

To increase credibility, I used direct quotes from transcripts and observation notes to support or refute my assumptions as well as to gain description of the action and events that took place (Creswell, 2014; Maxwell, 2013; Merriam, 2009). To provide enough information, I made sure the direct quotes are detailed and specific. Since the research design is Action Research, I documented and explained all activities in the cyclical process. This is noted at each Action Research meeting and then addressed in the findings. Triangulation helped make sure the findings are backed up by multiple data sources and data collection.

During the training with the Action Research Team, data collection methods were explained. This included administration of questionnaires to parents by ART. They were given explicit directions regarding the questionnaires. The ART were also be trained on how to answer parent questions during the questionnaire.

With regards to the parents, I was aware of my positionality. As a principal, parents may have felt obligated to answer in a positive way so as to not receive any punitive measures. Confidentially was stressed, as I shared the information from conversations with parents, questionnaire responses, workshop evaluations or focus groups with the Action Research Team. For example, if a parent thought a counselor was not doing his or her job, I needed to protect the counselor from criticism and parents from fear of sharing their perceptions. In order to protect both the counselor and the parents, I stressed the anonymity of the parent focus group, workshop evaluations and questionnaires.

Reliability and Validity

By using multiple sources of data collection methods, I triangulated data to confirm emergent findings. Once coded, themes gained credibility when findings collected from
questionnaires, focus groups and reflections are utilized. In addition to triangulation, I conducted member checks for focus groups. Member checks helped with reliability. Additionally, member checks ensured that my interpretations represent the ideas of the parents from the data and their quotes. Using direct quotes from the focus groups also helped with validity. To provide reliability for my approaches, I checked transcripts to make sure they are correct after transcription. For the questionnaire, I created a codebook provide specific procedures in organizing data.

**Ethical Issues**

The schools involved had access to the data since the Action Research Team consists of officials from each. In addition, parents gave consent to be part of the program. All data collected from them remain confidential and private. To protect their anonymity, parent questionnaires and workshop evaluations do not have a place to state names, unless parents volunteered the information. Moreover, data is stored on a Google drive folder wherein, accessibility is controlled and restricted to just the Action Research Team. Data is also backed up on a hard drive.

By using an Action Research Design, coercion can be seen as a possible ethical issue. As the principal of one of the schools with my own faculty members on the ART, it may seem as if they are participating as part of their job instead of voluntarily. To prevent coercion from becoming an issue, I was honest about the goals of the program from the beginning. All members of the ART members and participating parents in the workshops were also be reminded that they may withdraw from the program at any time during the Action Research Cycle without any repercussions. To respect the ART members and parents privacy, they were not asked why they left the program unless they decide to voluntarily share that information with me (Merriam,
By allowing parents and ART members to leave at anytime during the program, coercion was a non-issue.

**Summary**

Small high schools can collaborate and bring together parents and school officials through a sense of comunidad in order to support Latina parents at all-girl Catholic schools with resources for helping their daughters’ access to college. Since community is a critical part of the Latina culture, using a multi-site collaboration for college knowledge will provide the parents with a community of parents who can act as resources to each other. By utilizing an action research design, the cyclical process for diagnosing, planning, taking action and evaluation may be able to create a sustainable multi-site collaboration program.
Chapter 4: Findings

As Latina students look to break the cycle of poverty by attending college, their parents’ support is critical in the decision making process. The close-knit family values in the Latino culture influence a daughter’s decisions and, at times, become barriers when choosing the best college options. In order to support both students and parents, Catholic all-girls schools can use the cultural capital of comunidad to provide parents with the mentorship and college knowledge to help guide their daughters through the college process. In addition, small Catholic all-girl schools find it difficult to partner with universities due to the limited audience size. Universities prefer to hold college presentations with larger numbers of parents and students. Through collaboration, Catholic all-girl schools were able to examine the benefits and challenges of sharing college resources.

In February 2016, an Action Research Team consisting of school officials and Administrators at both campuses collaborated and hosted the three parent workshops. Action Research Team meetings were used to determine the topics and presenters for each workshop. The findings from this chapter are based on an analysis of the Parent College Knowledge Questionnaires, workshop evaluations and parent focus groups. Additionally, the Action Research Team observations and evaluations were used to examine the collaboration and planning process of the workshops between the two schools.

In section one, I report my findings in regard to research question one: How does a group of independent, small, Catholic all-girl schools collaborate to address a common college preparatory and access program for parents of Latina students? I address the importance of investing in the relationship between schools through collaboration in preparing parents to support their daughters for college. In addition, I emphasize findings regarding communication,
shared events and resources, and continued excitement for collaboration. Through the collaboration between schools, in section two, I continue to discuss the significance of investing time into parents specifically with accommodations for parents including parent reminders and workshop set up. In section three, I examine the findings to research question 1a: What aspects of comunidad, if any, do parents at the two schools consider to be most critical in helping them partner together to develop and sustain a program that guides Latina students through the college process? To discuss the benefits of comunidad for parents, I stress the importance trust in community plays in parents’ decisions and actions when learning and preparing for college. I specifically examine the trust through the connection to the presenter and between parents.

Section four includes findings in respect to research question two: What knowledge about college and perceptions of strengths and challenges do parents and school officials of Latina students at independent, small, Catholic all-girl schools have regarding parent support for their daughters’ needs in preparing and accessing college? This section includes an analysis of parents’ basic college knowledge before and after workshops to provide useful information to parents. In this section, parents’ challenges with their daughter’s high school transition, learning college requirements and financial aid are examined. Finally, section five answers research question 2a: What impact, if any, did “Multi-campus Parent College Collaboration” have on increasing parents’ college knowledge and ability to support their daughters? The chapter closes with a discussion on the desire for parents to learn more during future workshops. Parent learned that college is possible; however, they must put work into tie process. In particular, the areas of parent confidence, communication with daughters and time will be addressed.
Investing In The Relationship Between Schools

Small Catholic girls’ high schools have attempted to provide college knowledge to the parents of their students. However, due to their small school size, it has been challenging to get college and universities to present on the campuses. Additionally, schools realized that to create a college going culture they first had to work with the students. Once the students were invested in their own future college plans, schools were able to begin reaching out to parents. As schools in this study started to work with parents, all-girl Catholic school counselors realized they shared the same challenges and questions from parents. In addition to getting college representatives on campus, both schools had the need to better serve first and second-generation parents.

School administrators, counselors and faculty in Catholic Schools often talk about collaboration; however, actually getting the collaboration started can be challenging. Through the anonymous reflections, an Action Research Team member learned that “collaboration is always great and it hugely cuts down on time and preparation challenges.” As high schools from the same Religious Order, the collaboration between both schools extended beyond time and preparation. The Action Research Team also felt that “[collaboration] shows a good relationship between the schools.” Instead of viewing each other as competitors, building the relationship between schools to provide support for the parents made “working together great.” However, in order for the relationship to grow, both schools needed to invest through collaboration and shared events and resources.

Collaboration requires communication. Working with more than one school can be complicated especially when finding time for school officials to meet. The ability to commit a time for sharing information, planning events, and hosting workshops was critical to the success of the study. However, setting initial dates and times for Action Research Team proved difficult,
especially since all member of the Action Research Team also had their own work at each school site. In fact, before face-to-face meetings were able to transpire, several threads of email exchanges occurred between schools for over two weeks. For all schools, it took a few weeks to agree on an initial meeting time. For example, Ernesto from Lyfe High School had to look ahead one month in his calendar: “Unfortunately, I can't meet with you this week. I have lots to do and so little time before we leave for break. Why don’t we meet the first week of January?”

Furthermore, scheduling meeting times with people from the same institution was also a challenge. In all three schools, all potential Action Research Team members hold administrative or counseling positions in addition to teaching at least one class. With each person in the classroom at different times of the day, scheduling meetings became a difficult task. For instance, Jan Rhys at Johnson-Hamilton High School was given five days with multiple meeting times. However, his teaching schedule did not allow for him to meet with Action Research Team members even on his own campus: “I do not foresee any of those times working out given my teaching schedule. Are there any other available times?…Sorry I can't accommodate earlier.” During email exchanges, it was even suggested to come back multiple times to the same campus and meet with Action Research Team member individually to accommodate schedules or hold phone conferences.

When recruitment for the project initially began, the three schools were excited to work together; however, after winter vacation, one of the guidance counselors at Lyfe High School expressed that he did not have the available time that he thought he would. In addition to his own work at his school, he is also in a graduate program that required him to do internship hours outside of school. He understood that a commitment to the study would be critical to the success of the parent workshops. Regretfully, he had to decline participation for his school in the Action
Research Team and said, “I want to give you advanced notice so you can reach out to someone who perhaps has more time and flexibility than I.” But despite these scheduling conflicts, the Action Research Team members from two schools invested in working together to support their students and families. After the first Action Research Team Meeting, Jan Rhys “looked forward to partnering on this valuable project.” Although the initial project was to include three schools, the loss of one school did not deter Melendres High School and Johnson-Hamilton High School from continuing collaboration.

While school counselors attend the same professional development workshops each year, counselors look for relationships and opportunities to work with each other and build relationships. The following excerpt is from Hope, the academic counselor at Johnson-Hamilton high school:

“I always see the other counselors at the workshops, but I think it would be more useful to work with each other on projects like this. It would also be a good way to get mentored by other academic counselors who have been doing this longer than me. The biggest challenge is finding the time in our schedules!”

Though counselors and administrators attend the same meetings, they rarely have time to meet each other or hold conversations. Margaux from Melendres High School prefaced an email to Jan Rhys by saying “It was good to see you (briefly) at the meeting yesterday!” Although they were in the same room, Margaux and Jan Rhys did not have the opportunity to discuss details for the workshop. Instead an email was used to communicate plans instead of face-to-face at the previous meeting.

Fortunately, the action research created a motivation to set aside time and the opportunity for academic counselors and administrators to meet. During the first Action Research Meeting,
members initially thought they would be working with people they had never met; however, to their surprise, every person on the Action Research Team had previously met or recognized others from past meetings and professional developments. Even though they had each crossed paths, they did not have the opportunity to collaborate with each other, until this project. Although the Action Research Team meetings added onto their already busy schedules, the desire to collaborate was present. The counselors expressed the excitement to work together on similar issues. In order to begin collaboration, communication was necessary.

**Shared events and resources.** To provide a less time consuming process, the Action Research Team used shared events to get materials from one campus to the other. With the two schools less than ten miles away from each other, faculty and staff from each school commuted through each other’s communities daily. The close distance was an advantage in sharing printed documents with each other. For instance, when parent workshop reminders and RSVPs needed to be collected and compiled, an administrator from Melendres High School was able to drive paperwork to Johnson-Hamilton High School on her way home. And when Action Research Team members at Melendres High School needed the paper parent questionnaires, the Athletic Director from Johnson-Hamilton High School delivered the questionnaires to Melendres High School Action Research Team members during a basketball game between the two schools. Additionally, paperwork was also delivered between schools through scheduled meetings principals or administrators were required to attend.

The close proximity of the two schools also yielded shared resources. When the Action Research Team discussed the topics of each workshop, each school worked on contacting possible presenters. While peers of the Action Research Team members recommended all three presenters, each presenter had ties to either the schools or the local communities. When Eli from
the University of Freeman was contacted, she had a connection to both Melendres High School and Johnson-Hamilton High School:

“I’m happy to participate and am available on this date. Hope is also my liaison at Johnson-Hamilton High School, I’ve worked closely with her to come and present to students about Admissions to the University and conduct On-Site Admission [at both campuses]. In general, I am the admission representative for the Coral Tree Heights Area which consists of many first generation Spanish speaking families.”

Adrian from Cloverdale University also had connections to both schools. In his previous job, Adrian used to do parent financial aid nights at Johnson-Hamilton High Schools. When Margaux shared Adrian’s confirmation to present with the Action Research Team and her administrators, Hope from Johnson-Hamilton High School and the Assistant Principal of Curriculum and Instruction at Melendres High School smiled. They had both worked with Adrian in the past and confirmed Adrian was a perfect speaker for the first workshop. Even Adrian thought, “It’s a small world!” By using the shared resources and events, the two schools found ways to make collaboration easier when planning for the workshops.

**Excitement for continued collaboration.** Once we began to hold the parent workshops, we found parent response to gradually increase with each workshop. This success of parent participation in turn encouraged the Action Research Team and indicated that collaboration between both schools was working. Likewise, the growth of parent college knowledge, as determined by the workshop evaluations, gave the Action Research Team the hope that joint workshops served parents from both high schools with the college knowledge they needed. Paige, the Dean of Students from Johnson-Hamilton High School, helped to translate the Spanish focus groups. After hearing how thankful the parents were for the opportunity to access
the workshops she said, “We can’t stop working together. We have to continue doing this next year especially if they learned so much in such little time.”

In addition to continued collaboration for parent college knowledge, the Action Research Meetings also opened up conversation for potential opportunities to collaborate. Paige expressed interest in also working with the Dean of Students at Melendres High School for disciplinary matters. After years of talking about collaborating, the relationships between school officials at each school began to develop.

**Summary.** Through communication and sharing resources, the two schools were able to work together and collaborate to provide parents with college knowledge workshops. Through consistent communication, the two schools met to plan the workshops and evaluate what information parents gained as well as what questions they still had. Planning was not as difficult once the two schools were able to utilize shared resources. After analyzing the program, schools officials were excited to continue working together on future projects.

**Investing Time Into Parents**

In order to provide parents of both schools access to the college knowledge, the collaboration between Melendres High School and Johnson-Hamilton High School required extra investment in learning about the parents. In doing so, the Action Research Team was able to accommodate their needs including time, location, Catholicity, family and language barriers. Once the parents’ desires were known, the Action Research Team was able to make adjustments to workshops to meet the needs of parents.

To understand parents’ prior knowledge regarding college, Parent College Knowledge questionnaires were distributed to parents of freshmen and sophomore students at Melendres High School and Johnson-Hamilton High School. Initially, questionnaires were going to be
distributed electronically using Google Forms; however, after Action Research Team meeting one, the Action Research Team discussed what method would give a higher response. Jan-Rhys said, “Knowing our parents, giving them a paper copy will be the best way.” With a tangible piece of paper, the Action Research Team felt that parents would complete the questionnaires more thoroughly than online. It was then decided to use a paper questionnaire to yield higher returns. A total of 254 paper questionnaires were first distributed at the schools. In addition, both schools used their email services to email parents an attached Portable Document Format (PDF) copy. The emails were used in case a parent misplaced the copy of their questionnaires. According to Table 3 below, 123 (48.43%) total questionnaires were returned. The questionnaires informed the Action Research Team on the best strategies to organize the parent workshops.

<table>
<thead>
<tr>
<th>Questionnaires</th>
<th>N</th>
<th>% from questionnaires distributed</th>
<th>% from questionnaires received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distributed</td>
<td>254</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Received</td>
<td>123</td>
<td>48.43</td>
<td>-</td>
</tr>
<tr>
<td>Interested in workshops</td>
<td>101</td>
<td>39.76</td>
<td>82.11</td>
</tr>
<tr>
<td>Met workshop requirements</td>
<td>92</td>
<td>36.22</td>
<td>74.79</td>
</tr>
</tbody>
</table>

The following sections will address the importance of parent reminders and workshop setup to increase parent attendance. In dealing with workshop setup, the Action Research Team had to plan accordingly by looking at workshop time and location. Additionally, the significance of Catholicity and taking care of the family will be discussed. Finally, overcoming the language barrier thought verbal and documented communication as well as accommodations to access information will be addressed.
Parent reminders. In order to make the process simpler for parents, the Action Research Team used a consistent method, which included paper RSVP forms with an email reminder, so parents had the details for the upcoming workshops. At each school, one faculty or staff member was designated as the RSVP recipient. At Melendres High School, parents were directed to turn in forms or call the Front Office. At Johnson-Hamilton High School, Jan-Rhys was in charge. Although parents first received a flyer with all the workshop dates and topics, the anticipation of the weekly RSVP forms kept the parents engaged in the process. Nicole highlighted the fact that information was disseminated thoroughly when she shared during the parent focus group, “How do parents not know? They sent an email. They sent a phone call. Really? It was in English and in Spanish.” On the other hand, Peter highlighted that the constant reminders told parents the importance of getting involved when he shared,

“O sea definitivamente tenemos que estar, nos tienen que estar recordando esa información para que no nos salga de la cabeza. Porque estamos ocupados con ...
... o sea de puras cosas ... entonces esas cosas si ayudan a que nos estén recordando y decir ‘oh eso es importante y tiene que estar allí.’

You need to be reminding us that information so that it doesn’t leave our minds.
Because we are consumed with…a lot of things…So these things help, that you remind us so that we say ‘Oh, that is important and I have to be there.’

To both Nicole and Peter, the paper reminders stressed the importance of the workshops and influenced their attendance. Parents were given the impression that these workshops are important since someone took the effort to constantly remind them of the workshops.
In addition to reminding parents about the workshops and informing the two schools of the number of attendees, the paper RSVP forms indirectly notified students of their parents' involvement in the workshops. Students became interested in why their parents were going to school in the evenings. During the weeks, students would share whether their parents were attending with the other students. They, too, anticipated the weekly RSVP forms. After returning the RSVP forms at each school, students started to ask what the following workshops were about. Throughout the program, students then became invested in their parents’ attendance. Eva shared, “I think when you have buy in from your child, it helps. They sometimes push you to do it. Yesterday she goes, ‘You are going to that workshop, right?’ [Eva responds] ‘Yes, I'm going to be there.’” As students learned more about the workshops, they started to hold their parents accountable for attending each week. With the use of parent reminders, parents learned how critical attending the workshops were for their daughter’s future.

**Workshop set up.** In order to encourage parents to attend, the Action Research Team needed to first discuss what challenges may deter parents from coming to workshops. By working together to brainstorm possible hurdles for parents, the Action Research Team made plans to accommodate parents with regards to workshop times, locations and language. Furthermore, the Action Research Team took into consideration the fact that parents remain parents all day long: in order for them to attend, we had to be aware of their roles as mother or father to their children.

**Time.** Determining times and locations for the workshops required strategically scheduling the best dates for both schools. Calendaring meetings at each school involved the input and approval of multiple people. During Action Research Team Meeting One, both
schools agreed that Wednesday evenings at 6 pm tended to work best for parents. Once the action research team determined dates, each school had to get approval from the Principals.

One challenge was trying to find a time that was available and did not interfere with already scheduled parent meetings, student games, and other school activities. Both schools set up such event dates in April the school year before. Due to the limited time for planning it was difficult to find Wednesday dates that were completely free of other meetings. The Action Research Team had to select dates and times that already had meetings booked or schedule workshops before or after these meetings. And while the Action Research Team had assumed multiple meetings in one night would prevent parents from attending the workshops, in practice it had the reverse effect.

All three workshops were scheduled on days parent events were already happening. These parent events were either mandatory meetings or events listed on the parent tuition contracts. During workshop one at Melendres High School, a parent volunteer meeting was held for a school event that week. As part of parent contracts, parents are required to complete parent service hours. Parents who attended both the workshop and volunteer meeting appreciated the convenience. Moreover, parents who were not aware of the college workshops or other parent meetings were able to walk in. For example, workshop two was scheduled 30 minutes before a mandatory spring athlete parent meeting at Johnson-Hamilton High School. Although the times overlapped, three parents sat in on the beginning of the college workshop and then left early to attend their mandatory meeting. Two parents also stumbled in on the meeting by accident, and upon realizing the conflict with their mandatory meeting one parent asked, “When and where is the next one? I’d like to go to that one next!” These tandem meetings became a way of spreading the word for the college workshops. In addition, during workshop three, parents from
Melendres High School decided to stay after the workshop and attend the nearby Parent Board meeting, a meeting for which parents receive a service hour for attending. The Parent Board President was delighted to see new faces and when he welcomed the parents by saying, “It’s great to see so many new faces,” Naya, a parent who attend the parent workshop, responded by saying, “I was already here. I figured I might as well stay and receive an extra hour.”

Since parents were required to attend the other meetings, they did not mind attending the workshops on the same night, again, an idea that the Action Research Team had previously unanticipated. During the focus group, Chris, the father of a freshman and sophomore, suggested to, “make it part of the Back to School Night, when everybody comes.” The parents in the focus group agreed that doing so would bring more parents to the workshops. The Action Research Team was in consensus with the parents and felt that “coupl[ing] workshops with other meetings,” would increase parent attendance. Additionally, Grace recommended starting the workshops at the beginning of the year would benefit parents more. By using the Back to School Night event, the series of workshops could be published for the entire year.

Not only are parents juggling their own schedules, but they are also have to plan around their daughter’s schedules. After workshop one, I noticed Shannon, who attended the workshops, was waiting in the foyer. Before I asked her about the first workshop, I wondered why she was still on campus. Shannon replied, “Both of my daughters are at Spring Sing practice. I figured that I would go to the workshop instead of waiting for them in my car!” It then became salient that students still rely on their parents for transportation. Not only are parents managing their own set of meetings, but they also frequent campus since a majority of students at both Melendres High School and Johnson-Hamilton High School do not have a license or car to drive themselves. Students still rely on their parents for transportation.
Additionally during the focus group, Grace proposed, “Since we’re there already, you know, like if a game starts at five, have the meeting after.” Scheduling workshops during sporting events can also be helpful if Melendres High School teams are playing against Johnson-Hamilton High School teams. If parents from both schools have been congregated at one place, both schools may easily schedule the workshops and have more parents in attendance.

When parents were asked for suggestions about improving timing, several were made. Although Carlos, a freshmen parent of a Johnson-Hamilton student, RSVP’d for the third meeting and focus group, he was not able to attend. In both instances, he had to work late and had to cancel his plans to attend. Two mothers, Joanne and Valerie, shared that later start times might work better. When Joanne suggested to “maybe change the time to 6:30 pm instead of 6:00 pm,” Valerie agreed and said, “That might help because some parents maybe get home a little later.” A later start time also aligned with the idea of giving parents the opportunity to attend workshops after athletic events that end at five or six in the evening or before the end of late night practices. Moreover, at all three workshops, latecomers walked in by 6:30 pm. To accommodate the majority of parents who work during the weekdays, Karmina suggests the weekends:

“Porque también en preferencia, perdón, los viernes, los fines de semana son jueves. Viernes ya que es fin de semana para muchos padres es más fácil porque ya no van a trabajar. Se le pueden ser más fácil asistir porque hay unos porque saben que hay trabajo se les hace más pesado.

Some may prefer to have them on Friday, weekends or a Thursday. Friday since the weekends are easier for some parents since they don’t have work. It may be easier for
them to attend because there are some who know there is work and it becomes more
difficult for them.”

The consistency of the meeting times was perceived to be beneficial by the parents. In
addition to starting the workshops earlier in the school year, with Back to School Night, parents
suggested holding several workshops spread out throughout the school year. Grace
recommended every other week “so they won’t get too spread out, but not too close either.”
After each workshop, parents felt more time was desired. Valerie wanted longer presentations
since she “felt like [she] needed to hear more.” The interest in more workshops and longer
presentations reveals that parents are willing to invest the time to learn more for their daughters’
futures.

**Location.** Melendres High School and Johnson-Hamilton High School are 7.2 miles
apart from each other. Although the workshops were the first time both schools hosted joint
events, the convenience for parents was underestimated until the parent focus group. When
Grace was asked why she attended the focus group at Johnson-Hamilton High School instead of
Melendres High School where her daughter attends she said, “Well, for me, because I live right
here in Coral Tree Heights. It was easy coming here. You know, people are traveling
everywhere, you don’t know whether they’re coming from work or somewhere else.” Joanne
and Patrick, parents of a sophomore at Melendres High School also shared, “It worked great for
us. We live around the corner from Johnson-Hamilton High School.” Since both schools are
similar in demographics, parents may have considered both schools when deciding high schools
for their daughters. In one case, the location was not an issue since the parents lived directly in
between the two schools. Although Peter’s daughter attends Johnson-Hamilton High School, his
family lives closer to Melendres High School. He shared that attending the workshops was easier than bringing his daughter to school each day.

Additionally, parents also agreed that the location of the workshops had a small impact on their attendance. After receiving the information from the workshops, they felt the information was valuable enough that they would sacrifice the drive to learn more for their daughter’s education. Although Eva lives closer to Hamilton-Johnson High School, she decided to attend the English focus group at Melendres High School. When I asked her if she preferred one to be hosted at Hamilton-Johnson High School she responded, “It’s not a big deal, I can drive the extra ten minutes!” Parents shared this same sentiment during the focus group especially when Nicole said, “If you would have told me it was going to be in Pomona, then guess what, I would have gone.” Patrick chimed in, “We would have gone to Pomona! I’m sure all of us would have gone,” as parents agreed with nodding heads.

The investment in increasing their knowledge about college proved to outweigh the distance parents had to commute. Moreover, the sacrifice of commuting to the workshops was also observed during the evening of the second workshop. The Action Research Team was apprehensive about parent attendance due to the heavy rains that evening. From experience with previous parent meetings, rain is a deterrent for families to drive to campuses; however, the second workshop had the biggest turn out for the program. Before the workshop began, I expressed my concern to parents of possible low attendance and Michelle said, “The rain wasn’t going to stop me. I wanted to hear what the college representative is going to present!” Table 4 below shows that 24 parents attended workshop two including 11 parents who walked in the rainy weather.
Table 4

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Invitations distributed</th>
<th>RSVPs received</th>
<th>RSVPs attended</th>
<th>Number of walk-ins</th>
<th>Total attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>92</td>
<td>26</td>
<td>8</td>
<td>4</td>
<td>16</td>
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<tr>
<td>Two</td>
<td>92</td>
<td>26</td>
<td>13</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>Three</td>
<td>92</td>
<td>27</td>
<td>17</td>
<td>1</td>
<td>18</td>
</tr>
</tbody>
</table>

In addition, Nicole and her husband had a mandatory parent meeting at the elementary school their younger daughters attended and still made the trek in the rain to Johnson-Hamilton High School to squeeze in the presentation before heading back for the Melendres Elementary School meeting. The willingness and determination of the parents to attend shows how invested they are in the program.

**Catholicity.** An additional factor to scheduling was the Catholic faith. The time frames of possible workshop dates fell during the Catholic Church’s Holy Season of Lent. As Catholic schools, the Action Research Team had to plan around Ash Wednesday. To respect the Catholicity of parents, leaving Ash Wednesday evening available for mass and service was a factor to consider. Moreover, at the end of the Lenten Season, Catholic schools begin Easter Vacation during the Holy Week leaving five and a half weeks to hold the program.

Parents who attended the workshops also stressed the importance of being a practicing Catholic. The Catholic faith is important in the Latino culture, and practicing Catholics live their faith beyond going to mass on Sundays by participating in Parish Community groups and teaching in Continuing Catholic Development classes. These Parish groups and classes meet later in the evenings. Sara, for example, has a freshman daughter at the Melendres High School. Her family is actively involved in the Melendres Parish, and she is in charge of a women’s prayer group. She was able to attend the first workshop but had to leave early due to her
meeting at the Parish. Consequently, she was not able to attend the other two workshops since her Parish group met weekly.

Grace, on the other hand, is a sophomore’s mother who teaches Continuing Catholic Development classes at Johnson-Hamilton Parish. When asked about the convenience of timing and location of the workshops, Grace said, “Yeah, it was [convenient], I teach CCD [Continuing Catholic Development] on Wednesdays right here at Johnson-Hamilton Parish.” Since the classes were taught across the street from the workshops, Grace found the timing and location to help with her schedule. While the locations were accommodating to the parents, the times need to be considered. This is possible since both high schools have access to their parish’s calendars.

Moreover, parents are not the only ones in the family practicing Catholicism. One of the seven sacraments for the Catholic religion is Confirmation. This part of faith formation is often times completed in students’ freshman and sophomore years in high school with weekly evening classes at the parish. While at Johnson-Hamilton High School for workshop two, one parent in attendance shared that her daughter who is a student at Melendres High School was across the street with two other classmates attending their weekly confirmation class. For this mother, it made it easier to drop her daughter off across the street and wait for her at a Parent College Knowledge workshop than to go home and then return two hours later to pick up her daughter. Therefore in addition to school events for parents and students, reviewing the meetings and classes at parishes may also accommodate opportunities for parents to attend workshops.

Taking care of the family. In order to make the workshops more accessible to parents, the Action Research Team needed to make family accommodations. After reviewing the questionnaires, 27 of the 92 parents (27.17%) who qualified for the workshops expressed interested in a kids’ corner for their families. Since parents were picking up kids from
afterschool events or are single parents, accommodating them with a space for their children to stay was available. The kids’ corners initially had activities like movies for kids; however, during all three workshops the kids ranging from age seven to fifteen used the opportunity to do homework. Each workshop had between two to seven kids in the kids’ corners. Having the kids in a separate space enabled parents to fully concentrate on the workshops instead of attending to their kids if they had been seated next to them.

Food is a staple in the Latino culture and makes people feel comfortable. Since workshops were held during dinnertime, food was also available to the families: good for dinner time and good for Latino culture. The mothers were especially grateful for the food. Grace expressed how it alleviated the duties of being a mother because she “wouldn’t have to run around and go to a fast food place.” Joanne also exclaimed, “I like my cooking not on Wednesday. I’m taking leftovers home!” Additionally, Valerie said, “You’re feeding us. You’re feeding the kids who are here,” especially since she had two daughters in the kids’ corner and was glad the girls were being fed the same time as their parents.

The leftovers also were helpful to the parents since they were able to bring food back home to their families. A majority of attendees were mothers and often the ones who brought food home expressed how happy it would make their husbands. Action Research Team members were also able to bring leftovers home and appreciated one less tasks for themselves. By the end of the workshops, the parents were comfortable enough and not shy to pack plates of food home. Even during the workshops, parents were constantly thinking about their children. The Dulay family has five kids. After workshop one, they were ecstatic when they were offered the opportunity to take as much food home as they wanted. Both parents walked out of the library with four plates each filled with food. They left that evening relieved they did not have
to go to a drive thru and excited to go home with food for their kids. Despite the accessibility of food for the families, Chris emphasized, “Aside from the food and all, I would have come without that. The information provided was so valuable.” Again, the parents expressed the knowledge of information was worth the interruption to their regular daily lives.

**Language.** To ensure that parents understood the information, it was critical to know what language they preferred to be spoken at the workshops. According to the questionnaires, Chart 1 shows 49.0% of parents preferred speaking in Spanish, 45.19% preferred reading in Spanish and 42.31% preferred writing in Spanish.

![Chart 1: Preferred Language](chart.png)

Verbal vs. documented communication. Unlike Torrez’s (2004) findings that parents wanted to obtain materials in Spanish, more Latino parents wanted to read and write in English even though they preferred to speak in Spanish. The Action Research Team and school administrators attributed this finding to acculturation. Paige observes that “some Spanish speaking parents are able to decipher English when reading it from a document. Many of them are around English speakers on a daily basis, their jobs, their children, etc. and are able to understand some information.” As immigrants, Spanish-speaking parents are still trying to
assimilate into the American lifestyle. According to Garry, “It might be that they [Spanish-speaking parents] feel they need to practice their English since English is the primary language in this country.”

On the other hand, Theresa thinks the issue is translation: “It may be because sometimes the translations are not done correctly and because they [parents] rely on their children or a close family friend to read the document to them out loud translated at home.” Similarly, Garry agrees parents do not always trust the verbal translations:

“[Spanish-speaking] Parents might be concerned that although a translator may be provided to help them communicate their thoughts or concerns, parents may not trust them to convey what they really mean. Parents might fear that the translation is not communicating what they are saying.”

Therefore Spanish speaking parents preferred to attend Spanish and bilingual presentations while receiving documents in English.

In addition, Spanish-speaking parents do not want to be labeled as immigrants in front of other parents. During the workshops, power point slides were available in an English packet and a Spanish packet. Parents were instructed to pick up a packet before presentations began. While some Spanish-speaking parents chose the Spanish packet, one parent initially picked up the English packet; however, after the presentation, she approached me and asked for an extra packet in Spanish. Paige thinks parents have “an issue of not wanting to be different from other parents. They might feel embarrassed and have the satisfaction of trying to read and write in English.” Moreover, parent workshops were interactive wherein conversations and questions were embedded in the workshops. According to Theresa Spanish-speaking parents may prefer to
sit in a Spanish only presentation because “many don’t feel comfortable with their accent in English.”

To accommodate to those with language barriers, it was important that presenters were able to deliver workshops in Spanish. After the first Action Research Team Meeting, it was agreed that presentations should be bilingual to give all parents access to the information. As the Action Research Team worked to find the right presenters, finding a bilingual speaker was important.

Adrian from Cloverdale University presented for workshop one. When asked about doing a bilingual presentation, Adrian responded, “I can do both English and Spanish presentations but they would have to be done separately, not at the same time.” After doing a number of financial aid presentations for the Latino community, he felt that he had more success when English and Spanish presentations were separate. On the other hand, the presenters for workshop two and three both preferred Bilingual presentations due to time constraints. Kevin from Brockton University was only available for one hour and doing two presentations was not feasible. Eli from the University of Freeman attempted to find a colleague to do a Spanish presentation simultaneously as her English presentation; however, no one was available to attend with her so she decided to host a bilingual workshop. Both Adrian and Kevin provided copies of resources in both English and Spanish. Eli did not have Spanish translated handouts; however, she did provide parents with website geared towards Latino/a students which parents quickly copied down.

It should be noted that lack of information does not equate to lack of value for education. After workshop one, Adrian said, “They [Spanish-speaking parents] just need access to the information. As you can see, they have questions and they want answers.” The questionnaire
results show that 38.60% of parents did not complete high school, which may affect their literacy and writing skills. According to Garry,

“Although Spanish is their first language, they may not be literate or have the education to eloquently convey their thoughts in Spanish. They might be embarrassed that they understand and speak it but not be able to write it or read it at this academic level.”

Therefore, they can access the information if it is communicated verbally in Spanish but not if it is documented in Spanish. Instead, Spanish-speaking parents would still need to rely on a verbal translation of any printed materials. Similarly, Adelynn says:

“Speaking a language does not necessarily equate to literacy. They [parents] speak Spanish, but may not have the sophisticated skills to communicate effectively in writing in Spanish. There may also be a self-imposed stigma that if parents communicate in Spanish, they will not be taken seriously or will be considered ‘less than’.”

The way Spanish-speaking parents access the information determines their ability to communicate and learn more about how to support their daughters in the process.

*Access and accommodations.* For parents who are bilingual, they were given more opportunities than English only or Spanish only families since they could attend any workshop or focus group. Since workshop one was broken up into two sessions, the first in English and the second in Spanish, Grace did not have to rush and make it to the 6 pm English presentation. Instead, she arrived during the middle of the first presentation and “stayed for the second part, the Spanish one,” to hear the information she missed earlier. Grace did share during the focus group that the workshops separated by language were better fit “because if you do bilingual, it makes it longer…I’d be hearing the same thing over.”
Unfortunately, for Spanish only parents, the attempted bilingual presentations for workshop two and workshop three did not have the same effect as the Spanish only presentation in workshop one. Parent evaluations showed this frustration on evaluations when parents were asked what they learned. One parent responded, “Todo fue muy interesante, pero no pude entender al 100% como quería porque todo estaba inglés/Everything was interesting but I could not understand 100% how I wanted because everything was in English.” Peter, a Spanish speaking parent who attended all three workshops, shared

“Yo lo que pienso es de que no importa que lo hagan tanto para en español como en inglés, pero si lo hacen, para los dos grupos…es si poner un traductor que vaya traduciendo simultáneamente junto con el “speaker” y así poder relacionarnos y poder entender bien lo que esa persona está hablando porque a veces sí es muy difícil que la persona que está hablando en inglés a la vez simultáneamente hablando inglés por qué hasta uno se confunde. Pero si que hubiera un traductor que quizá nos aclara o que pueda ir hablando a la vez esos puntos importantes.

I think that it’s important that you do these [workshops] in Spanish and English. But if you do this for both groups…that there should be a translator that can be translating simultaneously along with the speaker and that way we can relate and understand well what the person is saying because sometimes it is difficult that the person be speaking in English and have someone simultaneously speaking Spanish, even I get confused. But yes, if there would have been a translator maybe it would have clarified or that would have been spoken at the same time those same important points.”
Although bilingual presentations were accessible, Spanish-speaking parents felt it was still a challenge to truly understand the information since “porque en unas cosas nuestro idioma natal es más fácil poderlos entender/some things in our native language are easier to understand.” Additionally, Peter shared with me in English, “When I hear English, I work twice as hard to understand because I have to listen in English and then translate it into Spanish in my head. By then, there is already more information that is presented.”

The participation of Spanish speaking parents in workshop two and three was more reserved than their participation in workshop one. After the workshop one, Adrian shared, “Spanish speaking parents are smart. They want the same information as the English speaking parents, but they have to be able to communicate and ask in their own language.” During workshop one, the Spanish speaking parents were actively engaged in the presentation and even asked more questions throughout the workshop than parents in the English only workshop. Unfortunately, this same engagement was not observed in workshop two and three. Peter shared during the Spanish parent focus group that some parents decided not to attend workshop three since Kevin’s presentation was predominantly in English:

“Nosotros sí nos dimos cuenta que gente que está vinia a los de español dejaron de venir- el último curso ya no vinieron, pues dijeron... Karmina si se molestó un poquito pero yo le decía no es que esto es el principio de algo. Tenemos que ir a hablar y dar nuestro punto de opinión porque quizás ellas no lo saben o si lo saben pero a veces los recursos son muy limitados.

We did realize that people that were coming to the Spanish workshops stopped coming to the last ones because they weren’t in English. We know because they said so...Karmina
was a little upset but I told her that this is the beginning of something. We need to go speak and give our point of view because perhaps the don’t know, or if they do sometimes resources are scarce.”

Parents in the second focus group shared the same sentiment and saw an English only and Spanish only workshop more beneficial. Joanne suggested, “Maybe if you had two presenters and did them simultaneously,” which is what Eli attempted to provide. Unfortunately, during workshop two and three, the Spanish speaking parents came late to the workshops. Although the presenters came in with the intentions of providing a bilingual presentation, at the time they both asked if parents preferred an English or Bilingual presentation, the Spanish speaking parents were not yet there. Instead, the Spanish-speaking parents used the Spanish handouts if available and then stayed behind to ask their questions at the end. After reflecting on the program, the Action Research Team agreed, “Spanish-speaking parents really liked that [workshops] were geared to them.” Throughout the process, both schools understood the importance of knowing their audience’s needs.

**Summary.** “You didn’t have to. Thank you but you didn’t.” Although the accommodations used to run the workshops were not required, considering parents’ busy schedules to fit the time, location, language and faith of the families increased the number of parents able to attend the workshops. Even though it took more time and work for the Action Research Team, the gratitude of the parents showed the importance in investing proper planning for the workshops. By investing time into parents with parent reminders and workshop set up, they were given access to college knowledge information. Through accommodations for time, location, catholicity, family and language, workshops were readily accessible to the parents.
Communidad Creates Trust

Parents who have not gone through the college process recently or at all have a fear of the unknown when it comes to college knowledge. They look towards those in education and trust the information presented to them is accurate. The level of trust for parents increases when they feel they have a relationship with people involved. These relationships were strengthened when parents connected to the presenter as well as to each other. When parents realized they shared the same questions and feelings, they were able to build stronger comunidad.

Parent connection to presenter. College Knowledge workshop presenters were chosen based on their ability to deliver bilingual presentations. Although language was primarily used to find presenters, coincidentally, all three presenters came from the geographical area of the Melendres High School and Johnson-Hamilton High School. Parents felt connected to each presenter because of their experience in the community. Kevin, the second presenter, was trusted by the parents. When asked why the second workshop was her favorite, Grace said, “I think he connected because he was from this community. I think he gave a lot of personal examples and I feel that if I need help that I can actually go to him and talk to him and say, ‘How can you help me?’”

Kevin shared his experience as an admissions counselor and as a parent with the families. Not only did they trust him because he is Latino working at Brockton University but also because he understood what it is like to be a parent. Joanne connected to Kevin’s examples and felt “we could probably relate more,” especially when discussing how often children change their minds about what they want to do in the future.

Eli from University of Freeman not only worked in the Admissions Office but was also a first generation alumna of the campus. Several parents even asked, if she was an alumni of
Melendres High School or Johnson-Hamilton High school since she reminded them so much of their own daughters. Valerie felt that her daughter would “feel close to her because she's so young. It will make her feel comfortable. Like I thought she was an alumni from Melendres High School!” Moreover, parents trusted her when they found out Eli administers on-campus admissions interviews at both high school campuses. Their excitement showed especially for Valerie who asked, “So she gets to talk to them? Like they come and talk to her?” Valerie saw others invested in her daughter. By coming out to the schools Eli would be an extra mentor to her daughter.

For the Spanish-speaking parents, having bilingual speakers gave them the confidence to ask questions after the workshops. After all three presentations, Spanish-speaking parents stayed behind to ask questions. Although workshop two and workshop three had bilingual presentations, the relationship between Adrian, workshop one presenter, and the Spanish-speaking parents was visible once the presentations began. During the bilingual presentations, only English speaking parents asked questions during the presentations; however, for Adrian’s Spanish only presentation, Peter and Carlos were actively engaged in the workshop. The presentation was more of a conversation rather than talking at the parents. The Spanish-speaking parents exhibited trust and were comfortable when Adrian was able to engage then in a Spanish conversation. When seeing someone who understood their culture, parents felt an automatic connection. This enabled them to place more trust into the presenter and learn openly about college knowledge.

**Parent connection to each other.** As the parents attended the workshops, relationships started to grow among them. The parents realized that they were not alone in wondering how to navigate through the college process. Likewise, they saw resources in each other. Through
shared questions and experiences, the parents were encouraged to increase parent mentorship by forming relationships and spreading information by word of mouth.

**Shared unknowns.** As shown in Chart 2, while 70 out of 144 (61.40%) parents who submitted questionnaires completed high school, only 34 out of the 107 who responded (29.82%) completed college. As parents of first or

![Chart 2: Latino Parent Level of United States Education](image)

second-generation daughters, the level of preparation for helping their daughters to college varied. A few had not attended college for several years, whereas, a larger number did not attend or complete college. Chris told his daughters, “I wish I would have had something like this when I was going through high school…I had to figure most of everything out by myself.”

As children of immigrant families, the parents were raised during a time where graduating high school was the family goal. Chris continues, “I’m first generation so my mom said, ‘Mi hijo, just graduate from high school. That’s all that really matters.’ Where she came from high school was a big deal…College was a bonus.” Joanne agrees and says, “College was for the rich people. I never heard my parents talk about college. They had five children. They just
couldn’t.” For parents who attended high school in the United States, they shared the same sentiments of not knowing college knowledge as a kid.

Furthermore, parents who immigrated to America as adults “had completely no knowledge of the information in all aspects/Bueno yo realmente desconocía totalmente la información en todos los aspectos.” Karmina continued, “I almost didn’t know anything but that after high school is going to a university. That was about it/ Entonces yo todo eso no lo sabia, no sabia casi nada. Más que después de aquí es universidad. Era lo unico.”

Now returning to the idea of shared unknowns, these parents saw each other as resource during the workshops, especially when parents asked questions. And when asked on the evaluation what was most helpful during workshop one, a parent responded, “Listening to other parents’ questions.” Specifically, during the focus group Chris learned that, “Sometimes other parents have come up with good questions that I would never think of.” By providing a comfortable space where parents could hold conversations, parents unintentionally learned from each other.

*Number of daughters and sons.* Parents also had varied experiences depending on the number of children they have. While some parents have only one daughter, others had multiple children. Those with multiple children were either experiencing college knowledge for the first time or for the first time in a long time. In each case, parents faced different challenges in finding ways to support their current high school daughters.

The ability incomparability among children can be difficult for some parents. Eva, a single mother whose son is currently graduating from an out-of-town university, reminds herself that she cannot compare her daughter to her son:
“For me what’s hard right now is he’s very focused and very driven, but she’s not. So I’ve got to strike that balance and get her to his [level] without comparing and making her feel, ‘Oh, I’m not him,’ That’s why I came. I needed it. As I told her, all I did for him was taxes and I didn’t do anything else.”

Unlike her son who was able to navigate the college process on his own, Eva finds she has to be more hands on with her daughter than with her son. Even though her son is ready to graduate, she feels as though it is her first time learning the college knowledge. Likewise, Shannon attended workshops to learn college knowledge for her second daughter. After the third workshop she felt more confident in her college knowledge as she shared, “For my youngest one I know what to do, but for my oldest who is a senior, I wish I knew this information already.”

On the other hand, parents with one child feared what life would be like when their daughters left for college. Melissa sadly said, “She’s my only one!” Joanne shared the same sentiment:

“It’s harder for us, Melissa too, because we only have one and that’s it. I don’t get to do this again… I’m already thinking, when she’s gone, what am I going to do?...I’m already kind of preparing myself.”

After being a mother for the last 15 years, both Melissa and Joanne wanted to make sure they did the college process the best way they could. Therefore, they felt the need to invest in their daughters’ futures and learn as much as possible.

*Non-traditional opportunities for daughters.* In addition to the challenges of parents not knowing information, distance of colleges from the home was a concern. Karmina felt relief when she learned of California options,
“hay escuelas aquí dentro de california que no tienen que salir de california, porque hay muchos padres que le da miedo que los hijos se vayan fuera de donde ellos viven

There are schools within California and that they [our daughters] don’t need to leave the state because the fear of many parents is that their children go out of state.”

Knowing that there were options other than moving out of state reassured Karmina and made her open to the options of colleges close to home.

Despite the tradition of daughters staying local for college, Grace, whose oldest daughter attended the Air Force Academy, explains how difficult it was for her to let her daughter’s grandparents know their granddaughter was leaving home:

“She’s the first granddaughter leaving. My parents are very old fashioned. I didn’t know how to tell them. They’re very Catholic…so I didn’t know how to tell them. I was proud…she’s female, she’s Latina, and to go…She’s a female Latina that went to the Academy.”

Grace continued to share how she told her parents her daughter was leaving through a letter. She feared telling them their granddaughter was going away because leaving the family is traditionally not what Latinas did. Because Latino families are so close, the students do not only have to take into consideration their own parents, but the rest of their extended families.

Moreover, when Naya’s daughter mentioned going out of state, she replied, “East Coast? What are you talking about?…You’re not going anywhere by yourself. You’re a girl!” Naya resonated with the notion that girls had to stay close and be with their family.

Notwithstanding the customary idea that girls need to stay close, Audrey understood the need for women in today’s society. Audrey’s daughter attended a workshop with her and she
learned that her daughter “was interested since it was specifically about her and for her growth. I have two boys, but the information was geared towards her and talked about how they [colleges] are looking out for women in certain fields.” Likewise, Chris was hopeful “just finding out that different schools are looking for diversity. Different students from different places. We have more options than we thought of before.” Chris no longer opposed looking into out of state colleges when he learned that his daughter might have better opportunities going to school away from home. Additionally, Eva wanted to learn more about the diversity on campus. She explained, “She’s used to being surrounded by our culture,” especially for students who have attended Catholic elementary and high schools in the area. The possibility of culture shock in universities where they may not see people that look like them could be a challenge and while Eva knew being Latina could benefit her daughter, she also wanted to learn how to give her the resources to be in an environment that was different from how she has grown up.

Unfortunately, when the access to information becomes such a challenge, parents who want and need the information lose the opportunity to help their daughters break out of the cycle of poverty. Karmina openly expressed her frustrations:

“Hay gente latina que también importante que conozcan este tipo de información porque son los que pujan a las hijas a que quiera hacer algo. Y a veces por miedo a que no se hable en idioma se cohibe todo esto y se pierde toda esta información. Y es también el latino está ganando un nombre gigantesco porque estamos llenos de latinos, somos latinos. No es justo que se marque esto para mi por que hay gente que incluso hizo esa observación y dijo es que yo te entiendo la mitad y la otra no. Y a mi me cuesta trabajo y entonces a veces por eso , esas persona se cohíben y ya no quieren asistir este tipo de programa. Se pierde todo eso y los jóvenes son los que vienen a perder todo este mundo
It is important that [Latino people] know this information because they are the ones pushing their daughters to want to do something. Sometimes because they fear they don’t speak the language, they feel embarrassed and also miss that information. It is also Latinos who are gaining a big name because [this country] is full of Latinos…It is not fair…Those individuals become embarrassed and do not want to attend the program anymore. They end up losing all of this. The students are the ones who really lose a world of opportunities. That is why…youth are lost…because the parents can’t guide them.”

She has invested the effort into learning the information but feels that there are so many more Spanish-speaking parents who should have access to the tools and resources to guide their daughters.

**Developing stronger relationships.** Families who send their daughters to Catholic schools tend to do so for Kindergarten until the end of high school. Because of the small nature of Catholic education and the emphasis on community at each campus, parents form relationships with each other that last years. During workshop one, two parents, one from Melendres High School and one from Johnson-Hamilton High School, were surprisingly pleased to see each other. When I asked how they knew each other, one of the mothers responded, “Our daughter went to Steelhead School from Kindergarten to eighth grade! It’s been a couple years since we’ve seen each other.” Although the daughters were no longer in the same high school, the two mothers were still able to reconnect. Throughout the workshops, they continued to sit
next to each and talk about the workshop content with each other. They were able to develop a stronger relationship even though it had been years since their daughters attended school together.

Not only do parents build relationships with each other, but also with school officials. Before workshop two began at Johnson-Hamilton High School, Joanne and Patrick from Melendres High School started talking with Mr. Tristan the Principal of Johnson-Hamilton High School. Intrigued by another existing relationship, I asked Mr. Tristan how he knew Joanne and Patrick. Mr. Tristan met them when he was the Principal at their daughter’s previous elementary school. Even though Johnson-Hamilton High School is a competitor school to Melendres High School, Joanne and Patrick felt more comfortable at Johnson-Hamilton High School knowing Mr. Tristan was the Principal and on campus.

The openness and expectation from parents to develop long lasting relationships with each other and school officials already made the workshops start off with open conversations. As workshops progressed parents saw the community as an extra resource available to them to learn more about parent college knowledge. Furthermore, the community gave the parents the desire to continue to learn more through parent mentorships and find ways to get more parents involved in future workshops and opportunities.

**Opportunities for more interactions.** As parents were given ways to learn more about colleges, their eagerness to start putting what they learned into action created conversations to do things together. After workshop three, Michelle suggested for parents to go on field trips with their daughters for college visits: “We can all get together on a weekend and go on college tours—either the schools gets a bus or we can carpool and set it up ourselves.” During the focus group, Terri agreed that “the field trip suggestion was great.” The college tours resonated with other
parents as well; however, Nicole felt the visits alone were not enough. Instead, Nicole added, even if we didn’t visit schools together, we should share what we learned from the school.” By suggesting continuing the conversation about college tours, Nicole was able to find a way for parent learning to spread through each other.

The single mothers additionally found a community within themselves. Melissa worried about financially supporting her daughter: “I’m a single parent and just being able to afford it by myself is scary.” Although Melissa had raised her daughter on her own, the challenge of supporting her in college was unsettling; however, Grace suggested sharing some of the college process with other single mothers would create a small group. For example when visiting colleges, Grace suggests, “It would help a single mom with transportation. We might have a mom group and carpool to do college visits together.” Furthermore, a single mother shared her concern in her questionnaire, “Como poder pejor la Universidad si son una madre solter?/How can I choose a college if I am a single mother?” By finding others with the same lifestyle to share the same experiences, the single mothers would not feel so alone.

Moreover, the Action Research Team agreed parent support groups or cohorts would benefit the parents by giving them opportunities to help each other. When the parents realized the focus group was the last meeting for the Action Research Project, they discussed ways to continue meeting together:

“Chris: I was actually thinking we [parents] could all kind of get together.
Nicole: Be our own support group.
Patrick: Be our own support group, exactly.
Joanne: Who’s cooking? I nominate them!”
The enthusiasm to continue the conversations grew as the parents realized how many similarities they had with each other, especially the kind of questions they wanted to get answered. It also made them feel more comfortable having food available since it gave the workshops less of a meeting feel and more of a community gathering. As Joanne joked about bringing food to support groups, the parents in the focus group nodded in agreement that parents desired having food available.

*Increase parent involvement.* Throughout the workshops, parents wondered why parent attendance was not higher. Joanne commented, “We should be in the auditorium, this classroom should be filled with parents. I wish more parents would be here. It’s kind of sad, actually.” The other parents shared the same disappointment; Valerie expressed her frustrations: “You offered the gift card raffle. You’re feeding us. You feed that kids that are here. What more could you do?” When Nicole suggested making them “mandatory,” the other ten parents in the focus grouped chimed in and agreed. Melissa even asked, “Why wouldn’t a parent want to come to these workshop?” and Hector added, “Voluntarily?”

While some parents showed their disillusionment, Peter said the schools should not get frustrated. Peter understood that this could be the beginning of something new and he recommended that schools be patient with parent attendance and

“No se desanimen y que sigan haciendo estos cursos. Los padres no entendemos a veces y no venimos. Y seguir, y seguir haciéndolo aunque que no vengan al principio. Pero el señor se encargará a jalarles las orejas a venir a los cursos.

should not be discouraged in creating these workshops. Sometimes when the parents don’t understand, they we don’t come. Continue the workshops even though they don’t
come in the beginning. God will be in charge of bringing them in by pulling their ears to these workshops.”

To increase involvement, parents discussed several ways to earn parent buy in. According to the parents, to convince other parents to attend, change the way workshops were promoted or add more incentives.

For example, while the Action Research Team suggested using teachers instead of school administrators and counselors to spread the word, the parents suggested word of mouth is best when done by each other. Grace says, “I know sometimes it’s hard when teachers go ‘We’re having a meeting’.” Instead, if parents promote how the workshops are helpful and informative, Grace feels there would be more parent buy in. Joanne, experienced this first hand after the first workshop. At a parent volunteer event, she engaged in conversation with another sophomore mother and asked, “Are you going to the college workshop night?” The mother then responded, “What’s college workshop night?” Joanne then asked herself, “How do parent not know? There was an email. There was a phone call. Really? It was even in English and in Spanish!” Though Joanne was perplexed, her conversation with the mother proved successful particularly since the mother attended the second workshop.

The Action Research Team and parents did agree that incentives for parents and students may increase parent attendance. While the Action Research Team focused on incentives that would serve the students, such as free dress passes, the parents suggested incentives that benefited them. At both Catholic schools, parents are required to complete a certain amount or parent hours each year. Parents from both high schools recommended using service hours as an incentive to get parents to attend. Although Nicole felt it was “kind of sad that you have to bribe parents to come with a service hour,” Audrey felt that it would make “more people come.”
Additionally, Eva suggested what her son’s school did by combining word of mouth with incentives: “If you brought a parent with you [to a meeting], you got an additional hour, so you got two service hours and that informed two parents at the same time.” The other parents nodded acknowledging that it was a good idea.

In addition to using word of mouth and incentives, the Action Research Team and parents recommended marketing the workshops as a program instead of individual workshops could entice parents to attend. According to Chris, if parents see the outcome of attending a program, they would want to go through the process as well for the success of their own daughters: “Hey, [these parents] went through the program and they succeeded. Look at where their daughter’s at now.” When a program is available exclusively for parents, the specialized attention draws parents to enroll their daughters into the school. If added to the school as a parent program, Nicole believes it would also be a way to market for admissions since “We’re a college prep school with a program for parents.”

**Student and parent mentorship.** Parents became intrigued when they heard the anecdotes from parents who have gone through the process. Moreover, Peter believes when parents see someone who looks like them, the parent testimony holds more weight. The Action Research Team also agreed that a parent led session titled “Things I would have like to have known then,” would be a useful resource for parents.

While learning about the logistics of applications and financial aid is important to parents, they also wanted parenting advice for life with a college student. Additionally, parents who were sending their first or only child off to college wanted to learn more about the non-academic and financial aspects such as keeping a healthy relationship with their daughters and everyday tasks. Joanne explained, “Oh my God! I can’t call every day?...What do you mean I
can’t talk everyday?” Other had questions about laundry, dinner, food plans and other everyday tasks parents were used to taking care of.

Grace whose oldest daughter went away for college shared that if she could tell other parents what it was like, she would “tell them how much I cried” and times where she “felt helpless.” With a daughter across the country, Grace had a difficult time when her daughter would call having trouble in a class or feeling homesick saying, “I want to go home!” Grace wanted to give a real depiction of the emotions parents will go through. Moreover, she shared what it felt like during the days she didn’t get to speak to her daughter, “Everyone is congratulating me that she was able to go away from college, but I didn’t feel happy. I felt like I was being punished because I couldn’t talk to my daughter.” She also gave advice about visiting daughters a few months after college begins. She said initially, “You have nothing to visualize…You start making things up in your head, but once you get there and you see it and she talks to you, you get the picture and it helps.”

Eva then shared advice after she dropped off her oldest son: “I needed to balance out another side of my life. When you’re so invested in four year to get them there [college], and then that first year you drop them off…I had a hard time my first year.” Eva was able to give a first hand account of an experience many of the parents were going to go through. Eva willingly shared her raw emotions since she “wish[ed] she would have had some parent advice.” The other parents resonated with her feelings, especially when she truthfully acknowledged, “He was balancing his life, but he was my life getting ready for college.” Caught by surprise at how vulnerable Eva was, Patrick said, “We’re going to make you president of the club…Stuff like that, how would we ever know about that?” Parents expressed how valuable Eva and Grace’s experiences were to them.
The role parents play in their daughters’ lives before college and the ones they play after can also be different. As Eva stated, parents are invested in the lives of their daughters; however, once they enter college, they are no longer little girls but adults to the colleges. Unlike the twenty-four hour access to their daughters’ grades in high school, the Nicole learned they would not be able to call the colleges and ask, “Can you tell me the grades of my daughter?”

In addition to parent mentors, stories about Latina sisters and cousins guided parent questions. Audrey shared her niece’s story with the group regarding financial aid: “She went to college and when she was doing bad (in her grades), [the financial aid office] told her they were going to take away her financial aid.” Other parents started to ask her what happened to her niece so they could learn from that experience. Grace also recognized the relationship between her daughters was helpful since “she looked [up] to her sister and her sister is always giving her advice.”

The students were also observant of the decisions their peers were making in their high schools. Grace was shocked when her daughter expressed interest in Chicago. Grace responded, “Why the coldest place, when you don’t like the cold?...It’s the windiest!” Her daughter responded, “Because a lot of girls from Melendres go there!” Grace was surprised to see that her daughter was paying attention to the older students at the school as her daughter continued to update her on where seniors were attending, which girls got scholarship and so on. Grace said, “I guess the girls talk and my daughter is listening!”

Parents in the workshops also started to become mentors to other parents outside of the two high schools. They wanted to share the information they learned with anyone who was planning to send their children to college in the future. Joanne, whose sisters have girls that attend different high schools, told her sisters about the workshops and information she learned
and one sister said “Give me copies of everything.” Chris also mentored his coworkers whose children were in the same grades. Chris said, “I go and tell them whatever I learned here. I present it to them so that they can see that it’s possible to send their kids to school too.”

**Summary.** As parents connected with the presenters and each other, they were able to create a comunidad of trust. They listened to the presenters since the presenters understood the Latino culture and the common challenges Latino parents face in supporting their daughters. Additionally, as parents continued to attend the workshops, they were able to develop stronger relationships with each other when they realized they shared the same questions. They were able to relate to each other based on the number of children they had as well as the non-traditional opportunities that could be available to their daughters. Finally, parents felt the desire to create stronger relationships to continue a program that involved more interactions, parent involvement and parent mentorship.

**College Knowledge Basics**

Understanding what parents already know and what they want to know was the first step in planning the workshops. For the information to be pertinent to the parents, the Action Research Team needed to know where they had to fill in gaps in regards to college knowledge. Additionally, the Action Research Team also had to determine if their perceptions of strengths and challenges for parents matched the strengths and challenges parents actually had. Initially the Action Research Team planned to have workshops discussing financial aid, the college admission process and parent support for daughters; however, after reviewing the parent questionnaire responses, the Action Research Team determined parents needed to know the basics of College Knowledge before presenting on parent support for daughters. Additionally, with only 34 of the 107 parents completing college, parents wanted to know as much as possible.
One parent in the questionnaire said, “Pues todo lo que se pueda, porque no sabermos nada/ We would like to know everything, because we know nothing.” Therefore the Action Research Team decided to include college admissions requirements, financial aid and the differences between colleges.

**Transition into high school and learning about college.** In addition to learning how to transition into high schools, parents also wanted to know about what their daughters needed to qualify for college. While 74.79% of parents felt that they had a fair to excellent understanding of what their daughters needed to graduate high school, 38.21% felt they had a poor understanding of A-G requirements (See Table 5). According to the questionnaires, parents wanted additional information on the kinds of classes that their daughters would need to apply to university. Looking at the lack of knowledge for A-G requirements for the standard California Public Universities, it was apparent that most parents did not have an idea of what courses universities looked for in admissions. Although parents knew Melendres High School and Johnson-Hamilton High School are college preparatory schools, one parent stressed that he or she wanted to know “como puedo asegurame que complete los requisitos para que la aceptan en un colegio/how can I be sure that she completes the requirements to be accepted to college.” Another parent wanted a tangible “lista de requisites que se necesita para entrar a la universidad/ list of requirements they need to enter a college.”
Parents were asked what five factors will influence their daughter’s decision to go to college, and the results are given in the chart above. After money, parents felt career interests and grades would determine the final outcome. While parent’s concept of college admissions relied heavily on grades, only two parents asked about the importance of extracurricular activities, such as volunteer programs and athletics. Moreover, questionnaire results in Table 5 and Table 6 below also show 40% of parents have a poor understanding of extracurricular activities at their daughters schools while school administrators thought they had a fair or good understanding. Therefore, the Action Research Team determined it was critical that parents not only learn the course requirements for college admissions but also learn about the importance of extracurricular activities, such as clubs, athletics, community service and campus ministry. Consequently, the Action Research Team asked University of Freeman’s workshop presenter to explain what role extracurricular activities play in the college admissions decisions. Eli was then able to clarify to parents that on top of good grades, their daughters should also be well rounded and participate in
extracurricular activities all four years of high school. One parent evaluation stated what she learned most from the workshops was “the importance of starting community service early.”
Table 5

*Parent Familiarity with College Preparatory Curriculum & Extracurricular Activities*

<table>
<thead>
<tr>
<th>Rating</th>
<th>Graduation Requirements</th>
<th>A-G Requirements</th>
<th>Honors Classes</th>
<th>Advanced Placement Program</th>
<th>International Baccalaureate Program</th>
<th>Athletics Program</th>
<th>Service Learning Program</th>
<th>ASB/Clubs/Class Boards</th>
<th>Campus Ministry</th>
</tr>
</thead>
<tbody>
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</table>

Table 6

*Parent Familiarity with College Preparatory Curriculum & Extracurricular Activities as Perceived by School*

<table>
<thead>
<tr>
<th>Rating</th>
<th>Graduation Requirements</th>
<th>A-G Requirements</th>
<th>Honors Classes</th>
<th>Advanced Placement Program</th>
<th>International Baccalaureate Program</th>
<th>Athletics Program</th>
<th>Service Learning Program</th>
<th>ASB/Clubs/Class Boards</th>
<th>Campus Ministry</th>
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<tr>
<td>Excellent</td>
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Furthermore, parents understood before the workshops that college admissions testing is also critical in the college application process. Both the Action Research Team and the parents knew the students needed more support in test preparation to build their confidence for the tests. When asked what additional information they would like to know about, ten parents specifically wrote about college admissions test preparation. Whilst they knew the importance of the tests, they did not fully understand how colleges used the information. Kevin and Eli from Brockton University and University of Freeman, respectively, explained that colleges did take test scores into consideration along with grades however they were not the only factors that determined college admissions. They reiterated that the students needed to show balance in academics and extracurricular activities.

**Academics.** The questionnaires showed that parents understood the importance of their daughter’s class schedules and that grades were important; however, it was not until the workshop presentations did they realize how critical their daughter’s final grades were. Each workshop mentioned the importance of grades. During Eli’s workshop on the Pathway to College, she stressed the importance of grades all four years. After the three workshops, parents began preaching to their daughters why they needed to do well in their classes. Joanne went home to her daughter and repeated “Your job is A’s and B’s, A’s and B’s.” Chris also spoke with his daughters and gave them “more confidence by letting them know it’s possible,” he continued, “We can do this. Just keep up your grades.” Moreover, the Action Research Team suggested:

“It would help them [parents] hear about the importance of creating a learning environment at home for their daughters…, the importance of time management, …and
the importance on keeping open communication with their daughter’s instructors and constantly checking their grades on the database system.”

In order to succeed in their academics, both parents and the Action Research Team knew time management was a skill students needed to learn. Melissa wants her daughter’s to learn about “making sure she hits a deadline. The time management,” and Eva agreed, “It’s the time management I want for her.” Both mothers understood good time management was critical for their daughters to earn the good grades. Parents also realized how important grades were when they learned about the Cal Grant financial aid. Once they learned financial assistance was tied to grades, the more they wanted to tell their daughters to do well both in high school and in college. Specifically, one parent shared the most important lesson she learned from workshop one was that “student actions in college have financial aid consequences.”

**Types of colleges.** The questionnaires revealed that parents had different levels of familiarity with the different types of colleges. While 55.14% and 57.94% of parents felt good to excellent familiarity with University of California and California State Universities, respectively, the others felt their understanding of California public universities was fair or poor. Moreover, when familiarity with other types of colleges such as out of state, liberal arts, private and Catholic schools was rated, more parents felt they had a poor understanding of other colleges. The school officials collectively perceived parent understanding for types of colleges to be in the fair and poor range.

Due to these questionnaire results, it was critical for the Action Research Team to find presenters who could talk about the differences in colleges. Instead of covering all types listed in Table 7, the Action Research Team agreed that the broader categories of the University of California, California State Universities and Private colleges was the first thing parents should
learn; therefore, Eli presented these colleges during workshop three. Parents found that handout with a side-by-side comparison of schools helpful. Patrick especially liked Eli’s handout since “it was nice to be able to compare across the board.”
### Table 7

**Parent Familiarity with Types of Colleges**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Trade/Tech/Vocational</th>
<th>2-year Community College</th>
<th>4-year Community College</th>
<th>Liberal Arts</th>
<th>Research</th>
<th>Catholic</th>
<th>University of California</th>
<th>California State University</th>
<th>Private</th>
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### Table 8

**Parent Familiarity with Types of Colleges as Perceived by School Administrators**

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<th>Rating</th>
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<th>4-year Community College</th>
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<th>Research</th>
<th>Catholic</th>
<th>University of California</th>
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After learning about the three broad categories, parent evaluations showed that they were ready to learning more about specific colleges and their programs such as out-of-state colleges, Catholic universities and transfer programs. Karmina was very interested in learning more about Catholic Universities:

“Si hablaron de la católica, me gustaría saber cuántas universidades católicas hay y como son los accesos a ellas. Porque me imagino que cada una debe de tener algo, algún requisito o algunas formas para poder entrar, y que es lo que pueden ofrecer ellas.

You did talk about the Catholic [university]. I would like to know how many Catholic universities there are and how to get access to them. Because I imagine that each one has something, some kind of requirement or form in order to be able to enter and also what it is they can offer.”

The Action Research Teams’ reflections also suggested these workshops would be beneficial on specific programs like the Educational Opportunity Programs at California State Universities and the University of California schools.

*Financial aid.* Money for college was an overarching theme for parents, the presenters and the Action Research Team. When asked what additional information you would like to learn about, 82.92% of parent questionnaires mentioned financial assistance for college. Although workshop one was specifically on financial aid, all three presenters included the importance of tuition and financial aid in all presentations. Furthermore, the Action Research Team reflections admit that college decisions “involve receiving money for college, but most
[parents] do not know about the different types of financial aid available…and how financial aid works.”

In planning the workshops, the Action Research Team reviewed parent questionnaires and school administration questionnaires (See Table 9 and Table 10). With a majority of parents asking questions on financial aid and school administrators perception that “financial aid would be the most valuable thing to cover considering most of the parents qualify for a lot of financial aid,” it was agreed that the first workshop needed to be directed at financial aid. Additionally, the school administrators expressed that parents may “not understand fully how to access [financial aid]” or the differences in grants, scholarships, loans and costs at different universities.
Table 9

**Parent Familiarity with Types of Financial Aid**

<table>
<thead>
<tr>
<th>Ratings</th>
<th>Scholarships</th>
<th>Grants</th>
<th>Cal Grants</th>
<th>Pell Grants</th>
<th>Free Application for Federal Student Aid (FAFSA)</th>
<th>College Scholarship Service (CSS) Profile</th>
<th>Subsidized Stafford Loans</th>
<th>Unsubsidized Stafford Loans</th>
<th>Parent Plus Loans</th>
<th>Private Loans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
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<td>7</td>
<td>6</td>
<td>6</td>
<td>13</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>7</td>
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<tr>
<td>Good</td>
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<td>25</td>
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<td>16</td>
<td>20</td>
<td>8</td>
<td>10</td>
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<td>Fair</td>
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<td>65</td>
<td>65</td>
<td>69</td>
<td>69</td>
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</tr>
</tbody>
</table>

Table 10

**Parent Familiarity with Types of Financial Aid as Perceived by School Administrators**

<table>
<thead>
<tr>
<th>Ratings</th>
<th>Scholarships</th>
<th>Grants</th>
<th>Cal Grants</th>
<th>Pell Grants</th>
<th>Free Application for Federal Student Aid (FAFSA)</th>
<th>College Scholarship Service (CSS) Profile</th>
<th>Subsidized Stafford Loans</th>
<th>Unsubsidized Stafford Loans</th>
<th>Parent Plus Loans</th>
<th>Private Loans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>Very Good</td>
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<tr>
<td>Poor</td>
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<td>5</td>
<td>4</td>
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</tbody>
</table>
After Adrian’s financial aid workshop, he shared that Catholic school parents “have an upper hand when it comes to financial aid” since a number receive financial aid to attend Catholic high schools; however, he stressed that parents needed support to understand how financial aid is done in college. When asked what was important about what they learned in workshop one, one parent responded, “knowing all the different things that make up financial aid and learning about the FAFSA (Free Application for Federal Student Aid).” Parents realized that the financial aid process for colleges was more complicated than what they currently experience in high schools; however, they felt getting an overview of the process allowed them to know what to expect.

Moreover, the costs of tuition and housing at universities are significantly higher than the cost for Catholic elementary and high school tuition. Peter acknowledged his fear and said, “a mi si me da miedo. Me da miedo en un futuro por que estamos hablando de miles que a veces que ni a nosotoros ni en nuestra cuenta de banco...Pero ya después de haber asistido estos cursos, vemos que hay ayudas.

It is scary for me. It scares me because in the future we are talking about thousands [of dollars] that sometimes is not even in the bank accounts that we have…but after having attended these workshops, we see there is help.”

Not only did parents’ fear of college tuition change, but they were also open to other financially friendly options. Chris’s mind changed when he learned out-of-state colleges may offer California students more financial aid: “I never really even thought of out of state colleges. I just figured we couldn’t afford them.”

As parents started to talk to their daughters about college, they noticed their daughters were also concerned about the costs; however, the parents did not want their daughters to worry
about the finances. Joanne shared her daughters apprehension after looking college tuition online as she said, “Oh, well it’s $65,000!” Joanne responded, “Inside I go ‘Oh!’ but outside I say, “Oh no problem. You don’t worry about that. You get in, and we’ll figure that out.” Chris also tried to appease his daughters worries by telling them, “You worry about your grades. Let me worry about the financial aid and the scholarships and looking that up.” Valerie then chimed in and told her daughters, “Don’t worry about the money. We’ll figure out a way to get you through school.” As parents, they still wanted to shield their daughters from the reality of tuition.

**Summary.** After reviewing parent and school questionnaires, the Action Research Team was able to finalize the details for the workshops. The Action Research Team learned that parents were overwhelmed as they watched their daughters transition into high school, while at the same time learning about the college process. Moreover, questionnaire results showed the schools that parents needed the basics of college knowledge particularly in the areas of academics, types of colleges and financial aid.

**College is possible with work**

The impact of multi-campus Parent Collaboration started to show directly after workshop one. Despite the extra time parents needed to invest into the workshops, they realized how important their role in supporting their daughters is. Additionally, it gave the parents the motivation to continue learning about college knowledge, although only three workshops were provided. With the information presented at workshops, parents learned that they were capable of learning how to support their daughters. More importantly, they understood the benefits of starting early and not waiting until their daughter’s senior year. The first hurdle was for parents to have confidence that college was possible. Parents then also understood that they could not
do accomplish this on their own, but that their daughters had to be involved in the process and that this process takes time from researching schools, understanding what their daughters were looking for and visiting colleges.

**Confidence.** Before the workshops, parents had apprehensions and fears about how to support their daughters to get into and stay in college. From understanding what the college requirements are to the reality of college tuition, parents feared many of the college unknowns. Throughout the workshops, parent confidence started to grow as they saw the different opportunities and supports available to them and their daughters. After workshop one, one parent said, “Ahora saber como puedo ayudar a nuestra hija/ Now I know how I can help our daughter.” By the end, one parent felt that the workshops, “made me more confident that higher education was possible and that they can go to a good school- a very good school.” Moreover, workshops were a “wake up call to take control of how we prepare for college” and “gave me hope.” Precisely, Chris said:

“At least for me, I have the confidence of knowing that I’m going to be able to find them a good school and find money to be able to pay for it. Before I believed, we don’t qualify for anything, but now that has changed.”

With the self-assurance that their daughters could get into college, parents felt energized to learn more ways to support their daughters so that they “don’t get shocked” when they start the research. Additionally, Patrick shared, “I have always enforced the idea of college and university, but in the back of my mind I was thinking, ‘How am I going to pay for this? How am I going to get them there?’ Now with this [information] it’s opened up so many avenues for us to use.”
Not only did parents have the confidence that college was attainable, but they also had the confidence to get help and ask questions. In a final anonymous evaluation, one parent said, “I have a lot to review right now; but if questions arise, I know I can come get answers from the school.” Additionally after each workshop, presenters had multiple parents stay behind to ask help for specific questions. In one parent evaluation even, the parent stated that she was willing to set up a meeting with one of the presenters to ask more questions.

As parents gained confidence in themselves, the Action Research Team also gained confidence in understanding what kind of information parents needed. Throughout the workshops, the Action Research Team members received “very positive feedback from parents.” They felt that they were in the right direction of providing parents with useful information that was new and important to them.

**Parent communication with daughters.** While parents learned more information regarding colleges, they started to realize that they could not make any decisions without the input of their daughters. The most commonly noted lesson learned from workshop one evaluations was starting conversations about college with their daughters. Since the workshops started, Grace stated that now she was “always talking about colleges” with her daughter. By starting conversations with their daughters, parents wanted to show them that they were not alone in the college process. After speaking to his daughter, Chris realized that she had fears as well,

“*si la noto con miedo a enfrentarse a eso porque ella no sabe... que no está sola el apoyo de los padres en esa cuestión.*
I have noticed her fear to confront this [college] because she does not know…I told her, she is not alone and the she has her parents support.”

Parents wanted to stress to their daughters that not only were they going to talk about college, but that they would invest the time and effort to learn as much as they could with their daughters.

Parent’s dreams versus daughter’s dreams. During the focus groups, all of the parents wished that their daughters would be happy in the future. Not only did they want their daughters to go to college, but according to Patrick, he also wanted his daughter to “find a college she’s comfortable in…Somewhere that’s a good fit for her.” While the parents had a broad dream of their daughters being happy, few of them knew what their daughters were looking for. Melissa shared, “She came from a small elementary school, and now a small private high school. I think she may look for the same, but I’m not sure.”

Chris admitted that his dreams for his daughters change throughout the workshops. Initially, the school name was important to Chris; however, after the second workshop he learned from the presenter that “it didn’t really matter where [students] went to school…the thing is that any college is a good school if it fits them.” That statement changed the way Chris viewed universities. He understood it was more about how his daughters fit into the college rather than how popular the college was. In addition to school name, for Valerie the professions mattered. Valerie dreams that her daughters “both get into the sciences and hopefully become engineers,” but after the workshops she said now she realized, “but that’s always up to them.”

In addition to having their daughters find the right fit, Grace felt “I don’t want to force her and say you’ve got to go here or go there” since she thinks wherever her daughter goes it
will depend on “what she [her daughters] makes of it.” Nicole added, “I just think our daughters need words of encouragement and not letting anything get them down.”

*Sharing the same information.* In order for parents and daughters to be on the same page about college, parents felt that students should also attend the workshops. On one hand, for Spanish speaking parents, communication with their daughters can be difficult because of the language barrier. Karmina admitted,

> “*Porque ese el problema que hay con nosotros los hispanos. No hablamos bien el inglés pero los hijos lo hablan super bien. Entonces no hay comunicación.*

This [language barrier] is the problem with us Hispanics, we don’t speak English well but our children do. So there is no communication.”

Chris suggests,

> “*Por eso es importante que vengan los dos. Porque están hablando ingles y español y los padres y los hijos están entendiendo. Entonces ya dicen “no pues mis papás ya tienen razón”*

It is important that [parents and students] come. Sometimes they are speaking in English and Spanish and the parent and student understand. It is then they say, ‘well yeah, my parents were right’”

Audrey was fortunate her daughter was able to attend one workshop with her. After the workshop, Audrey shared, “When we got home that’s all we were talking about. No that’s all we talk about. We are doing our homework, and we’ve gone to websites, and we’ve written down the dates.” Moreover, she said it helped since “it was a lot of information. I can’t relay back to her everything. With her being there, she hears it too. She absorbs it, and then we discuss it.”
Prioritizing and modeling. Not only did parents want to help their daughter find the best-fit college, but they also wanted to show their daughters that going to college was a priority for them. As Joanne’s daughter observed on how many workshops her parents attended as well as the focus group, she realized that her parents “were investing in her future.” Audrey added that her daughter learned her parents were serious about the college process.

Initially, Grace’s daughter was weary about her mother going since it interfered with her schedule and events she wanted to attend. When Grace told her she had a meeting at the school, her daughter asked, “Where are you going again? I want to go to the soccer game” and Grace responded, “Well are you going to pay for college by yourself? No. Well, okay then!” Grace felt that this helped teach her daughter about priorities and what was important to her. As time progressed and Grace shared what she learned with her daughter, she was no longer upset since she realized her mother want not talking to the teachers, but instead “getting more information to help her out.” Peter’s daughter was also in disbelief that he was attending workshops:

“Yo cuando le comente que habíamos venido a este curso, la primera reacción de ella fue de sorpresa. Ella se sorprendió muchísimo, se quedó así como. Yo creo que fue algo que ni ella misma se lo esperaba.

When I mentioned that we had come to this workshop, her first reaction was of shock. She was very surprised with this face [expressed reaction]. I think it was something she didn’t even expect.”

He went on to explain,
“a veces los hijos no piensan que los padres se interesan por los hijos…obviamente es irle hablando poco a poco y ir le siendo ver lo importante que es esto.

Sometimes children don’t think that parents are interested in them…It’s all just about talking to her little by little and making her see just show important this is.”

After sharing information with their daughter, Karmina and Peter’s daughter expressed excitement when she found out her mother was also attending. She started talking to her mom and said, “Hey mom, will they talk about this? Let’s go see!” Karmina was ecstatic that her daughter was no longer surprised but instead engaging in a conversation with her.

Just like Grace, Nicole would go home after the workshops and show her daughter the handouts. Nicole even stuck the papers on the fridge and it showed her daughter the importance of the information. When Nicole’s daughter asked where she was going, Nicole told her about the next workshop. Her daughter responded, “Oh okay.” and Nicole knew she was interested since Nicole shared the previous workshop information with her. Peter went further to suggest that “al envolver al estudiante venir con uno para que vea/involving the student to come to these workshops would help them see the importance and that in no means is it just a dream for parents.”

**Takes time.** As they invested time in the workshops and focus groups, parents realized that learning college knowledge was possible if they invested time into it. Valerie admitted that “help is out there, but we have to find it and seek it out.” Melissa agreed as she said, “You need to be focused. Nothing’s impossible, but it is work.”

**Access to information.** The workshops were extremely beneficial for Spanish speaking parents, especially since this was their first exposure to the American college system. Peter
found it very helpful since “pudimos ver como es el sistema de aquí de Estados Unidos/ we were able to see how the system works here in the United States.” Karmina was so overwhelmed with information that at one point she even said,

“Era tanta información que decíamos ya no la quiero…Pero si definitivamente todo lo que dijeron, vale oro.

It was a lot of information that we were to the point to say ‘no more’…But definitely all that was said was worth gold.”

The workshops were just the beginning and helped Peter and Karmina realize that college was accessible to their daughters. Audrey agreed that she couldn’t “remember everything, I do write notes, but it’s just a lot [of information].”

Workshop evaluations revealed that parents also felt that, “there is much to learn, but having access to these types of workshops makes the process easier.” Another parent said, “It breaks down the process and makes it less daunting. It’s ‘bite sized.’” During an Action Research Team meeting, Jan Rhys agreed that “all this information can be a lot for our families!” but he also understood how beneficial it was for them.

In order to have access to the information, the Action Research Team suggested providing parents with a “step by step, year by year, beginning to end instructional on how best to prepare their daughters and themselves for college.” Another Action Research Team member added that parents would “benefit from learning how to use technology” since parents would be able to help their daughter research colleges and universities as well as go through the college application process together. During the focus group, one parent shared how she used the internet to research more on financial aid and how useful a tuition calculator was, “It kind of
gives you a breakdown of what it would cost you to attend. It asks for your income and even a GPA for some websites.” Whilst parents knew they had access to resources online, they also appreciated the tangible, paper resources. Patrick suggested having a “list of all those websites that were given throughout the workshops and a more detailed handouts,” and Joanne agreed and suggested having “copies of everything.” Valerie added that once resources were available, it became easier to recognize things like the acronyms for financial aid and scholarships.

**College visits.** Although parents did not mention visiting colleges in the questionnaire, after hearing each presenter stress the importance of college visits, every parent in the focus group already had plans to visit colleges over the Easter vacation. It was specifically after workshop two, during which parents “learned the importance of visiting schools.” Chris admitted that “visiting the school was never a topic of discussion for us. It was just saying the name out loud, but [we] never even thought about going to actually spend the day there.” Karmina saw the benefit college visits would bring to her daughter because by “ir a conocer lugares, ver las opciones que ofrecen cada lugar/ getting to know places you will be able to see what each [college] has to offer.”

Grace told the group that after suggesting to her daughter that they should visit colleges, her daughter and she “made plans to visit San Diego during Easter break.” Additionally Grace urged her daughter that they should also consider school up and down the coast just in case her daughter “might want to say there.” Since the presenters emphasized the importance of campus visits by the students, parents started to ask how to start. Patrick asked, “Are you making appointments with these colleges? Do they always offer it?” and other parents would give advice and explain the different options such as making appointments for guided tours or printing out brochures for self-guided tours. Audrey went further to explain that some campuses
she looked at had “orientations where they went over everything.” As parents started to make
the plans and go on the visits, they were able to give advice to each other on what to do. Nicole
even suggested that after Easter vacation the parents should get back together to share what they
learned about the colleges they visited.

Beyond admissions and tuition. In addition to getting into a college, a few parents
learned that once their daughters left for college, there were some things they would no longer
be able to do. All three workshops openly introduced the Family Educational Rights and
Privacy Act (FERPA) to prepare parents for when their daughters would officially be viewed as
adults in the colleges. Unlike in high school, where student information is so readily available
via the internet, phone call or school visits, each presenter stressed to parents that they would not
have that kind of access once their daughters were in college.

During the presentations, parents were shocked at this news since it was the complete
opposite of what is currently available to them in the high schools. Despite this, during the focus
group parents shared that they were starting to teach this lesson to their daughters. Joanne
wanted to explain this to her daughter early so she told her, “Once you get there [to college], we
can’t write a letter to so and so…You’re going to have to be responsible.” She continued to
share that she’s trying to teach her the lesson right now in high school “because once you’re in
college, I can’t do that for you. I can’t hold your hand anymore…I don’t want you to go off to
college and be blindsided.”

Nicole agreed and said that she has also talked to her daughter about balance. She has
told her daughter, “nobody will be there to remind you any more. You will be on your own.”
Grace admitted that she fears her daughter may lose sight once she leaves for college but that she
is “trying to right now instill the values in her” so that she does well in college. Although
parents want their daughters to go to college for a good education and future, they also want to teach them the lessons that will show them how to be independent beyond college.

As workshops progressed, parents learned that there was more to college than grades and tuition. With an introduction to the basics of college knowledge, parents then wanted to learn more including ways they could mentally and emotionally support their daughters. To some parents this included support for transitioning into a larger college while for others it was programming and major planning. Audrey said, “I’m glad we focused on the financial part of it, but now I am more interested in what classes to take for certain majors or what groups they offer at different universities for the first year.”

**Conclusion**

As parents concluded the three workshops, they learned different ways to support their daughters. In addition, the Melendres and Johnson-Hamilton High Schools were able to collaborate and pinpoint what questions parents still had about college and how to provide the parents with the right information. While comunidad was used to unify parents, comunidad also unified the two schools. By investing time between the schools, collaboration was successful with effective communication and use of shared events and resources. Although there are still areas where collaboration can be improved, both schools looked forward to working together in both college knowledge workshops and other opportunities for collaboration.

To create the opportunity for a parent community, the Action Research Team realized the need to accommodate parents. Accommodations included the use of parent reminders and awareness of workshop setup. For parents to be able and attend workshops, the Action Research Team needed to consider the time, location and language used. Additionally, the importance of Catholicity and the family was also critical in the planning of workshops. Because of the
opportunities to attend workshops, the parents found a connection to each other through their shared questions and investment in their daughters. When parents were able to relate to the presenters and each other, they were comfortable to ask questions and trust that answers and conversations would give them the support to help their daughters. In doing so, parents developed stronger relationships and were open to opportunities to interact with each other and increase parent involvement to provide a parent mentorship program.

Additionally, after learning college knowledge basics, their confidence in learning more about college grew. Not only are parent adjusting to learning about high school, but also learning about college requirements. Once the Action Research Team realized parent needed to start with the basic college knowledge, parents were able to learn about academics, types of college and financial aid. Most importantly, the parents realized the amount of effort they needed to put in to support their daughters. Parents grasped how critical it is to involve their daughters in this process. Once parents felt confident that college was possible for their daughters, they knew the next step was to start conversations with their daughters. In doing so, parents could make sure their expectations of college matched those of their daughters. Additionally, when parents prioritized the workshops, they modeled to their daughters the importance of learning about the college process together. Parent also realized that access to information required time especially when college visits are involved. Finally, parent learned that attending college was more than getting accepted and financial aid. Ultimately, they understood that the end goal was for their daughters to become successful minority women in their future society.
Chapter 5: Discussion

Since more students aim to attend college after high school, they need the guidance from their high school educators and parents through the college process. As triple minorities, Latina students, in particular, face the challenges of being the first in the family to attend college coming from a low socioeconomic status as they attempt to break the cycle of poverty. As stated in chapter One, all-girl Catholic high schools face the challenge of providing college knowledge specifically to parents of first and second-generation students. Additionally, at small, all-girl Catholic high school campuses, it can be difficult to get university presenters on campus to speak with students and their families due to a smaller audience. This study attempts to observe how a multi-site collaboration between two Catholic all-girl schools impact the college knowledge of Latino first and second-generation parents.

With an Action Research Project, the team members collaborated to provide three workshops for parents of two Catholic all-girl schools. Each workshop focused on a specific topic that would help first and second-generation families with basic college knowledge. The presenters were all college representatives who were able to connect to the Latino families and meet their needs to overcome possible language barriers. In planning the workshops, the Action Research Team used the importance of cultural values such as comunidad, marianismo and familismo from Chapter two to accommodate the parents’ needs. Additionally, the significance of parent mentoring and social capital were also tools used to plan workshops.

I conducted this study to answer the following research questions:

1. How does a group of independent, small, Catholic all-girl schools collaborate to create a common college preparatory and access program for parents of Latina students?
a. What aspects of comunidad, if any, do parents at the three schools consider to be most critical in helping them partner together to develop and sustain a program that guides Latina students through the college process?

2. What knowledge about college and perceptions of strengths and challenges do parents and school officials of Latina students at independent, small, Catholic all-girl schools have regarding parent support for their daughters’ needs in preparing and accessing college?

a. What impact, if any, did “Multi-campus Parent College Collaboration” have on increasing parents’ college knowledge and ability to support their daughters?

This final chapter provides an overview of the results. In addition, the chapter will also include reflections on the interventions used and recommendations for school officials at all-girl Catholic high schools to utilize the cultural capital of community in the Latino cultures. Limitations of the study and outstanding questions are also included. School officials can use this model for multi-school collaboration programs to provide college knowledge to Latino families.

Discussion of Findings

Throughout the Action Research Project, the findings centered around two areas: time for conversations and ability to build on what parents already know. In order for the transfer of college knowledge to occur, time was important for all members, which include the school officials, parents and most importantly the daughters. The schools needed time to collaborate with each other and plan ways to provide an opportunity for parent discussion. First and
foremost, spending time with the students was critical in the college knowledge process. Even though parents and school officials can work together to have the same understanding on how to support students, nothing would be possible if the students are not a part of the conversation.

Beyond offering the space and time for conversation, school officials and parents need to continue and learn additional ways to keep up with the expectations of colleges and universities. Attending workshops for one year are not enough; the ability to provide on going support is critical in keeping parents engaged and invested in the college knowledge workshops.

**Action Research Team schedules.** As observed in Chapter four, it took time for schools to even begin Action Research Team meetings. Although each school had similar demographics and number of faculty and staff, scheduling time with all Action Research Team members took extra effort. And once a schedule of meetings was created, additional avenues of communication were needed. In addition to the Action Research Team meetings, ongoing communication via email and phone were required. For example, when Jan Rhys was at an out of town week-long retreat with his students, the Action Research Team had to use electronic means of communication to make certain decisions together. Whilst face-to-face meetings were ideal, collaboration via electronic means were used to still make decisions.

No matter what the obstacle was, the Action Research Team did manage to find time to meet and discuss workshop preparations even if that meant not having all members present or if meetings were scheduled at any possible times. Despite the difficulties in scheduling, both schools were flexible and readjusted when necessary. For instance, when three out of the four RSVP’d parents for the Spanish speaking Focus Group did not show up, Margaux and Paige were still willing to stay and hold the Focus Group. Additionally, they added one more Focus Group date to accommodate the parents who missed the second focus group to provide them the
opportunity to share their reflections regarding the workshops. The shared desire to know if and how the workshops impacted parents was so notably important to both schools that they did not mind spending more time with the project. As stated in Chapter 2, the role of school officials and counselor needs to change to include the parents in conversations (Epstein & Van Voorhis, 2010; Suarez-Orozco, Onaga & de Lardemelle, 2010). Throughout the workshops, both schools learned that investing in parent college knowledge formation is critical for the success of their students.

*Inclusion of students.* As parents became more invested in learning about college knowledge, they realized that they could not continue without including their daughters in the conversation. Specifically for first generation parents like Peter, having his daughter at the workshops would have been helpful since, initially, she herself was lost in the process. As her father shared information with her, she questioned the validity of what he was saying. Peter felt that if she attended with him, she would realize what her parents learned was accurate and would benefit her future. In holding a joint workshop, the school messages and the home messages would be closely aligned, thus narrowing the acculturation gap as discussed in chapter two. Moreover, for Spanish speaking parents with predominantly English speaking daughters, attending the same workshops and hearing the information from the same presenter in both languages provides them with information that is more aligned, which reduces the acculturative family distancing. Parents and students can have the same information about what is being presented.

Additionally, for second-generation families, the inclusion of their daughters would defy the immigrant paradox if they help guide their daughters toward success in college. First generation parents who have gone through high school or college faced a different set of
challenges in their time and want their daughters to have a better future. As Chris shared, when he was in high school, the opportunity for his parents to learn about college was not available. Now, he is willing to invest the time and talk to his daughters about college because he recalls the struggles that he faced. Luckily, Chris has a good relationship with his daughters, and they are responsive to the conversations that have started since the workshops. Similarly, Grace, who was the first in her family to graduate from college, realizes that the college process has changed significantly since her days in college. She feels like she is starting all over and has included her daughter in the conversations to help her see that college is attainable.

_Communidad as a pillar._ In accordance with segregated assimilation in chapter two, a student’s success may be predicted by the peers she chooses to associate with. At the same time segregated assimilation pertains to parents. As seen in the focus groups, when parents found a community within each other, they realized they had a common goal. To reach the goal of successful daughters in college, parents were willing to learn together. With a shared interest in college knowledge, parents were able to use segregated assimilation to create a community for parents. With shared conversations, parents created stronger relationships that have continued after the focus groups. And with plans to attend college visits and tours together as well as sharing information from resources they have found, parents have surrounded themselves with others who have the same educational aspirations and expectations for their daughters.

Furthermore, community extends beyond the parents and students. In fact, this idea of community encompasses the schools as well. The Action Research Team came from schools that not only share similar demographics, but the same values and goals for their students. Additionally, coming from the same religious order of schools, both Melendres High School and Johnson-Hamilton High School are founded in the idea of community and scholarship. With the
shared values, both schools were able to strengthen their relationship with each other. Each school was able to view the other as a true sister school. Schools were also able to share a network of resources and use the value of Latino comunidad to build a deeper relationship with each other.

Empowered parents. Consideration of parent’s time is also critical in the process. With a 48.43% questionnaire return rate and 36 parents who attended at least one workshop, the parents showed that if workshops are accessible, they will come. Parents are interested in learning the college knowledge but must have the opportunities to gain access to the information (Ceballo, 2004; Marquez Kiyama, 2010; Torrez, 2004). Chris’s suggestion to publish all workshop dates from the beginning of the year so parents could make sure to schedule it into their already hectic lives demonstrates that parents are willing to make the appropriate adjustments to attend workshops.

Parents also learned that workshops were not enough. Outside of attending school sponsored workshops and meetings, they must continue to do the research at home. With each workshop, parents not only learned more about college knowledge, but they also discovered they had more questions and wanted more answers. Melissa showed her excitement with learning about scholarships by sharing a list of the scholarships she found online after attending Workshop three. Seeing how accessible information was outside of the school made her hopeful and confident that she could continue to do research on her own as well. Furthermore, the number of parents who started going on college visits or planning on taking college tours was remarkable. Parents realized that reading the information was not enough; taking their daughters to the campuses and college presentations was also beneficial even if it meant taking extra time our of their schedule to provide their daughters with this opportunity.
Moreover, starting the workshops as early as freshman year empowers parents from the beginning. As Shannon reflected, while she regrets not having this opportunity for her senior daughter, she is happy to be able to start earlier with her freshman daughter. In addition to starting early, schools are given the opportunity to invest in parent mentors for each year of high school especially since parents were also empowered to help each other. By utilizing their parent community, parents were open to using each other as resources with the hopes that in the future they would be resources to future parents.

Lastly, parents initially focused on the financial challenges; but as the workshops progressed, they realized that success in college was not solely dependent on finances. By hearing the stories from college presenters and other parents about the types of struggles college students face, such as academics and the transition into university, the workshop parents realized there was much more they needed to learn to support their daughters physically, emotionally and mentally. As stated in Chapter two, high schools are a temporary but families are permanent. In order for parent to continue to support their daughters in the future, high schools could use the four years to help support and prepare parents for the future.

**Reflections on Unanticipated Findings**

The Action Research process also resulted in a few unanticipated findings both at the schools and with the parents. In the schools, the Action Research team realized both schools shared more connections than expected. Additionally, parents showed extreme gratitude for the accommodations the Action Research Team provided, namely food and kids’ corner. Parents also showed appreciation that some members of the Action Research team were not of the Latino culture but were still invested in their daughters.

**School networks.** In planning for presenters, both Melendres High School and Johnson
Hamilton High School were aware of which college representatives they shared. For example, Eli from the University of Freeman is the primary college representative for Johnson-Hamilton High School and helps for administer admissions interviews to University of Freeman at Melendres High School. As an all-girl Catholic University, both high schools already had a strong relationship with the admissions office on campus.

Surprisingly, Adrian had connections to multiple people at both school sites. Once Adrian’s name was brought up as a confirmed presenter to both schools, each member of the action research team started to share the connections they had to him. While some were through associations with a fellow outside educators, others worked with Adrian in previous jobs. Additionally unbeknownst to an Action Research Team member at Melendres High School, Adrian used to be a college admissions representative assigned to Johnson-Hamilton High School. As the two schools continued to meet, the more they realized how similar their college admissions networks were. It alleviated the stress of planning for future workshops as both schools saw this as a huge benefit. Presenters were also pleased that they could present to two schools at once instead of having to do repeat presentations.

**Awareness of family.** Parents were genuinely surprised that their role for being responsible of children was taken into consideration when planning the workshops. While the Action Research Team used accommodations to predominantly increase parent attendance, they did not expect the gratitude the parents shared. By putting themselves in the parent’s shoes, the Action Research Team earned the parents’ respect. And as the parents were investing in their daughters, they were ecstatic that someone was also investing into them.

Parents were appreciative of the knowledge they learned during the workshops but their gratitude for the family accommodations were unanticipated. It definitely caught the Action
Research Team’s attention when parents raved about how nice and convenient it was that food and a place for their children to stay were available. One parent from Johnson-Hamilton High school was so surprised that food was available at the first workshop at Melendres High School that he asked, “Do they always feed the parents at school meetings here?” Even during the focus groups parents shared that a full dinner was not necessary, but it made their lives less stressful knowing food would be available for them and for their kids if they were there.

Parents also appreciated that their children were taken into consideration. Instead of rushing to take their kids home and then drive to one of the schools for the workshop, the convenience of having a separate space for their kids or allowing their daughters to sit in the workshop made the parents more comfortable and willing to come. This made them feel that they did not have to choose between being parents at home and being parents at school. Parents were given the opportunity to do both, which made them feel the comunidad in the schools.

*Effort from the non-Spanish speaking.* While Spanish-speaking parents prefer Spanish-speaking presenters, it did not stop them from communicating with non-Spanish speaking Action Research Team members. As mentioned by school officials, though Spanish-speaking parents may not have the best English speaking skills, they are still constantly around English in their daily lives. Parents attempt to improve their English skills as immigrant families trying to assimilate into American culture.

As a non-Spanish speaking member of the Action Research Team, I had a few apprehensions about parents questioning why I was interested in this research; however, as stated in Chapter two, parents trusted school officials with their daughters education no matter what culture they came from. I was most surprised at how open and trusting parents were while I was on campus of the school I did not work at. And while I do not speak Spanish, Peter and
Karmina learned that I understood it. Initially, they tried their best to speak to me in English, but once they realized I understood Spanish, they were more comfortable and used a mix of Spanish and English to communicate with me.

Jan Rhys, another non-Spanish speaking Action Research Team member, was also surprised that parents were very open to speaking to us in Spanish even though we were able to minimally respond. As the workshops progressed, the parents relationship with us also grew. They were able to see us as partners in their daughters lives who were also invested in seeing them succeed beyond high school.

**Recommendations for Educators**

School leaders have the opportunity to provide parents with the support needed to meet the goals of their daughters. Schools and parents should work together since they share the same goal of breaking the cycle of poverty for our Latina students. Through this Action Research project, there are five recommendations for educators: Parent-daughter workshops, English and Spanish only workshops, creativity with schedules, tangible resources and real stories as credible sources.

**Parent-daughter workshops.** Although school counselors work with students on campus to discuss the college process, school officials know that parents are an integral part of the final decisions made. The Action Research attempted to provide parents with the resources to help make those decisions with their daughters; however, the workshops were catered specifically to parents. One emerging theme was the parents’ understanding of how critical their daughters were in this process. In order to ensure they shared the same dreams and expectations that their daughters had, parents learned they needed to have conversations early with their daughters. Moreover, parents felt it would benefit them most if their daughters attended the workshops with
them; therefore, instead of relaying the information when they returned home to their daughters, they were learning about college knowledge together. Additionally, parents shared that with so much information, they were not able to capture everything that was presented. If their daughters were present, they may be able to take home more information than if they attended workshops by themselves. By having both parents and students in attendance, the partnership is truly between the students, parents and schools together.

Parents also expressed that their daughters, too, had apprehensions and questions about college. By providing them with a platform to ask these questions and also see that their parents had questions, students could see that their parents were also invested in their futures. Again, segregated assimilation may benefit parents and their daughters if they associate with others who are working towards the same goal, and thereby going against the immigrant paradox and preventing acculturative family distancing.

*English and Spanish-only workshops.* Unfortunately, in two workshops, bilingual presentations were available instead of Spanish-only workshops. Both Spanish-speaking and non-Spanish speaking parents preferred the workshops be separate. The difference in parent engagement between workshop one to the last two workshops was significant enough to show what types of environments empowered parents. More specifically, Spanish-speaking parents had more confidence in the Spanish only workshop since the information was more accessible to them. And while, hosting two separate workshops that essentially provide the same information can be more difficult to plan, it reaches the goal of providing college knowledge to all first and second-generation families more successfully. Parents will be more comfortable with the options regardless of what language they speak.
Creativity with schedules. Scheduling meetings and workshops, though challenging, can also be accommodating if all events are taken into consideration. During scheduling of both Action Research meetings and workshops, the Action Research Team thought they were accommodating schedules by selecting dates where other events were not on either school calendars; however, as they realized, school calendars are often times cluttered with a myriad of events. Instead of viewing these events as obstacles, as the research found, they were actually helpful in getting more parents to attend workshops. As an unanticipated finding, the workshop that had the most attendance was the workshop that was held when multiple events were happening on the same school campus. The time of the workshop is more important than the date of the workshop in determining whether parents can attend since parents actually preferred days when school events were clustered together. Therefore instead of scheduling workshops on dates where the calendar is clear, it is more accommodating to parents to hold meetings in close proximity to each other.

Additionally, school officials often have overlapping meetings and events and the same strategy can be done to create opportunities for collaboration. What was formerly a barrier in attempting to scheduling meetings can now be used as a resource other meetings are factored in and well ahead of time. With so many required events to attend, schools can capitalize on collaboration time.

Tangible resources. At each workshop, the parents felt having a paper resource allowed them to be engaged in the presentations as they wrote notes on their papers. Additionally, parents went online to print out resources from the websites suggested by the presenters. In particular, timelines and checklists act as a daily living guide to parents that is easily visible to them and their daughters. Several parents shared their excitement of reviewing paper materials
at home, sticking papers to the refrigerator and feeling the confidence that a printed guide was in front of them. The use of printed materials can also be used to bridge the technology gap between parents and their students. As schools have more access to technology, they can provide both electronic copies and printed materials to suit the needs of both parents and students.

**Real stories as credible sources.** The anecdotes and narratives shared by presenters and parents of students who have experienced college brought the reality of college for Latina students to first and second-generation families. College presenters’ stories held credibility to the parents not only because they work at the universities and have observed the challenges in their college students, but also because the presenters understood and came from the same background as the families. Parents found a sense of trust in what presenters shared and wanted to hear more.

**Innate parent connections.** Stories shared by experienced parents held even more weight to the first and second-generation parents. Naturally, just being parents to teenage girls gave the parents a good foundation to understand and trust each other. First and second-generation parents wanted to hear every story possible about the challenges other parents and daughters faced. While hearing stories from school officials and presenters was helpful, other parents did not begin to genuinely listen until experienced parents were able to share their own experiences.

In addition to presenters who come from the same backgrounds as the parents, parents of alumni can be a great asset to a college knowledge workshop program. As parents go through the program, they can build a community of parent resources to support each other in the challenges and questions they will have when their daughters go to college. As stated in chapter two, schools are not permanent structures but families are. After their daughters complete high
school, parents may continue to keep relationships and network with other parents as they continue to have shared experiences in college. Additionally, as a few mothers shared, if their daughter goes away for college, they would have more free time. In this free time, they could become mentors to parents who still have high school age children.

*Beyond academics and finances.* While college knowledge basics are the foundation to preparing parents to support their daughters, parent mentorship can build upon this foundation and provide parents with the tools necessary to overcome challenges their daughters will face. Once in college, minority students can face other challenges that are not related to finances or academics. Being away from home and being placed in an environment that may not be exactly like their childhood can be daunting to students., and parents must find ways to support their daughters in such cases. Just as Grace shared when her oldest daughter was home sick, “I felt so bad when I couldn’t be there with her knowing she was so sad.” As much as Grace wanted to tell her daughter to come home, she knew that in the long run it was better to have her learn what it was like to live in a different environment. Additionally, Eva was concerned about teaching her daughter about diversity. As Melissa shared, both of their daughters have attended Catholic education since they were in elementary school. In small schools with a predominantly Latino community, going to a large university where they were true minorities can be a culture shock to the girls. Being exposed to other’s socioeconomic status is also daunting when what students have and don’t have is more apparent.

By having mentor parents prepare other parents to help their daughters face these challenges, the young women can go into college with an idea of possible challenges they will face. Additionally, it is important for parents to see that they will have a new set of challenges when their daughters go to college. As their daughters start to slowly leave home and become
more independent, parents need the guidance and advice on how to let go of the marianismo value shared in Chapter two to allow their daughters to succeed. As the program develops, the parenting workshops will need to transition from college logistics to lifestyle changes for parents.

**Recommendations for Further Research**

As the Latino demographic increases in the United States, it is important to support the growth of the Latino youth into higher education. This is especially important for students who come from first or second-generation families who have yet to break the cycle of poverty. Specifically, more research is needed to examine Catholicity and marianismo in all-girl high schools, non-latinos in a Latino comunidad, demographic changes and the triple minority. By learning more about the previous topics, all-girl Catholic high schools can prepare to support the needs of the rising demographic entering their schools.

*Marianismo in all-girl high schools.* A number of studies investigate marianismo while Latinas are in universities; however, little research has been found for high school age students. Studies such as Leyva (2011) and Piña-Watson et al. (2013) discuss the effects of marianismo on parents and families once students are in college. Despite the current research on marianismo, if parents want to help their daughters succeed, they will need to reexamine the marianismo values before students leave for college. Instead of waiting for challenges to arise while at university, if families analyze their expectations and goals for their Latina youth, they can help to prevent the current challenges their daughters face. At minimum, an awareness of possible disconnect between academic aspirations and cultural expectations may provide opportunities for Latina students and their families to have open conversations about the transition to college.
The triple minority. The role of the triple minority in today’s society should be explored further to understand what opportunities and challenges Latina women will face. Latina women not only face challenges as minorities with socioeconomic status and sexism but also the role of being a mother, especially with an increasing number of single mothers. The additional responsibilities can yield to more barriers than solutions for social mobility. As Melissa and Grace noted, being a single mom is difficult in supporting their daughters when they try to be a support financially, academically and emotionally.

Limitations of the Study

Not only do small schools have a difficult time getting university presenters, but they also have a difficult time working on multi-school initiatives due to the limited numbers of individuals available. For example, Melendres High School only has one counselor for all of its students. If the counselor were to leave for an off-camps meeting or professional development, that leaves the school with an empty counseling office. Additionally, in small Catholic schools, school officials hold multiple roles. All but one Action Research Team member teach multiple classes while also holding an administrative role. This role in itself created barriers for people to participate in multiple meetings as observed with Lyfe High School dropping out of the study.

Moreover, since there were only a few weeks allotted to run the research, the Action Research Team felt that there was not enough time for planning, deeper reflection and analysis the workshops. This includes publicizing the workshops to parents, giving them ample time to work it into their personal schedules, and spending more time with presenters to develop presentations. Additionally, using the evaluations to provide the next presenter with information to help organize their workshop was not possible due to the time constraints.
Furthermore, access to having one speaker that is able to do both an English only and Spanish only presentation or two speakers that are able to hold simultaneous presentations was challenging. Other than the first workshop, presenters for workshop two and workshop three attempted to find a second speaker, but was not able to for their scheduled date. Alternative methods such as bilingual translators may be a way to still provide parents with the appropriate access to the information.

Outstanding Question

Whilst both schools were determined to collaborate and desired to strengthen partnerships, one challenge is finding a way to keep the relationships between schools strong without having to also look at enrollment. As all-girl Catholic schools in the same area, both schools unfortunately cannot avoid competing for the same students to fill their schools. Although the close proximity to each other was beneficial for the workshops, it is a disadvantage when trying to increase enrollment. Additionally, the school administrators and faculty genuinely want to collaborate; however, unlike public schools in the same district, Catholic schools innately have to compete with each other to fill seats in the classroom.

As stated earlier with Louie and Holdaway (2009), financial challenge and good programs at public schools have affected Catholic school enrollment. While public schools have been a threat to Catholic school enrollment, so has the appearance of Charter schools in the local areas. In some cases, Catholic High Schools such as Melendres High School and Johnson-Hamilton High School are competing with both public and charter high school. In other cases, Catholic school is an alternative for parents if their children do not receive a spot in Charter high schools. In either case, Catholic High Schools are looking to fill their seats by looking at the same population of students.
Concluding Remarks

As all-girl Catholic schools work on building a college going culture with their students, school officials have realized the importance of including parents, especially first and second-generation parents, in the conversation. Through collaboration in Action Research Team meetings, schools were able to give parents access to basic college knowledge by providing college knowledge workshops to parents.

By analyzing the challenges parents could face in attending workshops such as time, having a family life and language, the Action Research Team was able to provide accommodations to parents so that access to workshops was realistic. Throughout the process, the relationship between the two schools strengthened and the confidence to collaborate grew. With a shared goal and determination to help their students succeed, the Action Research team felt empowered to continue its partnership and expand it to different avenues and offices in each school.

Furthermore, first- and second-generation Latino parents felt empowered to invest the time into their daughters. They realized that their role in supporting their daughters was critical and that they could not rely on the school alone to guide their daughters. Additionally, parents understood that they had to engage their daughters in conversations about college dreams and expectations. Without the input and buy-in of their daughters, the more difficult the college process could be. Moreover, parents learned that college is more than the finances and the academics; their daughters will face other challenges wherein there support was still needed. The parents also learned that this was just the beginning.

The model used can be seen as the initial phase to get parents started on college knowledge workshops. With a growth in their confidence that college is possible for their
daughters, the parent community was strengthened. And with the help of school officials, parents not only learned about basic college knowledge but also desired to continue working together to learn how to support their daughters.
APPENDIX A
STUDY INFORMATION SHEET

UNIVERSITY OF CALIFORNIA, LOS ANGELES
UNIVERSIDAD DE CALIFORNIA, LOS ANGELES

Study Information Sheet
Folleto explicativo de estudio

Multi-school Collaborative for Parent College Knowledge of Latina Students in all-girl Catholic High Schools
Colaboración multi-escolar para el conocimiento educativo de padres con estudiantes latinas en secundarias católicas femeninas.

Principal Investigator: Marielle Sallo from the Graduate School of Education and Information Studies at the University of California, Los Angeles (UCLA), is conducting a research study. Although Marielle Sallo is also the Principal at one of the school sites, all data and research collected from this study will only be used for research at UCLA. Parents, school officials and daughter’s standings at their school sites will not be affected by the study.

Investigadora principal: Marielle Sallo de la Escuela Posgraduada de Educación y Estudios Informáticos de la Universidad de California en Los Ángeles (UCLA), está llevando a cabo un estudio de investigación. Aunque Marielle Sallo es también la directora en uno de los sitios de estudio, todos los datos y la investigación colectados en este estudio sólo se utilizarán para la investigación de UCLA. Los padres, los funcionarios de la escuela y el estatus escolar de su hija(s) no se verán afectados por este estudio.

Your participation in this research study is voluntary. You were selected as a possible participant because of this study’s following eligibility criteria:
- You currently are the parent/guardian of a female high school freshmen or sophomore student in an all-girl Catholic High School.
- You are currently employed as a school official of an all-girl Catholic High School.

Su participación en este estudio de investigación es voluntaria. Usted ha sido seleccionado como posible participante debido a los siguientes criterios de elegibilidad de este estudio:
- Usted es actualmente el padre / tutor de un estudiante del grado 9 o 10 de una secundaria católica solamente para niñas.
- Usted está empleado actualmente como un oficial una de secundaria católica solamente para niñas.

Why is this study being done?
The purpose of this study is to gather information on parents/guardians of female high school freshmen or sophomore students in all-girl Catholic High Schools knowledge about college and perceptions of strengths and challenges that parents of students at independent small Catholic all-girl schools have regarding support for their daughters’ needs in preparing and accessing college. This information will be used to provide three workshops for parents/guardians to access information and support found from the questionnaire. Once the workshops are completed, parents may participate in focus groups to discuss the sustainability of the program.
¿Por qué se realiza este estudio?
El propósito de este estudio es para colectar información sobre los padres / tutores con estudiantes en secundarias católicas femeninas de grados 9 y 10 sobre el conocimiento acerca de universidades/colegios. También para investigar las percepciones de las fortalezas y desafíos que padres con estudiantes en secundarias católicas pequeñas para niñas tienen en relación con el apoyo a las necesidades de sus hijas en la preparación y el acceso a la universidad. Esta información se utilizará para proporcionar tres talleres para padres / tutores para acceder información y apoyo encontrado por medio del cuestionario. Cuando se completen los talleres, los padres pueden participar en grupos de discusión para analizar la sostenibilidad del programa.

What will happen if I take part in this research study, and how long will I be in the research study?
If you volunteer to participate in this study, the researcher will ask you to do the following:

- **Parents/Guardidans**
  - Cuestionario: Complete a paper questionnaire regarding college knowledge specifically focusing on college admissions, financial aid and cultural values.
  - Taller de evaluaciones: Si usted es un padre/guardiano de un estudiante latino, será invitado a participar en tres talleres. Después de cada taller, se le pedirá que complete una evaluación. Las evaluaciones del taller ayudarán a los oficiales de la escuela planear para talleres en el futuro.
  - Grupos de enfoque: Después de los tres talleres, se le invitará a participar en un grupo de enfoque. Durante el grupo de enfoque los participantes tendrán preguntas sobre los tres talleres. Se le pedirá permiso para la grabación del audio.

- **School Officials**
  - Cuestionario: Complete a paper questionnaire regarding college knowledge of parents specifically focusing on college admissions, financial aid and cultural values.
  - Observaciones del equipo de acción de investigación: Si eres un consejero o administrador, serás invitado a participar en el equipo de investigación de acción. El equipo de investigación de acción hará planes para los talleres para los padres. Se te pedirá permiso para la grabación del audio.
  - Reflexiones del equipo de acción de investigación: Después de los tres talleres, los miembros del equipo de investigación de acción serán dada una reflexión en línea confidencial para evaluar el programa.

¿Qué pasará si participo en este estudio de investigación, y por cuánto tiempo estaré en el estudio de investigación?
Si usted es voluntario para participar en este estudio, el investigador pedirá que haga lo siguiente:

- **Los padres / Tutores**
  - Cuestionario: Completar un cuestionario en papel al respecto de su conocimiento de la universidad que se centra específicamente en la admisión a la universidad, ayuda financiera y los valores culturales.
  - Taller de evaluaciones: Si usted es un padre / tutor de un estudiante latina, se le invitará a participar en tres talleres. Después de cada taller, se le pedirá que complete una evaluación. Las evaluaciones del taller ayudarán a los oficiales de la escuela planear para talleres en el futuro.
  - Grupos de enfoque: Después del término de los tres talleres, se le invitará a participar en un grupo de enfoque. Durante el grupo de enfoque los participantes tendrán preguntas sobre los tres talleres. Se le pedirá permiso para la grabación del audio.

- **Los funcionarios de la escuela**
- Cuestionario: Completar un cuestionario en papel al respecto de su conocimiento de la universidad se centra específicamente en la admisión a la universidad, ayuda financiera y los valores culturales.

- Observaciones del Equipo de Investigación Activa: Si usted es un consejero o administrador, se le invitará a participar en un Equipo de Investigación Activa. El Equipo de Investigación Activa se reunirá para planificar los tres talleres para los padres. Se le pedirá permiso para la grabación del audio.

- Reflexiones del Equipo de Investigación Activa: Después de los tres talleres, los miembros del Equipo de Investigación Activa se les asignara, para completar, una reflexión confidencial en línea para evaluar el programa.

Are there any potential risks or discomforts that I can expect from this study?  
There are no anticipated risks or discomforts from participating in this study.

¿Hay riesgos potenciales o incomodidades que puedo esperar de este estudio?  
No hay riesgos previstos o incomodidades de participar en este estudio.

Are there any potential benefits if I participate whether directly or to society?  
By participating in this study participants may be able to
- Learn about ways to support your daughter in her path to college and successful completion in the future.
- Build a sense of community with other parents/guardians who also look to support their daughters through the college admissions and completion process.
- Meet parent mentors who can share their experiences of supporting their daughters in college.
- Create a relationship with school officials as a resource for college knowledge information.

¿Existen beneficios potenciales si participo, sea beneficio en mi sociedad o directo?  
Al participar en este estudio los participantes pueden ser capaces de-
- Aprender acerca de las formas de apoyar a su hija en su camino a la universidad y la apoyo con éxito en su futuro.
- Construir un sentido de comunidad con otros padres / tutores que también buscan apoyar a sus hijas a través del proceso admisiones a la universidad.
- Conocer a padres-mentores que pueden compartir sus experiencias de apoyar a sus hijas en la universidad.
- Crear una relación con funcionarios de la escuela como un recurso para obtener información conocimiento de educación universitaria.

Will I be paid for participating?  
- At the completion of each all three workshops, all parent/guardian participants will be entered in a raffle to earn a $50 gift card to Target or Amazon.
- At the completion of the focus group, all parent/guardian participants will receive an additional $25 gift card to Target or Amazon.
- At the completion of the study, all members of the Action Research Team will receive a $50 gift card to Target or Amazon.

¿Me pagarán por participar?  
- Al completar cada uno de los tres talleres, todos los padres / tutores participantes serán agregados en una rifa para ganar una tarjeta de regalo de $50 a Target o Amazon.
- Al completar el grupo de enfoque, todos los padres / tutores participantes recibirán una carta adicional $25 de regalo de Target o Amazon.
• Al finalizar el estudio, todos los miembros del Equipo de Investigación Activa recibirán una tarjeta de regalo de $50 a Target o Amazon.

Will information about my participation and me be kept confidential?
Any information that is obtained in connection with this study and that can identify you will remain confidential. Information will be disclosed only with your permission or as required by law. Confidentiality and anonymity will be maintained by using participants’ initials on all electronic files and pseudonyms for school sites, keeping the master key code identifying participants in a password protected electronic file, and saving all electronic files in a password protected cloud storage such as Google Drive for my exclusive access. Your name and work site will not be reported with the data. Regarding focus groups, all focus group participants are required to keep information discussed confidential. Furthermore, at the start of each focus group, I will facilitate a discussion on focus group expectations regarding communication and engagement and allow participants to share any concerns with the rest of the group.

¿Se mantendrá la información sobre mi participación confidencial?
Cualquier información que se obtiene en conexión con este estudio y que puede identificar a usted seguirá siendo confidencial. La información será divulgada solamente con su permiso o de lo requerido por la ley. La confidencialidad y el anonimato se mantendrán mediante el uso de iniciales de los participantes en todos los archivos electrónicos y seudónimos de los planteles escolares por medio del código de la llave maestra que identificara los participantes en una contraseña protegida en un archivo electrónico. En adición, los archivos electrónicos serán protegidos en un almacenamiento con contraseña protegida tal como Google Drive para mi acceso exclusivo. Su nombre y el sitio de trabajo no se reportara con los datos. En cuanto a grupos de enfoque, se requiere que todos los participantes del grupo mantengan la información discutida confidencial. Además del inicio de cada grupo de discusión, voy a facilitar una discusión sobre las expectativas de los grupos de enfoque con respecto a la comunicación y el compromiso y permitir que los participantes compartan todas sus dudas con el resto del grupo.

What are my rights if I take part in this study?
• You can choose whether or not you want to be in this study, and you may withdraw your consent and discontinue participation at any time.
• Kindly understand that choosing not to participate in the three workshops or focus group or withdrawing your participation from the study will forfeit the receipt of the $25 or $50 gift card to Target or Amazon.
• You may refuse to answer any questions that you do not want to answer and still remain in the study, and there will be no penalty to you, and no loss of benefits to which you were otherwise entitled.

¿Cuáles son mis derechos si participo en este estudio?
• Usted puede elegir si desea o no desea participar en este estudio, y puede también retirar su consentimiento y dejar de participar en cualquier momento.
• Por favor entienda que en cuanto elija no participar en los tres talleres, grupo de enfoque o retirar su participación en el estudio resultara en no recibir una tarjeta de regalo de $25 o $50 a Target o Amazon.
• Usted puede negar a responder cualquier pregunta que no quiera contestar y aún permanecer en el estudio sin ninguna penalización o pérdida de beneficios de cual usted tiene derecho.

Who can I contact if I have questions about this study?
If you have any questions, comments or concerns about the research, you can directly address the researcher at
¿A quién puedo contactar si tengo preguntas acerca de este estudio?
Si tiene preguntas, comentarios o inquietudes acerca de la investigación, puede dirigirse directamente a la investigadora por medio de correo electrónico.
APPENDIX B
RECRUITMENT MATERIAL - PARTICIPANT FLYER

UNIVERSITY OF CALIFORNIA, LOS ANGELES
Recruitment Material – Participant Eligibility Flyer
Multi-school Collaborative for Parent College Knowledge of Latina Students in all-girl Catholic High Schools

I am recruiting parents who meet the following eligibility criteria:

- **Questionnaire:**
  - Participants must currently have a freshman or sophomore daughter attending one of the participating all-girl Catholic Schools in the study.

- **Workshops:**
  - Participants must have completed the questionnaire.
  - Participants must be of Latino/Hispanic ethnicity.
  - Participant’s daughter must be the first or second generation attending college after high school.

- **Focus Groups:**
  - Participants must have attended the three workshops above.

Participation in this study is voluntary. Please know that you may choose not to participate or to withdraw from this study at any time.

The extent of your participation would include one 15-20 minute paper questionnaire, three workshops which each last an estimated duration of 60-90 minutes, and possible participation in one focus group consisting of 4-10 total participants for an estimated duration of 60-75 minutes.

At the completion of each all three workshops, all parent/guardian participants will be entered in a raffle to earn a $50 gift card to Target or Amazon. At the completion of the focus group, all parent/guardian participants will receive an additional $25 gift card to Target or Amazon.

Attached to this email is my study information sheet with detailed information addressing the following questions:

- Why is this study being done?
- What will happen if I take part in this research study and how long will I be in the research study?
- Are there any potential risks or discomforts that I can expect from this study?
- Are there any potential benefits if I participate?
- Will I be paid for participating?
- Will information about my participation and me be kept confidential?
- What are my rights if I take part in this study?
- Who can I contact if I have questions about this study?

If you have any questions or concerns regarding your participation or your rights as a research participant, please do not hesitate to let me know and contact me.
Estoy reclutando padres acuerdo al material de elegibilidad

- **Cuestionario:**
  - Participantes deben de tener actualmente una hija en el grado 9 o 10 asistiendo unas de las escuelas católicas femeninas participando en el estudio.

- **Talleres:**
  - Participantes tienen que haber completado el cuestionario.
  - Participantes deben de ser étnico Latino/Hispano.
  - Hija(s) de participantes deben ser de primera o segunda generación que asistirán a colegio después de secundaria.

- **Grupo de enfoque:**
  - Participantes deben de haber asistido los tres talleres mencionados arriba.

Participación en este estudio es voluntaria. Por favor tenga en mente que puede omitir su participación en cualquier momento.

El extenso de su participación incluirá un cuestionario de 15-20 minutos, tres talleres que cada uno tendrá una duración de aproximadamente 60-90 minutos, y posible participación en grupos de enfoque consistiendo de 4-10 participantes totales con duración estimada total de 60-75 minutos.

Al completar cada uno de los tres talleres, los participantes, padres/tutores serán agregados a una rifa para ganar una tarjeta de regalo de $50 de Target o Amazon. Al completar el grupo de enfoque todo los participantes, padres/ tutores recibirán una tarjeta de regalo de $25 a Target o Amazon.

Incluido en este correo electrónico esta una página de información con detalles explicando las siguientes preguntas:

- ¿Por qué se realiza este estudio?
- ¿Qué pasaría si participo en este estudio de investigación, y por cuánto tiempo estaré en el estudio de investigación?
- ¿Hay riesgos potenciales o incomodidades que puedo esperar de este estudio?
- ¿Existen beneficios si participo?
- ¿Me pagarán por participar?
- ¿Se mantendrá la información sobre mi participación confidencial?
- ¿Cuáles son mis derechos si participo en este estudio?
- ¿Quién puedo contactar si tengo preguntas sobre este estudio?

Si usted tiene preguntas o inquietudes al respeto de su participación o derechos como un participante de investigación por favor no dude en notificarme y contactarme
Dear [insert referral colleague’s name],

I hope this email finds you well. As you know, I am a current doctoral student in the Educational Leadership Program at the University of California, Los Angeles (UCLA). I am currently conducting an action research study on Parent College Knowledge of Latina Students in all-girl Catholic High Schools. I would like to invite your school site as a participant to work on a multi-school collaborative. The program will include a questionnaire to all freshmen and sophomore parents. After the results of the questionnaire are reviewed, the parents will be invited to participate in three workshops hosted by the multiple school sites if eligible. To evaluate the sustainability of the workshops, parents who attended the three workshops may be invited to participate in a focus group.

Feel free to review study information attached for more information on the study, including the parent participants’ eligibility. If you can distribute the questionnaire and know of any potential participants who meet the following eligibility criteria, could you kindly forward them this flyer to assist me in recruiting volunteers? Should anyone elect to participate in my study, they should contact me directly or leave their information on the questionnaire.

If you have any questions or concerns, please do not hesitate to contact me. Your support and assistance is greatly appreciated.
APPENDIX D
PARENT WORKSHOP SUMMARY

WORKSHOP #1: Financial Aid
1. Thank parents for attending and give introduction on speaker
2. Speaker Presentation on Financial Aid
   a. Types of Aid
      i. Grant
      ii. Scholarship
      iii. Loan
   b. Eligibility
      i. Factors
      ii. Formula
      iii. FAFSA & CSS
   c. Other
      i. Work Study
      ii. Parent Contribution
3. Questions
4. Paper Evaluation

WORKSHOP #2: What Colleges are Looking For
1. Thank parents for attending and give introduction on speaker
2. Speaker Presentation on College Admissions
   a. Factors in Choosing a College
   b. Location
   c. Majors and Minors
   d. College Programs
   e. Visiting Colleges
   f. Gathering Information
   g. College Selection
3. Questions
4. Paper Evaluation

WORKSHOP #3: Pathway to College
1. Thank parents for attending and give introduction on speakers
2. SpeakersPresentation Pathway to College
   a. College Data Sheet
   b. College Checklist
   c. What to do by Grade
   d. A-G Requirements
   e. Financial Aid
3. Questions
4. Paper Evaluation
5. Invitation for Focus Groups (Listed on Evaluation)
APPENDIX E
PARENT QUESTIONNAIRE

UNIVERSITY OF CALIFORNIA, LOS ANGELES
UNIVERSIDAD DE CALIFORNIA, LOS ANGELES
Questionnaire/ Cuestionario

Multi-school Collaborative for Parent College Knowledge of Latina Students in all-girl Catholic High Schools
Colaboración multi-escolar para el conocimiento educativo de padres con estudiantes latinas en secundarias católicas femeninas.

1. Daughter(s) Grade:
   Grado de hija(s):
   □ 9  □ 10

2. What is your ethnicity? (Mark all that apply)
   ¿Cuál es su origen étnico? (Marque todas las que apliquen)
   □ White
       Anglosajón
   □ Hispanic/Latino
       Hispano/Latino
   □ Black/ African American
       Negro/ Afroamericano
   □ Native
       American/American Indian
       Americano nativo/ Indio americano
   □ Asian/ Pacific Islander
       Asiático/Islas del Pacifico
   □ Other/Otro:
       ____________________

3. What language are you most comfortable:
   ¿En cuál idioma se siente más cómodo?
   | English | Spanish | Mandarin | Cantonese | Tagalog |
   | Ingles  | Español |         |          |        |
   Speaking/ al hablar  | □       | □        | □        | □        |
   Reading/ al leer    | □       | □        | □        | □        |
   Writing/ al escribir| □       | □        | □        | □        |

Other/ Otro: _____________________________
4. Mark the following questions regarding your education:

Marque las siguientes preguntas con respecto a su educación:

<table>
<thead>
<tr>
<th>Question/Question</th>
<th>Yes/ Sí</th>
<th>NO</th>
</tr>
</thead>
</table>
| Attended High School in USA  
*Asistió la preparatoria en EE.UU.* | ❏ | ❏ |
| Completed High School in USA  
*Completó sus estudios en una secundaria en EE.UU.* | ❏ | ❏ |
| Attended college in USA  
*Asistió el colegio en EE.UU.* | ❏ | ❏ |
| Completed college in USA  
*Completó sus estudios en una universidad en EE.UU.* | ❏ | ❏ |

5. How familiar are you with the types of colleges listed below?

¿Qué tan familiarizado está usted con los tipos de universidades o colegios alistados?

<table>
<thead>
<tr>
<th>Type of College</th>
<th>Poor Sin conocimiento</th>
<th>Fair Conocimiento o básico</th>
<th>Good Buen conocimiento</th>
<th>Very Good Conocimiento avanzado</th>
<th>Excellent Conocimiento excelente</th>
</tr>
</thead>
</table>
| Trade/Technical/Vocational Training  
*Instituto profesional/ técnico/capacitación vocacional* | ❏ | ❏ | ❏ | ❏ | ❏ |
| 2-year Community College  
*Colegio comunitario – 2 años* | ❏ | ❏ | ❏ | ❏ | ❏ |
| 4-year College or University  
*Colegio o Universidad-4 años* | ❏ | ❏ | ❏ | ❏ | ❏ |
| Liberal Arts College or University  
*Colegio/universidad de artes liberales* | ❏ | ❏ | ❏ | ❏ | ❏ |
| Research College  
*Colegio de investigación* | ❏ | ❏ | ❏ | ❏ | ❏ |
| Catholic University  
*Universidad católica* | ❏ | ❏ | ❏ | ❏ | ❏ |
| University of California (UC)  
*Universidades de California (UC)* | ❏ | ❏ | ❏ | ❏ | ❏ |
California State University (CSU)  
*Universidades del estado de California (CSU)*

Private College or University in California  
*Colegios o universidades privadas en California*

Out of State Colleges  
*Colegios fuera del estado*

6. How familiar are you with the college financial aid listed below?

*¿Qué tan familiarizado/a esta usted con la ayuda financiera para el colegio listados?*

<table>
<thead>
<tr>
<th>Financial Aid</th>
<th>Poor Sin conocimiento</th>
<th>Fair Conocimiento básico</th>
<th>Good Buen conocimiento</th>
<th>Very Good Conocimiento avanzado</th>
<th>Excellent Conocimiento excelente</th>
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</thead>
<tbody>
<tr>
<td>Scholarships</td>
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<tr>
<td>Colegiaturas</td>
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<tr>
<td>Grants</td>
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<tr>
<td>Becas</td>
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<tr>
<td>Cal Grants</td>
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<tr>
<td>Becas estatales</td>
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<tr>
<td>Pell Grants</td>
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<tr>
<td>Becas federales</td>
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<tr>
<td>Free Application for Federal Student Aid (FAFSA)</td>
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<tr>
<td><em>Solicitud gratuita de ayuda federal para estudiantes (FAFSA)</em></td>
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<tr>
<td>College Scholarship Service (CSS) Profile</td>
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<tr>
<td><em>Perfil de servicio para colegiatura de colegio</em></td>
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<tr>
<td>Subsidized Stafford Loans</td>
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<tr>
<td><em>Prestamos Stafford subsidiados</em></td>
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<tr>
<td>Unsubsidized Stafford Loans</td>
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<tr>
<td><em>Prestamos Stafford un subsidiados</em></td>
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<tr>
<td>Parent Plus Loans</td>
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</tbody>
</table>
### Prestamos adicionales para padres

| Private Loans | ❏ | ❏ | ❏ | ❏ | ❏ | ❏ |

### 7. How familiar are you with the College Preparatory Curriculum and Extracurricular activities below?

¿Qué tan familiarizado/a esta usted con el currículo preparatoria de colegio y actividades extracurricular alistados?

<table>
<thead>
<tr>
<th></th>
<th>Poor Sin conocimiento</th>
<th>Fair Conocimiento básico</th>
<th>Good Conocimiento</th>
<th>Very Good Conocimiento avanzado</th>
<th>Excellent Conocimiento excelente</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Requirements</td>
<td>❏</td>
<td>❏</td>
<td>❏</td>
<td>❏</td>
<td>❏</td>
<td>❏</td>
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<tr>
<td>Requisitos para graduación</td>
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<tr>
<td>A-G Requirements</td>
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<tr>
<td>Requisitos A-G</td>
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<tr>
<td>Honors Classes</td>
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<td>❏</td>
<td>❏</td>
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<tr>
<td>Clases avanzadas</td>
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<tr>
<td>Advanced Placement Program</td>
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<tr>
<td>Programa de colocamiento</td>
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<tr>
<td>avanzado</td>
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<tr>
<td>International Baccalaureate</td>
<td>❏</td>
<td>❏</td>
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<tr>
<td>Program</td>
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<tr>
<td>Programa Internacional de</td>
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<tr>
<td>Bachillerato</td>
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<tr>
<td>Athletics Program</td>
<td>❏</td>
<td>❏</td>
<td>❏</td>
<td>❏</td>
<td>❏</td>
<td>❏</td>
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<tr>
<td>Programa atlético</td>
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<tr>
<td>Service Learning Program</td>
<td>❏</td>
<td>❏</td>
<td>❏</td>
<td>❏</td>
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<td>❏</td>
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<tr>
<td>Programa de aprendizaje de</td>
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</tbody>
</table>
8. Indicate the 5 that you think will most impact your daughter’s decision to attend college:

   * Friends going to college/ Amigas que vayan al mismo colegio
   * Grades/ Calificaciones
   * Parents/ Padres
   * Family members other than parents/ Otros miembros de la familia además de padres
   * Money for college/ Dinero para el colegio
   * Best fit/ Escuela que sea el mejor ajuste
   * Test Scores/ Calificaciones de exámenes
   * Career Interests/ Interés de carrera profesional
   * Interest in college/ Interes en colegio
   * Guidance counselors
   * Size of school/ Tamaño de escuela
   * Programs/ Programas
   * All girl school/ Escuela solo para mujeres
   * Coeducational school/ Escuela para hombres y mujeres
   * Distance from home/ Distancia de casa
   * Living away from home/ Vivir fuera de casa
   * Other/ Otra: __________

9. What additional information would you like to know about how to help your daughter(s) prepare and succeed for college?

   ¿Qué información adicional le gustaría saber sobre cómo podemos ayudar a su hija(s) para prepararse y tener éxito en el colegio?
10. What questions do you have about college financial aid?  
¿Qué preguntas tiene sobre la ayuda financiera para asistir una universidad?

11. Are you interested in participating in Parent College Knowledge Workshops?  
¿Está usted interesado en participar en los talleres sobre el conocimiento para padres sobre el colegio?

☐ Yes/ Si

First Name/ Primer Nombre: _____________________________

Last Name/ Apellido: _________________________________

Daughter’s Full Name/ Nombre completo de hija: ______________________

Phone Number/ Número de teléfono: _______________________

Email/ Correo electrónico: ________________________________

☐ No

☐ Maybe/ Posiblemente

12. Do you need a kids’ corner for your children during the workshops?  
¿Necesita que sus hijo/a sea supervisado durante los talleres?

☐ Yes/ Si ☐ No ☐ Maybe/ Posiblemente
APPENDIX F
SCHOOL OFFICIALS QUESTIONNAIRE

1. How familiar do you think parents are with the types of colleges listed below?

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade/Technical/ Vocational Training</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>2-year Community College</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>4-year College or University</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Liberal Arts College or University</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Research College</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
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<tr>
<td>Catholic University</td>
<td>❑</td>
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<tr>
<td>University of California (UC)</td>
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<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>California State University (CSU)</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Private College or University in California</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Out of State Colleges</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
</tbody>
</table>

2. How familiar do you think parents are with the college financial aid listed below?

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarships</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Grants</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Cal Grants</td>
<td>❑</td>
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</tr>
<tr>
<td>Pell Grants</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Free Application for Federal</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
</tbody>
</table>
3. **How familiar do you think parents are with the College Preparatory Curriculum and Extracurricular activities below?**

<table>
<thead>
<tr>
<th>Extracurricular Activities</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Requirements</td>
<td></td>
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<tr>
<td>A-G Requirements</td>
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<tr>
<td>Honors Classes</td>
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</tr>
<tr>
<td>Advanced Placement Program</td>
<td></td>
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</tr>
<tr>
<td>International Baccalaureate Program</td>
<td></td>
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<td></td>
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<tr>
<td>Athletics Program</td>
<td></td>
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<tr>
<td>Service Learning Program</td>
<td></td>
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<td></td>
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<tr>
<td>ASB/Clubs/Class Boards</td>
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<tr>
<td>Campus Ministry</td>
<td></td>
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</tr>
</tbody>
</table>

4. **Indicate the 5 that you think parents believe will most impact their daughter’s decision to attend college:**
5. What information do you think parents would like to know about how to help their daughters prepare and succeed for college?

6. What information do you think parents would like to know about college financial aid?
APPENDIX G
ACTION RESEARCH TEAM MEETING GUIDING QUESTIONS

1. How effective was the workshop at addressing our targeted topics?

2. What would you suggest that we change for the next workshops? What can we do better?

3. What do you think about their responses to the workshop evaluation?
Thank you for completing the questionnaire!
Please join us for a series of Parent College Knowledge Workshops

<table>
<thead>
<tr>
<th>Workshop #1</th>
<th>Tuesday, February 9, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINANCIAL AID</td>
<td>6 pm (English)</td>
</tr>
<tr>
<td></td>
<td>6:45 pm (Spanish)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Workshop #2</th>
<th>Wednesday, February 17, 2016 at 6 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLLEGE ADMISSIONS</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Workshop #3</th>
<th>Wednesday, February 24, 2016 at 6 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOW TO SUPPORT YOUR DAUGHTERS</td>
<td></td>
</tr>
</tbody>
</table>

At the completion of all 3 workshops, participants will be entered into a raffle to receive a $50 gift card to Target or Amazon.

Participants who attend all 3 workshops will be invited for a focus group. Each attendee will receive a $25 gift card to Target or Amazon.

RSVP:
Please submit this bottom half of the invitation as your RSVP

Parent First Name: _______________  Parent Last Name: _______________________

Mark the workshop you would like to attend:

____  6 pm in English  ____  6:45 pm in Spanish

A movie/kids room will be available. How many children will be present for childcare?

Food and drinks will be available at 5:45 pm.
¿Gracias por completar el cuestionario!

Por favor únase con nosotros en una serie de talleres sobre el conocimiento educativo de padres

<table>
<thead>
<tr>
<th>Taller #1</th>
<th>Martes 9 de febrero 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>AYUDA FINANCIERA</td>
<td>• 6 pm (Ingles)</td>
</tr>
<tr>
<td></td>
<td>• 6:45 pm (Español)</td>
</tr>
</tbody>
</table>

Taller #2

| ADMISSION DE COLEGIO/  |
| UNIVERSIDAD             |
| Miércoles 17 de febrero 2016 a las 6 pm |

Taller #3

| COMO APOYAR A SUS HIJAS |
| Miércoles 24 de febrero 2016 a las 6 pm |

Al completar los 3 talleres, los participantes serán elegidos para participar en una rifa para recibir una tarjeta de regalo de $50 para Target o Amazon.

Participantes que asistan los 3 talleres serán invitados para ser parte de un grupo de enfoque. Cada persona que asista el grupo recibirá una tarjeta de regalo de $25 para Target o Amazon.

Favor de confirmar asistencia:
Por favor entregue esta porción debajo de la invitación como confirmación de su asistencia

Primer nombre de padre: __________________________ Apellido de padre: __________________________

Por favor indique cual taller le gustaría asistir:

____ 6 pm en inglés    ____ 6:45 pm en español

Habrá un área para niños con una película disponible. ¿Cuántos niños estarán presentes para cuidado infantil?

**Comida y bebidas estarán disponible a las 5:45pm**
UCLA Parent Workshop Reminder

FINANCIAL AID

Tuesday, February 9, 2016

5:45 pm (Dinner Available)
   6 pm (English)
   6:45 pm (Spanish)

Recordatoria de taller
presentado por UCLA para padres

AYUDA FINANCIERA

martes 9 de febrero 2016

5:45 pm (Cena estará disponible)
   6 pm (ingles)
   6:45 pm (español)
UCLA Parent Workshop #2
Reminder!

COLLEGE ADMISSIONS

Wednesday, February 17, 2016
5:45 pm Dinner Available
6:00 pm Presentation

RSVP:

Please submit this bottom half of the invitation as your RSVP for the first Workshop on February 17, 2016.

Parent First Name: _________________ Parent Last Name: _________________________

A movie/kids room will be available. How many children will be present for childcare?

__________

Dinner will be available at 5:45 pm
Recordatoríade taller presentado
#2 por UCLA para padres

COLLEGE ADMISSIONS

Wednesday, February 17, 2016
5:45 pm Dinner Available
6:00 pm Presentation

Favor de confirmar asistencia:
Por favor entregue esta porción debajo de la invitación como confirmación de su asistencia no más tarde de viernes 12 de febrero para el primer taller en el 17 de febrero.

Primer nombre de padre: _________________ Apellido de padre: _________________

Habrá un área para niños con una película disponible. ¿Cuántos niños estarán presentes para cuidado infantil?

__________  

Comida y bebidas estarán disponible a las 5:45pm
UCLA Parent Workshop #3 Reminder

SUPPORTING YOUR DAUGHTERS

Wednesday, February 24, 2016

5:45 pm Dinner Available
6pm Presentation Begins

RSVP:
Please submit this bottom half of the invitation as your RSVP by Tuesday, February 23rd for the third Workshop on Wednesday, February 24, 2016.

Parent First Name: _____________________________________________

Parent Last Name: ______________________________________________

A movie/kids room will be available. How many children will be present for childcare?

___________

Dinner will be available at 5:45 pm
Recordatoria de taller presentado por UCLA para padres

COMO APOYAR A SUS HIJAS

miercoles 24 de febrero 2016

5:45 pm Cena estará disponible
6 pm Presentación

Favor de confirmar asistencia:
Por favor entregue esta porción debajo de la invitación como confirmación de su asistencia no más tarde de martes 23 de febrero para el tres taller miercoles, el 24 de febrero.
Primer nombre de padre: _______________ Apellido de padre: ___________________
Habrá un área para niños con una película disponible. ¿Cuántos niños estarán presentes para cuidado infantil?

Comida y bebidas estarán disponibles a las 5:45pm
WORKSHOP #1 Evaluation  
Topic: Financial Aid

1. Before this Presentation, how well did you know about the financial aid process?

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sin conocimiento</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Conocimiento básico</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Buen conocimiento</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
</tbody>
</table>

2. After this Presentation, how well do you know about the financial aid process?

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sin conocimiento</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Conocimiento básico</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Buen conocimiento</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
</tbody>
</table>

3. What was most helpful during this presentation?

4. What questions do you still have about financial aid?

5. What else would you like to know about the college access and success process?

6. Comments:

7. Will you be attending Workshop #2 on February 17th at 6 pm on College Admissions?
   - Yes
     i. Name: ____________________
     ii. How many children will be present for childcare?
       - No
       - Maybe
Taller #1: Evaluación
Tema: Ayuda Financiera

1. Antes de esta presentación, ¿Cuál era su conocimiento del proceso de ayuda financiera?
   - Sin conocimiento
   - Conocimiento básico
   - Buen conocimiento
   - Conocimiento avanzado
   - Conocimiento excelente

2. Después de esta presentación, ¿Cómo es su conocimiento del proceso de ayuda financiera?
   - Sin conocimiento
   - Conocimiento básico
   - Buen conocimiento
   - Conocimiento avanzado
   - Conocimiento excelente

3. ¿Qué fue lo que más le ayudó durante la presentación?

4. ¿Qué preguntas tiene acerca de ayuda financiera?

5. ¿Qué más le gustaría saber acerca del proceso, acceso y éxito a la universidad?

6. Comentarios:

7. ¿Atenderá al taller #2 en febrero 17 a las 6 pm?
   - Sí
     - Nombre: __________________________
     - ¿Cuántos niños llevará para cuidado de infantil? __________
   - No
   - Tal vez llegue
WORKSHOP #2 Evaluation
Topic: College Admissions

1. Before this Presentation, how well did you know about the college admissions process?
   - Poor
   - Fair
   - Good
   - Very Good
   - Excellent

   - ■ ■ ■ ■ ■

2. After this Presentation, how well do you know about the college admissions process?
   - Poor
   - Fair
   - Good
   - Very Good
   - Excellent

   - ■ ■ ■ ■ ■

3. What was most helpful during this presentation?

4. What questions do you still have about college admissions?

5. What else would you like to know about the college access and success process?

6. Comments:

7. Will you be attending Workshop #3 on February 24th at 6 pm on Supporting your Daughters?
   a. Yes
      i. Parent Name: __________________________________________
         ii. How many children will be present for childcare? __
   b. No
   c. Maybe
Taller #2: Evaluación
Tema: Admisión a la Universidad

1. Antes de esta presentación, ¿Cuál era su conocimiento del proceso de admisión a la universidad?

<table>
<thead>
<tr>
<th>Sin conocimiento</th>
<th>Conocimiento básico</th>
<th>Buen conocimiento</th>
<th>Conocimiento avanzado</th>
<th>Conocimiento excelente</th>
</tr>
</thead>
<tbody>
<tr>
<td>❏</td>
<td>❏</td>
<td>❏</td>
<td>❏</td>
<td>❏</td>
</tr>
</tbody>
</table>

2. Después de esta presentación, ¿Cómo es su conocimiento del proceso de admisión a la universidad?

<table>
<thead>
<tr>
<th>Sin conocimiento</th>
<th>Conocimiento básico</th>
<th>Buen conocimiento</th>
<th>Conocimiento avanzado</th>
<th>Conocimiento excelente</th>
</tr>
</thead>
<tbody>
<tr>
<td>❏</td>
<td>❏</td>
<td>❏</td>
<td>❏</td>
<td>❏</td>
</tr>
</tbody>
</table>

3. ¿Qué fue lo que más le ayudó durante la presentación?

4. ¿Qué preguntas tiene acerca de admisión a la universidad?

5. ¿Qué más le gustaría saber acerca del proceso, acceso y éxito a la universidad?

6. Comentarios:

¿Atenderá al taller #3 en febrero 24 a las 6 pm acerca de cómo apoyar a sus hijas?

- Sí
  - Nombre: __________________________________________________
  - ¿Cuántos niños llevará para cuidado de infantil? _________
  - No
  - Tal vez llegue
WORKSHOP #3 Evaluation  
Topic: How to Support Your Daughters

1. Before this Presentation, how well did you know about supporting your daughters in college?  
   Poor  Fair  Good  Very Good  Excellent  
   ❏       ❏       ❏       ❏       ❏  

2. After this Presentation, how well do you know about supporting your daughters in college?  
   Poor  Fair  Good  Very Good  Excellent  
   ❏       ❏       ❏       ❏       ❏  

3. What was most helpful during this presentation?  

4. What questions do you still have about supporting your daughters in college?  

5. What else would you like to know about the college access and success process?  

6. Comments:
Taller #3: Evaluación
Tema: Cómo Apoyar a Sus Hijas

1. Antes de esta presentación, ¿Cuál era su conocimiento del proceso de cómo apoyar a sus hijas?

<table>
<thead>
<tr>
<th>Sin conocimiento</th>
<th>Conocimiento básico</th>
<th>Buen conocimiento</th>
<th>Conocimiento avanzado</th>
<th>Conocimiento excelente</th>
</tr>
</thead>
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<td>☐</td>
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<td>☐</td>
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</tr>
</tbody>
</table>

2. Después de esta presentación, ¿Cómo es su conocimiento del proceso de cómo apoyar a sus hijas?

<table>
<thead>
<tr>
<th>Sin conocimiento</th>
<th>Conocimiento básico</th>
<th>Buen conocimiento</th>
<th>Conocimiento avanzado</th>
<th>Conocimiento excelente</th>
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<tbody>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

3. ¿Qué fue lo que más le ayudó durante la presentación?

4. ¿Qué preguntas tiene acerca de cómo apoyar a sus hijas?

5. ¿Qué más le gustaría saber acerca del proceso, acceso y éxito a la universidad?

6. Comentarios:
THANK YOU FOR ATTENDING ALL 3 WORKSHOPS!!

DO YOU WANT TO EARN A $25 GIFT CARD TO TARGET OR AMAZON?

You are invited to participate in a 45 – 60 minute focus group. During the focus group, we will discuss the three workshops that were offered. We will examine the benefits, helpfulness and ways to improve the workshops for the future.

All participants will receive a $25 gift card to Amazon or Target. Dinner will be provided. If you are interested, please mark the focus group you would like to attend below.

<table>
<thead>
<tr>
<th>Tuesday, March 1, 2016</th>
<th>Wednesday, March 2, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 p.m.</td>
<td>6 p.m.</td>
</tr>
<tr>
<td>Spanish</td>
<td>English</td>
</tr>
</tbody>
</table>

Name: ____________________________________________

Circle Gift Card Preferred:  Target       Amazon

*Focus groups will be recorded for note-taking purposes*
Taller Presentado por UCLA para Padres Grupo de Enfoque

¡Gracias por asistir los 3 talleres!

¿Quiere ganar una tarjeta de regalo de $25 para Target o Amazon?

Usted está invitado a participar en un grupo de enfoque de 40-60 minutos. Durante el grupo de enfoque habrá una discusión de los tres talleres que fueron ofrecidos. Examinaremos los beneficios, utilidad y maneras de mejorar los talleres para el futuro.

Todos los participantes recibirán una tarjeta de regalo de $25 para Amazon o Target. Se proporcionará cena. Si está interesado/a, por favor marque el grupo de enfoque que le gustaría asistir:

Martes, 1 de marzo 2016
6pm
Español

Martes, 1 de marzo 2016
6pm
Inglés

Nombre__________________________________
Nombre__________________________________

Preferencia de tarjeta de regalo: Target Amazon

*El grupo de enfoque será grabado para el propósito de tener notas
APPENDIX K
PARENT FOCUS GROUP QUESTIONS

FOCUS GROUP MODERATOR:

THANK YOU FOR PARTICIPATING IN THE FOCUS GROUP. I REALLY APPRECIATE YOU TAKING TIME TO HELP EVALUATE THE PARENT WORKSHOPS YOU ATTENDED. EVERYTHING THAT IS SAID TODAY WILL BE KEPT CONFIDENTIAL. ALL NAMES WILL BE CHANGED IN THE REPORTS; HOWEVER, I CANNOT CONTROL WHAT PEOPLE SAY AFTER OUR FOCUS GROUP. TO ENSURE CONFIDENTIALITY, PLEASE RESPECT THE CONVERSATIONS FROM TODAY. IT IS EXPECTED THAT WHAT WAS SAID DURING TODAY’S FOCUS GROUP AFTER THE MEETING WILL NOT BE DISCUSSED BY PARTICIPANTS OUTSIDE THIS MEETING. THE FOCUS GROUP WILL BE RECORDED FOR NOTE TAKING PURPOSES.

TO RESPECT EVERYONE’S TIME COMMITMENTS, I MAY NEED TO STOP YOU FROM SPEAKING IN ORDER TO GIVE EVERYONE AN OPPORTUNITY TO SHARE THEIR THOUGHTS.

1. Please state your name, daughter’s grade and your wish for your daughter’s future.
2. After attending the 3 workshops, what have you learned about supporting your daughter in college?
   • Has anything changed in what you thought about college and what you know now?
   • What are some things you still want to know about to help your daughter’s get into college?
3. After attending the 3 workshops, what have you changed when speaking to your daughter about her future?
   • Did you share what you learned with your daughters?
   • How did she react?
   • Do you think she should come to these workshops?
   • Should we have student only workshops?
4. Are you more confident that you can afford college? Why or why not?
5. How can you support your daughter during this process?
6. Did something in particular from the workshop give you the tools to accomplish this goal?
7. What part(s) of the workshops were most helpful?
8. What can be done in the future to improve the workshops?
9. Do you think we should continue this program for parents?
   • How often do you think we should hold workshops?
   • What days and times work best for you?
   • Do you prefer English/Spanish/Bilingual only workshops
10. Would you participate as a parent mentor?
    • Would you be interested in meeting with other parents who have gone through this process?
    • If we had parent field trips to visit colleges would you attend?
    • How do you think we can get more parents involved in these workshops?
    • When your daughter graduates, would you be interested in helping new parents at our schools with this kind of information?
**Parent Outreach**

1. What ideas do you have to get more parents to attend the workshops?

2. What are your suggestions regarding English only/Spanish only/Bilingual presentations?

3. What other presenters would you like to have come?

4. Do you think parents may build a small community attending these workshops?
   - a. Yes
   - b. No
   - c. Maybe
   - d. Unsure

5. In what ways do you think parents can become mentors to each other?

**Reflection**

1. What strengths, if any, did you find working with both schools?

2. What challenges, if any, did you find working with both schools?

3. Would you be interested in continuing this program in the future?
   - a. Yes
   - b. No
   - c. Maybe

4. What aspects of the program would you keep the same?

5. What aspects of the program would you do differently to make the program better?
APPENDIX M
LIST OF PARTICIPANTS

PRESENTERS:
  ▪ ADRIAN, CLOVERDALE UNIVERSITY
  ▪ KEVIN, BROCKTON UNIVERSITY
  ▪ ELI, UNIVERSITY OF FREEMAN

SCHOOL OFFICIALS:
  ▪ JAN RHYS
  ▪ ERNESTO
  ▪ HOPE
  ▪ MARGAUX
  ▪ PAIGE
  ▪ THERESA
  ▪ ADELYNN
  ▪ GARRY

PARENT PARTICIPANTS:
  ▪ NICOLE
  ▪ EVA
  ▪ SARA
  ▪ GRACE
  ▪ NAYA
  ▪ CHRIS
  ▪ SHANNON
  ▪ CARLOS
  ▪ JOANNE
  ▪ VALERIE
  ▪ PATRICK
  ▪ MELISSA
  ▪ DULAY
  ▪ PETER
  ▪ MELISSA
  ▪ AUDREY
  ▪ KARMINA
References


