

**Parent Institute for Quality Education
High School Study**

Research Progress Report #2

Prepared for

The Parent Institute for Quality Education

and the

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Executive Summary

In the winter quarter 2007, the Parent Institute for Quality Education (PIQE) Fresno Office launched its high school curriculum *Final Destination: The University*. This program is particularly targeted to Latino and other diverse families to help them and their children understand the course requirements that must be taken and successfully completed for eligibility to the California university systems. The program and an evaluation of the program were supported by a grant from the Walter S. Johnson Foundation.

The program has now been offered at twelve high schools in the Central Valley, two of which have the evaluation component; Sanger High School and Mendota High School. Both evaluated schools are located in rural areas and serve largely Latino populations (69% and 99% respectively). This is the second research summary to report the effects of the program on parents' knowledge and actions and the effects on the participating students' course taking, GPA, and attendance.

To assess the effects on parents a pre-post survey research design was used. Parents were administered the survey in Spanish at the beginning workshop one and at the end of the sixth workshop. The data from each school showed that parents made significant knowledge gains about how the educational system works and what they can do to support their children's college admission. This finding indicates the program lays the foundation for parents to play a more active role in their child's education. Sanger parents also showed a significant increase in actions to support their child's learning; and at Mendota High, there was an increase in reported activities but not at a statistically significant level.

To determine the program's impacts on students, data was collected at Sanger High School in June 2008. Students, whose parents graduated from PIQE, were entered into a database and a comparison group identified. The results showed that students whose parents attended PIQE had considerably higher rates of completion of the math and English A-G courses (grade of C or better) required for university admission. In addition, sophomores and juniors in the treatment group also had higher school attendance. The grade point average (GPA) grew for both groups; however, treatment males made greater GPA gains than the comparison group males.

These findings suggest the program may be having an effect on completion of two critical A-G courses and attendance. The findings also suggest more attention should be given to GPA and the tutoring services available to help students achieve at least a B average needed for college admission consideration.

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To assess the effectiveness of the Parent Institute for Quality Education's program: *Final Destination: The University*, researchers Dr. Janet Chrispeels and Jose Bolivar from the University of California, San Diego, Roberto Vaca, a counselor at Sanger High School, and Alma Garcia, of the PIQE office in Fresno, are collaborating to document the short and long term effects of the program on parents and their high school students. The first phase of the evaluation involved administering a pre and post-survey to parent participants who attended the nine-week PIQE program developed especially to support high school parents and their children to become aware of the requirements for attendance at two or four year post-secondary institutions. In addition, parents were provided with a small journal to record ideas and actions after each PIQE session. The journal's purpose was to have parents review through prompts and checklists the content learned in each lesson, do a short reflection on their learning and describe any actions taken towards enhancing the child's opportunities for school success. The second phase of the evaluation involves creating a database of students whose parents attended the PIQE program and then selecting a matched set of students who reflected similar demographic characteristics, parent education level, and GPA. These students will now be followed over the next two years to determine if they are more prepared for college admission.

In the first report we presented the results of the pre-post survey of parents and a summary of their journal entries for Sanger High School, the first school to participate. In 2008, a second high school, Mendota High School, joined the study and a pre-post survey was administered to parents. In this report we present the results of the parent surveys for both high schools, Sanger and Mendota High Schools, and the results of pre-post data from the students whose parents participated at Sanger High School compared to a similar group of students whose parents did not participate. As will be seen, there are some positive and encouraging trends for both parents and students of participating parents.

Quantitative Data Collection from Parents at Sanger and Mendota High Schools

We used a pre-post survey design to assess program effectiveness in communicating academic information required to attend college and the role that parents play in the process. The survey is composed of five main components measuring (a) parent knowledge of academic requirements and resources, (b) parent expectations of their child's education level, (c)

perception of parent-school relations, (d) parental actions supporting education, and (e) school invitations. The knowledge section involved a six-point scale going from “I don’t know” to “I know everything about it”. The sections dealing with parent’s expectations and perceptions of school invitations also used a six-point scale, which ranged from “Strongly disagree” to “Strongly agree”. Finally, the action components of the instrument measured frequency on a six-point scale from “Never” to “Regularly”. In addition we asked parents to indicate their educational level and whether or not their children were participating in college support programs such as AVID, MESA, Upward Bound, or a campus designed college support program, and whether they had completed a four-year plan with their children and the counselor. For the survey given to Mendota parents we added a place for them to give us a name (it could be fictitious) that would allow easy matching of pre and post data. As will be seen, this allowed us to obtain a much larger matched sample this year.

Sanger High School demographics and background. Sanger High School is located near Fresno, CA in a rapidly developing rural area. The school serves 2,700 students. Its ethnic composition is 69% Hispanic, 21% Latino, 7% Asian and 1% African American. Sixty-three percent of its students receive free or reduced price lunches. Sixteen percent of its students are English learners and 56% are classified English only. Over the past few years, the school has been involved in intensive program improvement work raising its Academic Performance Index from 572 in 2002 to 725 in 2007. The high school has been recognized in the WestED “School Moving Up” initiative and by the California Department of Education as a *California Distinguished School* in 2005.

Sanger High School survey data and analysis. Invitations to participate in the PIQE program were sent to all parents. Eventually 129 parents registered for the classes, and 105 graduated (that is attended at least 4 of the 6 content sessions). A pre-survey was administered to a total of 64 parents who attended the first night of the program at Sanger High School on February 12, 2007 (61 completed the entire survey). The survey was read aloud to the parents at the beginning of the first session as a way of ensuring that all parents could complete the survey, even if they were not fluent readers in Spanish, the predominant language of the parents. Four Hmong parents also completed the survey in English. However, they did not complete a post survey, and there were too few to use in the analysis. A post-survey was completed by 33 Latino parents in August 2007, four months after the conclusion of the classes, which helps to explain

the low response rate on the post survey. Although the response rate is low, one benefit is that the post-survey reflects sustained program effects.

To summarize the overall trends in parents’ knowledge and actions they took, a descriptive analysis of the pre and post parent data were conducted. The data are summarized in the table below.

Table 1. *Comparison of pre-post means scores and standard deviation for pre and post survey of Sanger High School PIQE parents.*

Survey Components	Pre Survey		Post survey	
	Mean	Standard Deviation	Mean	Standard Deviation
Knowledge	2.37	1.18	4.22	1.16
Expectations	5.26	0.75	5.63	0.46
Parent-school relations/invitations	4.90	0.94	5.09	0.87
Actions supporting education at home	4.56	1.14	5.16	0.81
Actions at school	3.12	1.23	4.41	1.19

To statistically evaluate the effects of the program through inferential analysis of the data, a paired sample t-test was run for the 14 parents who were identified in both surveys. The small number of matched pairs was in part a result of the failure to record names on the back of the pre-surveys in one of the evening sections in which many parents attended. (This omission was corrected for the Mendota parent survey and more matched surveys were able to be identified.) In addition, we did an independent sample t-test for the total pre and post surveys collected.

The more statistically reliable paired sample t-test shows significant gain in parental knowledge of academic requirements and resources available to students ($t = - 6.501, p < .01$) with a mean increase of 2.41. It also reveals significant gain in the frequency of parental actions

supporting college admission ($t = -3.673$, $p < .01$) with a mean increase of 1.05. The independent sample t-test, which assumes greater variability among participants, reveals significant gains in the knowledge ($t = -7.250$, $p < .01$, M difference = 1.84), expectations ($t = -2.972$, $p < .01$, M difference = .374) and actions supporting education ($t = -2.983$, $p < .01$, M difference = .607) components. To have this level of significance with such a small sample size suggests the program is effective especially in terms of increasing parents' knowledge and their willingness to take action on their children's behalf. One action noted was that prior to PIQE four parents indicated they had developed a four-year plan with the school counselor and their student, whereas after PIQE 10 parents indicated they had taken such action.

Mendota High School demographics. Mendota High School is also located near Fresno. The school opened in 1993 and serves a population of 570 students, 99% of whom are Hispanic. Ninety-five percent of the students receive free and reduced price lunches, 57% of the students are classified as English learners and 36% are involved in the Migrant Education Program. The Academic Performance Index indicates that the school has made growth in its API. In 2004 the API was 573 and in 2007, the school had a score of 691. The school has met its Annual Yearly Progress in math and language arts, except for English language learner students. It has also met its target for graduation.

Mendota High School parent survey data analysis

In winter 2008, Mendota High School recruited parents to attend the PIQE program. Eighty-two parents signed up for the classes. Fifteen of the parents did not complete a sufficient number of classes to graduate. Forty-four parents completed the pre-survey and 55 parents the post. The discrepancy in number of parents who sign up for the class and survey completion is because some parents do not attend the first workshop (the week after the orientation) when the survey is administered, but attend subsequent classes. Twenty-nine parents completed both the pre and the post survey and thus are the sample used for data analysis.

The results of the analysis for Mendota are similar to Sanger in that the reported growth in parents' knowledge about the system and especially college requirements is substantial and significant at the $<.01$ level. Although not statistically significant, there was also positive reported increase in parents' actions at school with a pre mean score of 2.54 and a post of 2.83, a gain of 0.29. Similar to the Sanger parents, more parents indicated they had engaged in developing a four-year plan with the counselor (five before the program versus 12 after the program). These patterns match those of the parents at Sanger High School. One difference

noted between the parents at Mendota compared to Sanger is that the Mendota parents expressed more negative perceptions, significant at the 0.01 level, in regard to school invitations after the PIQE program. It could be that as their knowledge of the educational system increased, they became more critical of services and school practices.

Student Data and Analysis

One of the goals of the *Final Destination: The University* program is to influence not only parents’ attitudes and actions but also to lead to increased readiness of students to enter university. To determine if there appeared to be any effects from parents taking the course on students, we developed a database of students whose parents enrolled in the PIQE classes at Sanger High School. In addition we selected from the other 1,500 Latino high school students, a sample of students matched as closely as possible by gender, GPA and parent education level to serve as a comparison group. For each group, a database was created with the following variables: gender, grade level, GPA 2007 and 2008, attendance (number of absences for any reason) 2007 and 2008, completion of the grade relevant A-G required course in math or English language arts with a grade of C or higher. Using these databases, a number of comparison analyses were conducted.

Student demographics. Seventy-three students were identified whose parents attended the PIQE program. Of these, 35 are female and 38 male. A comparison group was identified with the same number of students and same gender composition. In addition, the grade level distribution was noted, as displayed in the following table.

Table 2. *Grade level distribution of comparison and treatment groups*

	GRADE LEVEL				T
	0	1	2	total	
COMP	2	2	2	7	
ARISON	6	3	4	3	
TREA	3	3	1	7	
TMENT	1	2	0	3	

It should be noted that there is a higher percentage of senior students in the comparison group (32.9%) compared to the treatment group (13.7%). Therefore, in the analyses that follow, we systematically explored grade level variations to ensure that the larger number of seniors was not skewing the results.

Parent education level. In addition to gender and GPA, parent education level was also used to identify the comparison group. Although efforts were made to achieve as close a match as possible, parents in the treatment group had lower levels of education with 61.6% not graduating from high school and one parent indicating they were a college graduate. In contrast, in the comparison group only 39.7% did not graduate from high school and six were college graduates. This higher high school graduation rate could skew the results in favor of the comparison group, therefore, we explored the effects of parent education level in our analyses.

Student Grade Point Average (GPA). There are no significant **overall** differences among the treatment and comparison groups in GPA scores or GPA growth (0.16 vs. 0.15) for 2007 and 2008, as shown in the table below.

Table 3. Overall GPA and growth for comparison and treatment groups in 2007 and 2008.

	G	G	GPA
	PA 2007	PA 2008	GROWTH
COMP	2	2	
ARISON	.30	.46	0.16
TREA	2	2	
TMENT	.30	.45	0.15

However, when the two groups are compared by grade level the treatment group outperformed the comparison group at the sophomore and senior levels, but not the students classified as juniors.

- GPA gains are notable for treatment students in 10th grade (0.18 vs. 0.07 for comparison) and senior students (0.41 vs. 0.16 for comparison group). In contrast, the 11th grade students in the treatment groups did not experience any gains whereas the comparison group showed a 0.15 growth in GPA. These differences are shown in the following table.

Table 4. Comparison of GPA growth by grade level for treatment and comparison groups.

GRADE		G PA 2007	G PA 2008	GPA GROWTH
10	COMPARISON	2 .35	2 .42	0.07
	TREATMENT	2 .46	2 .64	0.18
11	COMPARISON	2 .08	2 .23	0.15
	TREATMENT	2 .15	2 .14	-0.01
12	COMPARISON	2 .30	2 .46	0.16
	TREATMENT	2 .30	2 .71	0.41

Another comparison we explored was the results on the pass rates for math and English classes by gender. Female students did not perform as well in growth in GPA. Females in the treatment group only grew 0.05 points (2.64 to 2.69) compared to a 0.23-point growth for females in the comparison group. In contrast, the male students in the treatment group achieved a 0.22-point growth gain (1.99 to 2.21). This rate is double the growth rate for males in comparison group, 0.09 (2.33 to 2.42). The table below summarizes these data. It is important to note that the females in the treatment group were scoring at a higher GPA to begin versus the comparison group; whereas the males started with a substantially lower GPA. The growth rates for the males is particularly encouraging, but it should be noted that neither females or males in either group on average have GPA that make them competitive candidates for the University of California or California State University campuses. The females in the treatment group are approaching and moving in the direction of a 3.0, which is encouraging.

Table 5. Comparison of treatment and comparison groups GPA growth by gender.

		GPA 2007	GPA 2008	GPA GROWTH
COMPARISON	Female	2.28	2.50	0.22
	Male	2.33	2.42	0.09
TREATMENT	Female	2.64	2.68	0.04
	Male	1.99	2.21	0.22

Student outcomes in meeting A-G course requirements. An important component of the PIQE High School College program is helping parents know the course requirements (called the A-G requirements) for admission to the University of California or California State University system. Therefore, one variable we tracked was completion of the math and English language arts component of the A-G requirements by students in the treatment and comparison groups. To meet the requirement at the students' particular grade level means they had to have earned a C or better in the course. If the student met the requirement they were marked *Yes*; if they earned a D or lower, they were marked *No*.

The results showed that the treatment group had substantially more students complete the math and English A-G requirements compared to the comparison group.

- In math, 64.4% of students in the treatment group completed A-G requirements compared to 39.7% in the comparison.
- However, in the treatment group far more females completed the math requirements (80% completed) compared to the male students (50% completed).
- For the comparison group, where completion rates were lower overall, female students had a lower pass rate compared to the males (34% females compared to 45% males passed with C or better).
- In English language arts, 61.6% of students in the treatment group completed their A-G requirements compared to 34.2% in the comparison.
- The data show that 71% of the treatment female students outperformed their male counterparts, who had a 53% completion rate.
- The comparison group's completion rate for their A-G English course was similar to their performance in math, with both female and male students having the same pass rate of 34%.

As previously mentioned, the comparison group has somewhat higher parent education levels compared to the treatment group. With this higher level of education one might expect that the comparison group would have higher completion (pass rates). To explore the impact of parent education levels on completion, we compared only those students whose parents were not high school graduates in the two groups. Fifty-eight percent of the children of parents with no high school degree had completed the math requirement compared to 37% for this population in the comparison group.

Another critical question is: How does grade level affect pass rates and are their similar patters between treatment and comparison groups by grade level? The following table summarizes these data.

Table 6. A-G completion by grade level.

				Grade			
				Level			
				0th	1th	1th	1
Com parison	A-G Math	es	Y	1		1	
		o	N	3	6	0	
	A-G ELA	es	Y	1		1	
		o	N	1	1	1	
	Trea tment	A-G Math	es	Y	2	1	7
			o	N	2	8	1
A-G ELA		es	Y	2	1	8	
		o	N	2	5	1	
				8	7	2	

As can be seen in the table, the pass rate for both the math and English A-G classes is higher for the treatment group than the comparison group at every grade level.

- A-G Math: 73% of sophomores in the treatment group passed the math A-G class compared to 50% in the comparison group. For juniors, 56% in the treatment group passed A-G Math compared to 26% in the comparison group. For seniors, the number is 70% for the treatment group versus 42% for the comparison.

- A-G English language arts: 73% of sophomores in the treatment group versus 39% of sophomores in the comparison group passed the English A-G class. For juniors, 47% in the treatment group pass English in contrast to 22% in the comparison group. For seniors, the number is 80% for the treatment group versus 42% for the comparison group.

These are very encouraging results that suggest that the program’s focus on helping parents know the A-G requirements and the need to pass these courses may be having an effect on taking those classes and passing them with a C or better. These student data findings are

supported by the parent survey data with PIQE parents indicating that after the PIQE classes they felt that had considerably more information than before the classes about college requirements.

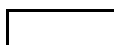
Table 7. Comparison of treatment and comparison group by GPA and A-G completion.

		GPA 2007	GPA 2008
Comparison	Passed A-G Math	2.77	2.8
	Did not pass	1.99	2.19
Treatment	Passed A-G Math	2.65	2.78
	Did not pass	1.65	1.7
Comparison	Passed A-G ELA	2.99	3.02
	Did not pass	1.95	2.12
Treatment	Passed A-G ELA	2.65	2.8
	Did not pass	1.73	1.75

Students who passed A-G math and English language arts requirements had a higher average GPA than those who did not for both the comparison and treatment group. Those students in the program who did not pass A-G courses had an initial average GPA of 1.70 while those who did had a starting GPA of 2.83. This suggests that initial GPA seems to be a good predictor of who will pass A-G courses in the following year and that special attention should be given to those students in the program coming in with lower GPA scores and the kinds of additional assistance they may need to be successful. These findings also suggest how important it is for students to work hard in junior high or middle school so that they are ready for high school level A-G classes.

We grouped students in each group by GPA range (e.g., 0.0 to 1.0, on a four point scale) and compared their pass rate on in the A-G courses with their GPA. An interesting finding was, as can be seen in the table below, students in the treatment group with GPAs between 1.01 and 2.99 outperformed those in the comparison group in completion of A-G courses. Forty-six percent of students in the treatment with GPA scores between 1.01 and 2.00 passed math and English A-G while in the comparison group only 18% passed math and 5% passed A-G English. Students with GPAs between 2.01 and 2.99 passed the A-G courses at a rate of 71% for math and 64% for English compared to 35% for math and 38% for English in the comparison group.

Table 8. Comparison of treatment and comparison group by A-G completion and GPA.



		PA 2007			
		0-1.00	1.01-2.00	2.01-2.99	3.00-4.00
Comparison	Passed A-G Math		4	0	1
	Did not pass		1	1	4
Treatment	Passed A-G Math		8	9	1
	Did not pass		1	2	7
Comparison	Passed A-G ELA		0	0	1
	Did not pass		1	8	1
Treatment	Passed A-G ELA		2	1	3
	Did not pass		1	8	5
Comparison	Passed A-G Math		1	1	1
	Did not pass		2	1	3
Treatment	Passed A-G Math		1	1	1
	Did not pass		2	0	1

Student attendance and outcomes. The final analysis we conducted was to explore student attendance by examining the days absent by grade level. Overall, students in the treatment group attended school at a significantly higher rate (6.99 days missed) compared to students in the comparison group (10.10 days missed). The data are displayed below by grade level. In terms of school attendance for students of PIQE parents, the program seems to make the most significant difference among sophomores and juniors. Treatment students in the 10th grade miss an average of 5.94 days compared to 9.38 days for the comparison students. Treatment students in the 11th grade miss an average of 7.31 days versus 10.91 days for students in the comparison group. The difference is minimal between seniors in both groups, 9.20 days missed for treatment seniors versus 10.08 for comparison seniors. It may be important to stress with parents that attendance during the senior year is critical. Seniors often forget that colleges may admit on the basis of junior level achievement, but senior grades count for final admission.

Table 9. Comparison of treatment and comparison group by school attendance by grade level

	Grade Level	Days missed
Comparison	10th	9.38
	11th	10.91
	12th	10.08
Treatment	10th	5.94
	11th	7.31
	12th	9.2

Implications of the Findings

Several aspects of the findings are worth noting. First, the significant increase in knowledge gains indicated by the parents between pre and post-surveys is consistent with other quantitative and qualitative studies of the PIQE program (Chrispeels & Gonzalez, 2002; Chrispeels & Rivero, 2001). Second, for Sanger parents, the knowledge gains are particularly noteworthy given the lapse between program conclusion and the post survey administration, suggesting parents are retaining information learned. Third, parents on the post-survey also indicated they were now taking more actions to support potential college attendance by their children. These significant gains were found in both the matched t-test and in the independent t-test. Fourth, this group of parents had relatively high mean scores on the pre-survey in the areas of expectations, positive relationships with the school, and taking actions to support their children's learning. Thus, it is not surprising that there were no significant differences between pre and post surveys. One interpretation of these results is that this group of parents has high expectations and is motivated to learn how to increase their children's chances of school success. The significant gains in knowledge about how the system works, about requirements for college admission and the actions parents and students need to take suggest that the parents may now have needed information to realize their expectations and aspirations for their children.

Qualitative Evidence from Parent Journals

The quantitative findings presented above are complemented by the analysis of the journals completed by the parents. The small journal in which they wrote about their learning and reflections after each lesson was completed at the beginning of each workshop (after the first workshop) and collected from 34 parents at the end of the sixth sessions of the program. All parents did not complete the journals; and they were filled out at different levels of detail and understanding, perhaps reflecting that journaling requires a minimal level of reading and writing ability. The journals, however, serve as another source of data that illustrate the types of information covered in the classes and the parents' responses to it. Following is a summary of the most significant accounts collected from the journals:

- ◆ According to their responses to the journal prompts, parents seem to understand and appreciate the importance of their children attending college in order to “*find a profession*”, “*get better jobs*”, “*improve their lives*”, “*prepare for a better life*”,

“*having a better future*” and “*setting an example to the community and the family*”. One parent was very eloquent in his view saying attending college was “important for their social and economical development and to set an example for and be the pride of the family and the community”. This is also reflected in the initially high mean score in the expectation component of the quantitative data, which indicates the high hopes parents have for their child’s academic career.

- ◆ Most parent see high school as a stepping stone for their children to go to college, as a prerequisite they have to fulfill and as a place where their children will become prepared with the knowledge and ability to move on to higher education.
- ◆ The majority of parents wrote that their children also perceive college to be crucial to achieving a better life, becoming a professional and getting a good job and thus being able to have better (more affluent) life in general than their parents. A couple of parents commented on their child’s refusal to go to college and others on the doubts and fear that potential college attendance invokes in them.
- ◆ At early stages of the program according to the journals, parents see their role in getting their children to go to college as mainly providing moral and emotional support and motivation. A few extended their role to providing good advice. Many parents simply said: Supporting him/her in any way possible. Few wrote that their role should include being involved in the student’s academic life. This is backed by the quantitative data showing that parents had little knowledge of the need for them to get involved in different ways, including a focus on the academic aspects in their child’s education.
- ◆ Most of the parents indicated they have talked to their children about their academic goals; the need to take more advanced classes and checked on the classes the student is taking. A smaller number indicated that they check homework daily and that they have met with the school counselor. Very few have actually met with the student’s teachers according to the journal responses, which is not surprising given the number of teachers high school students interact with and the more intimidating structure of large high schools.
- ◆ Many parents, reporting after the first session on what their children are doing in order to prepare for college, use very general statements like “studying a lot”, “doing all their homework” and “never missing class”. A few were more specific noting that the student is “taking advanced classes” and engaging in sports and other extracurricular activities. Although responses such as *studying a lot* are encouraging and suggest positive action by the students, the generality of the responses of most parents suggest perhaps the need to provide parents with more guidance on the kinds of program and activities a college bound student might take. The types of activities were covered in ensuing sessions, and parent indicated they were gaining insights about “college preparation” as the program continued.
- ◆ The majority of the parents identified the academic goal of their child as getting a college degree, the most popular one being education and becoming a teacher. Other

degrees mentioned were criminology, psychology, communications and school counselor. A couple of parents said finishing high school were their child's academic goal.

- ◆ Reporting after the second session parents seem to understand the role of the school counselor as one that informs, advises and plans with students about the classes they should take either to graduate from high school or to attend college. The fact that these parents also mention that the person they have met with is the counselor is important in terms of the potential to have their child enrolled in a college preparatory program.
- ◆ The great majority of parents indicated they have talked to their children about their expectations after graduating from high school. A smaller number but still the majority reported they have designed a 4-year plan and reviewed the academic standards of their child's grade.
- ◆ Parents clearly know that GPA is an important component of their children's academic career. Many understand its importance for college admission saying it's "a requirement for college entrance" and that it "allows them to stand out among others for college". However some parents think its function is to inform them about the level they are at and how far along they are in school.
- ◆ Writing after the third session most parents believe taking advanced placement classes will guarantee easier admission into colleges for their children. Some see it as necessary to be able to "study in the best universities". Parents also see them as a personal challenge for students that will make them study and work harder.
- ◆ After the third session of the program parents see their role in preparing their child for standardized tests in several ways: (a) Motivating them to study and to pursue college education, (b) helping them academically with homework and test preparation, (c) talking to them about dedication and concentration and (d) basic parenting support such as having them get good night sleep and a good breakfast to go on to school.
- ◆ After the fourth session every parent reported that they are talking to their children about their interests and their abilities and are motivating them to pursue them. However, fewer indicated that they actually seek information about programs and only about half are actually enrolling them in extracurricular programs.
- ◆ The college option mentioned by almost every parent was Fresno State. CSUs and City colleges in general were also mentioned by many. Other options listed were UC Merced, UCSB, Arizona and BYU. Responses to this question indicate that parents are aware of CSU Fresno as a nearby option for college.

- ◆ The factor that parents mentioned as most important for determining which college or university their child might attend was the academic programs offered followed by it being a public institution and the distance from home.
- ◆ Parent identified two main obstacles for their children to attend college: (1) Not having the financial means to pay for tuition, and (2) Low GPA and not fulfilling college requirements. Other obstacles were a potential lack of interest, lack of information about financial help and not having a visa. The first reason has implications for counselors and the second limiting factor (low GPA) has implications for parents' support and the PIQE program in terms of providing tips on how to raise GPA.
- ◆ In order to overcome these obstacles parents said they would look for information about scholarships and low interest loans and prepare themselves to be able to support them better in different ways. This understanding and willingness to seek financial support suggests the PIQE program is helping parents gain awareness of potential resources available for their children to be able to go to college.

Implications of Findings from the Student Data

Both the qualitative (journal entries) and quantitative parent data indicate that through the PIQE program the parents gained important information about the requirements for attending university. The next question was whether this short, nine-week program for parents translates into changes in students' potential for attending university. To answer this question, the focus of the study this year was to follow the progress of the students whose parents attended this PIQE program and to compare them to a matched group. The purpose is to see if the program has long-term benefits in terms of increased attendance, grade point average, and readiness for college by completion of the A-G admission requirements for the University of California or California State University systems. The results of the student data are very encouraging and indicate that the program may be having an effect.

University required A-G course completion. The largest effect seems to be in the area of completion of A-G requirements. The differential affect for females versus males in the program deserves further attention. The results are positive for both groups, which is good. But it will be important to know what can be done to encourage more males to strive to successfully pass each course and be ready for college. Also a word of caution is in order. For this study, we examined only math and English A-G course taking. The A-G requirements include two years of laboratory science, history/social studies, language other than English, and art and a college preparatory elective. To be college eligible and ready, students must meet all the requirements.

For example, even if students pass math and English course requirements at each grade level, but fail to take a laboratory science, they would not be eligible and would need to attend community college to fulfill this requirement.

GPA and A-G requirements. From this study, it is clear there is a relationship between GPA and success in an A-G class. The encouraging findings are that students whose parents attended PIQE are doing consistently better in passing the A-G requirement even if their starting GPA is quite low. Additional tutoring or assistance for these students could yield even better results since the results suggests they may be getting encouragement from home.

GPA levels. The findings regarding GPA are more mixed. There are some encouraging findings in terms of GPA growth for males whose parents attend PIQE. However, it is important to note that GPAs remain on average too low to make these students competitive for four-year college admissions. This is true for both groups. This suggests the need to place more emphasis on understanding what are the course requirements to be successful in a particular class. Parents might be given more encouragement to review the syllabus with their students for each class they are taking to learn what does it take to achieve a B or A in the class. Also parents may need to be informed about tutoring and other assistance available for their children and to encourage them to use these resources if their grades fall to a C or lower.

Attendance. Overall higher attendance rates and especially higher rates for sophomores and juniors is also importance. Although seat time does not guarantee higher rates of learning, if students are in school, they are much more likely to be learning. The data suggest the PIQE program may want to stress with parents of seniors the importance of attendance, even when the culture and pressure may be not to attend.

Recommendations

In reviewing the data and its implications, we suggest several recommendations for consideration by the PIQE directors.

1. Have a special PIQE class or extend one class session to have all PIQE parents and their children meet with school counselors to develop a four-year plan. The counselors could meet in small groups with their assigned counselees to complete the plan. Doing this as part of the class would greatly increase completion rates and ensure that parents really understood what the requirements mean for all A-G components.

2. Encourage parents whose students have low GPAs to enroll them in programs such as after school tutoring to ensure their success in the A-G classes.
3. In the PIQE program for middle or junior high school parents and for high school freshmen, be sure to stress the importance of good grades at this level in terms of being prepared for the more rigorous A-G high school curriculum. Again parents should be informed about tutoring opportunities if grades fall below a C.
4. As parents complete the program, consider encouraging them to form a 3.0 club that will continue to motivate and encourage their children to maintain a B average. A recent study of an African-American parent group called, College Bound San Diego, (John Collins, unpublished dissertation from UCSD, 2008) has shown that parents and students who meet once a month throughout the students' high school career to offer encouragement, teach study skills, African-American history and cultural awareness and visit universities had very high college going rates (and college graduation success). PIQE may want to find ways to encourage natural parent leaders who emerge in their classes to continue such support groups, especially for the parents whose children are juniors and seniors.

Next Steps in Data Collection and Research

First, at the start of the school year at Mendota High School, we will work with a counselor to compile a similar database of students whose parents graduated from PIQE and a comparison group. This will allow us to validate the findings from this study. What we have learned from the analysis at Sanger High School will be used to ensure that we match more closely by grade level as well as the other variables gender, GPA and parent education level.

Second, we will work with Mr. Roberto Vaca, the counselor at Sanger High School, to compile a short guide that will then be made available to PIQE directors in other regions to encourage them to compile similar databases when they hold a PIQE class at the high school. It will be important that this be part of the negotiation with the high school when the class is to be offered.

Third, we plan to conduct follow-up focus groups at Sanger High School to learn from parents and students and counselors specific actions they may have taken that might help us establish a more causal link between the PIQE program and the student results in attendance, GPA gains and A-G course requirement success. We will also explore what else may be valuable to help them be even more successful. Given the positive findings from this study, it

should be motivational for high schools to know the benefits of offering PIQE and to explore what more they may be able to do to capitalize on PIQE parents motivation.

Appendix A

Parent PIQE High School Survey



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PIQE SURVEY HIGH SCHOOL PARENT

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Name: Child Grade Level: 9 10 11 12

Please complete this form thinking about your **oldest child** who is currently studying at this school. Please use a **black pen** to fill in the circle that most closely matches your response. Your responses will be **confidential**. There are no "right" or "wrong" answers. We just want to know what you think or know at this moment. No official from the school or PIQE will see your answers.

Please tell us how much you know about the following:

	Don't know	Know a little	Know some	Know a lot	Know most of it	Know all of it
1. My child's reading and math level on standardized tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The community resources available to help my child with their academics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The importance of GPA for college admission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The a-g requirements needed to enter a California university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The financial aid available for attending a university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The academic courses my child will take this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The programs available at school to support my child's learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The PSAT, SAT or ACT assessments needed for admission to university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please tell us whether you agree or disagree with the following:

	Strongly Disagree	Disagree	Disagree somewhat	Agree Somewhat	Agree	Strongly Agree
1. I expect my child to enroll in advanced courses (e.g., Honors, AP, college level courses).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I expect my child to be involved in extra-curricular activities (e.g., sports, clubs, community service).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I expect my child to attend a university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I expect my child to study hard to get good grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I believe my child has the ability to study at a university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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PIQE SURVEY (page 2)

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	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Disagree somewhat</i>	<i>Agree Somewhat</i>	<i>Agree</i>	<i>Strongly Agree</i>
6. This school has an open-door policy for parents with an office staff that welcomes and helps me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. This school invites me to regularly participate in school activities.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
8. Counselors at this school reach out and help all parents and students plan for college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My child's teachers contact me to share his/her progress.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
10. The principal welcomes all parents to the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please tell us how often you have done the following activities this year:

	<i>Never</i>	<i>1-2 times</i>	<i>3-4 times</i>	<i>5-6 times</i>	<i>7-8 times</i>	<i>Regularly</i>
1. I have talked with my child about his/her interests and hobbies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I have talked with my child about our family's values and goals.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
3. I have talked with my child about his/her career's interests and future plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I have established a place and time for my child to study at home.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
5. I have reviewed my child's progress reports and report cards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I supervise or help my child with homework or class projects.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
7. I attend my child's parent-teacher or student-led conferences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I have reviewed my child's cumulative file.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
9. I have talked to my child about my expectations for them to work hard in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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PIQE SURVEY (page 3)

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Please tell us how often you have done the following activities this year:

	Never	1-2 times	3-4 times	5-6 times	7-8 times	Regularly
1. I have talked with my child about the a-g courses required for university admission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I have talked with my child about the importance of education beyond high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I checked with my child's teachers or counselor to ensure she/he is enrolled in classes that qualify for university admission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I have attended college information nights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I have visited universities with my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. My child and I have developed his/her 4-year school plan with the school counselor:

Yes

No

2. My child is participating in the following college support programs: (Check all that apply)

AVID Other University Outreach Program

MECHA _____

MESA (Name of the program)

Cal-SOAP

Upward Bound

3. By attending the PIQE classes I learned:

4. What is the highest educational level you expect your child to achieve? (Mark only one)

High School

Vocational School (e.g. Mechanic, Cosmetology)

Community College Associate Degree

Bachelor's Degree

Master's Degree

Professional School (e.g. law, medicine)

Appendix B

**PIQE High School
Parent Journal**

**Final Destination: The University
PIQE Journal**

**PIQE Journal
Final Destination: The University**

The main objective of the program *Final Destination: the University* offered by PIQE is to help parents and their high school students learn the steps that need to be taken to be eligible for a university education. The program also encourages parents to become promoters and important sources of support in their son's and daughter's education, at home as well as in the school, with the intention of proving them the best opportunities to attend and be successful in college.

Every week we would like you to take notes and reflect on the different topics that are talked about and actions that you have taken. Write and answer as much as you can or want. We invite you to add any thoughts, drawings or ideas that express your on-going experience in the program.

Lesson 1:

- It's important for my son/daughter to go to college because:

- The role of High School in the academic career of my son/daughter is to:
 - Reflection:
 - What is your son's/daughter's perception of college?

 - What is your role as parent in your son/daughter getting into college?
 - Action:
 - I am helping my son/daughter prepare for college by: (check all that apply)
 - Meeting with his/her teacher
 - Meeting with his/her counselor
 - Keeping track of which classes they are taking
 - Checking their daily assignments and activities
 - Encouraging him/her to take advanced classes
 - Talking to him/her about future academic goals

- In order to prepare for college my son/daughter is:

Lesson 2:

- My son's/daughter's interests are: _____

My son's/daughter's academic goals are: _____

- The role of the school counselor it's important for my child because:

- My son/daughter has completed (indicate # of years) the following college entrance requirements:

- A. History ___ C. Mathematics ___ E. Language ___ G. College Prep ___
B. English ___ D. Lab Science ___ F. Arts ___

- My child's academic level is:
CLEDT (English Level): _____
CST: _____

- Action:

- In my meeting with the school counselor we: (check all that apply)

- Identified my child's Academic Level
- Reviewed the Academic Standards of my child's grade level
- Talked about my son/daughter expectations after High School
- Designed a 4-year Plan
- Other: _____

Lesson 3:

- My son's/daughter's GPA is important because:

- His/hers GPA is:

- Advanced classes can help my child by:

-

Reflection:

- How do you think your son's/daughter's self esteem is related to his/her academic performance?

Lesson 4:

- I can help my son/daughter prepare for the SAT and ACT tests by:

- My son's/daughter's interests and skills are:

- If AVID or any other college preparation program is offered at your child's school, how can you as a parent help your son/daughter enroll in it?

- What extracurricular activities is your son/daughter taking part in at this moment?

- Reflection:

- What other extracurricular activities do you envision you son/daughter doing that might help him/her prepare for life?

- Action:

- How are you promoting your son's/daughter's interests and skills? (check all that apply)

- Talking to him/her about what he likes and what he is good at
- Encouraging him/her to pursue these interests
- Finding out about programs, activities that relate to his interests
- Enrolling him/her in extracurricular activities
- Other

Lesson 5:

- What are the different college options available to your son/daughter?

- Which options do you feel are most appropriate for him/her?

- Which college campuses have you or your son/daughter visited or plan to visit?

- Reflection:

- Rank the importance (1 = most important - 6 = least important) for you of the factors your son/daughter will consider when choosing a college to attend:

- Size of school
- Location
- Public or Private
- Distance from Home
- Academic Programs Offered
- Diversity of student body

- What is your take on the appropriateness of the different college options available?

Lesson 6:

- What difficulties might prevent your son/daughter attending college?

- Action:

- If your son/daughter is a junior or senior, has he/she: (check all that apply)

- Taken the PSAT or el PLAN preparation tests
- Taken the SAT or ACT

If a senior:

- Taken the SAT or ACT
- Completed the FAFSA form
- Completed college applications
- Applied for:
 - ___ College Grants
 - ___ Scholarships
 - ___ Work-Study Programs
 - ___ College Loans

End of the Year Check List

- Designed a 4-year course taking plan
- Signed up for PSAT, SAT or ACT
- Took SAT or ACT
- Visited a college or university
- Improved overall GPA _____
- Participated in college support program (AVID, MESA, other)

Participated in extracurricular activities

- Sports
- Arts
- Student Government
- Other: _____

If a Senior:

- Completed College Applications
- Completed FAFSA form
- Applied for other forms of Financial Aid