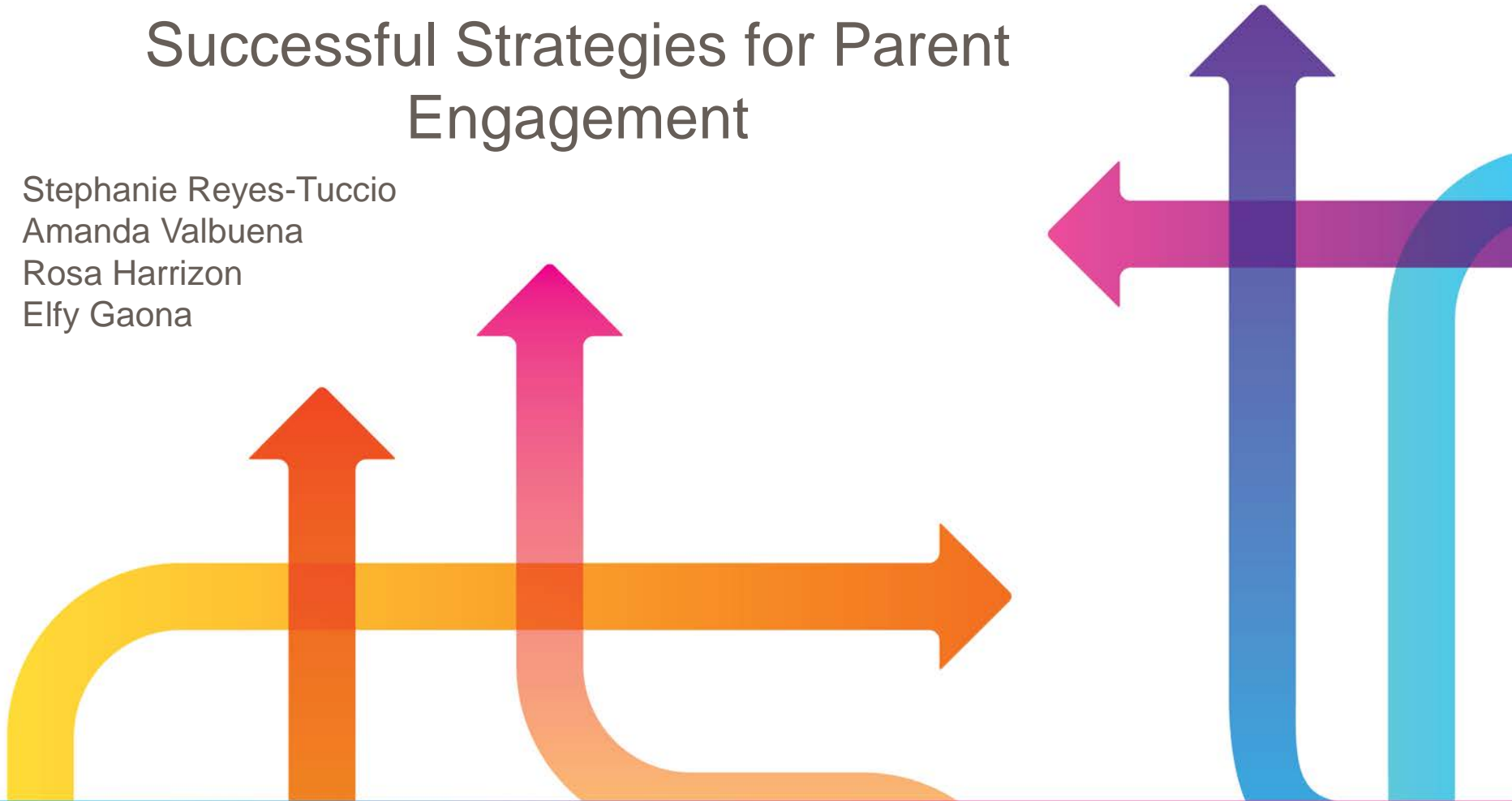


College Access & Preparation (CAP) Forum

Intersections: Exploring all avenues to help our students succeed

Padres Promotores de la Educación: Successful Strategies for Parent Engagement

Stephanie Reyes-Tuccio
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Elfy Gaona



Research on Latino Parent Involvement

- Mainstream notion of Parent Engagement
- (Lopez, 2001; Lopez & Stoelting, 2010).

- Mismatch between home and school culture leads to assumptions about parents lack of regard for education
- (Goodwin & King, 2002; Quirocho & Daoud, 2006).

- Latino Parents seen as not engaged and having low expectations
- (Lopez, 2001, Goldenberg, Gallimore, Resse, & Garnier, 2001),

- Parents seen as culpable for low achievement
- (Zarate & Conchas, 2010)

Importance of Social/Cultural Context

- Social, Institutional, Cultural factors not taken into account
- (Cantu)
- Social Networks key, particularly for immigrant families, schools often not perceived as part of this network
- Parents often lack cultural knowledge of schools
- Mismatch between home and schools leaves parents feeling excluded
- (Delgado-Gaitan, 2001)

The Santa Ana Community

- **Population: 331,953**
- **Hispanic 253,928 (78.2%)**
- **74% of the city's residents speak Spanish.**
- **48.6% Foreign born**
- **52% Limited English speakers.**
- **Median age of residents: 26.5 years with 46% under 19.**
- **63% of residents age 25 or older do not have a high school diploma**



Santa Ana Unified School District

- **36 Elementary Schools**
- **9 Intermediate Schools**
- **6 Comprehensive High Schools**
- **6th Largest School District in California**
- **94% Latino Student Population**
- **84% English Language Learners**



Model of Peer Educators/Padres Promotores

- Latino Health Access- Promotores came from World Health Organization to Orange County
- Clients become Leaders. Latino Health Access provided promotor training, Santa Ana Partnership filled in information about higher education
- Began with 10 people
- Parents began doing the training, writing the curriculum and leading the program.

Structure of Promotores Program

<p>Santa Ana High School Mendez Fundamental Intermediate Willard Intermediate</p>	<p>Century High School César Chávez High School Villa Fundamental Intermediate Sierra Intermediate</p>
<p>Silvia Acevedo <i>Rosa Vega</i> <i>Maria de J. Soto Aguilar</i> <i>Reyna Salinas</i> <i>Bertha G. Martinez</i> <i>Pilar Lara Cortes</i></p>	<p>Gabriela Lemus <i>Delia Aguilar</i> <i>Dora Gómez</i> <i>Lidia Diezmo</i> <i>Jessica Escobar</i></p>
<p>Saddleback High School McFadden Intermediate Lathrop Intermediate</p>	<p>Segerstrom High School Middle College High School MacArthur Fundamental Intermediate</p>
<p>Nelly Verastegui <i>Maria Galindo</i> <i>Maria Merlan</i> <i>Maricela Rodriguez</i> <i>Nancy Gallardo</i> <i>Bertha I. Elias</i> <i>Maria del Rosario Muñoz</i></p>	<p>Gloria Iwaki <i>Aida Alvarado</i> <i>Eva Estrada</i> <i>Elena de Vicente</i> <i>Reyna Chavez</i> <i>Adriana L. Rodriguez</i> <i>Maria Eugenia Herrera</i></p>
<p>Valley High School Lorin Grisnet Academy Carr Intermediate School</p>	<p>Godinez Fundamental High School Spurgeon Intermediate</p>
<p>Maricela Re <i>Alejandro Hernández</i> <i>Elizabeth Martínez</i> <i>Julia Rangel</i> <i>Rosalía Quintero</i> <i>Maricela Reyes</i></p>	<p>Socorro Amaral <i>Estela Farias</i> <i>Marisol Hernandez</i> <i>Rosa Ayala</i> <i>Maria Ortiz</i> <i>Santa Cruz Tornez</i></p>
<p><i>Santa Ana College</i></p>	
<p><i>Elfy Gaona</i> <i>Rosa Harrizon</i></p>	

- Teams of five to seven people
- Organized per secondary school boundaries
- Coordinated and led by Promotor Leader



Padres Promotores Training

Phase I: Intensive Training

Four full days:

- Two days exploring and practicing the skills of a “Promotor”
- Two days focused on academic preparation for college and how to conduct a “home visit”
- Training concludes with a campus visit to one of the area universities..

Phase II: Continuous Training

Last Friday of every month.

- Overview of program, different topics.
- Team building.
- Educational issues
- Community resources are provided by different associations and community organizations



Padre a Padre Curriculum

Information based on pláticas and written in terms of the language and culture of the parents.

Lesson 1: Understanding transitions from home through the education system

Lesson 2: Three important subjects: Mathematics, English and Science

Lesson 3: Report Cards and the GPA

Lesson 4: Graduation Requirements*

(based on Santa Ana Unified School District)

Lesson 5: The Importance of Higher Education

Lesson 6: Requirements for Higher Education

Lesson 7: College and University Options

Lesson 8: Covering the Cost of a Higher Education

Lesson 9: Saving for College

Lesson 10: Supporting Your Child Already in College

Pláticas y Visitas Domiciliarias

Community Dialogues & Home Visits

Peer-to-Peer Parent Engagement

- Link parents to school services
- Provide targeted information about higher education
- Link families to school and community resources



Personal Development for Promotores

- 4 personal development sessions through out the year – each is 4 hours long.
- Helps *Promotores* develop communication skills
- Develop strategies to search for own abilities
- Empowers parents



Convivencias

Family Gathering in June (Convivencia Familiar)

- *Promotores* invite their families to share with them what *promotores* do in the program.
- Lunch is provided and games engage the children.
- Opportunity to recognize all *Promotores* with a certificate of recognition for their hard work in front of their families.



Christmas Gathering in December (Convivencia Navideña)

- Opportunity for *Promotores* to bring their families in a celebratory environment.
- *Promotores* invite educators and community partners that supported the program throughout the year to recognize them and express their appreciation.
- Dinner is provided and *Promotores* develop the entertainment program.



Dissemination

- SAUSD Annual Parent Conference: Padres Promotores collaborate in this annual conference providing presentations to other parents using Padre a Padre curriculum.
- Regional/National Conferences
- Local Padres Leadership
- Replication training in other communities



SANTA ANA PARTNERSHIP

**PADRES PROMOTORES
DE LA EDUCACIÓN**

SAVE THE DATE

Parent Engagement Institute
September 18 & 19, 2014
Santa Ana • California

For more information visit our website:
www.sac.edu/PadresPromotores • (714) 564-6970

Santa Ana parents who participate in the Padres Promotores de la Educación program actively deliver information about higher education to the community through non-traditional methods such as home visits, neighborhood associations, apartment complexes, churches and community centers. The program began in January 2001 and is administered by the Santa Ana Partnership which includes the City of Santa Ana, Santa Ana Unified School District, Santa Ana College, CSU Fullerton and UC Irvine.

The purpose of this Parent Engagement Institute is to provide an intensive and engaging experience to teams of school personnel, parents and other educators about our model of authentic parent involvement in early college preparation. Teams attending this institute will walk away with a how-to strategic plan that will help them create a similar effort in their community.

Tentative Schedule:
Thursday, September 18th, 9 a.m. to 5 p.m.
Friday, September 19th, 9 a.m. to 3 p.m.

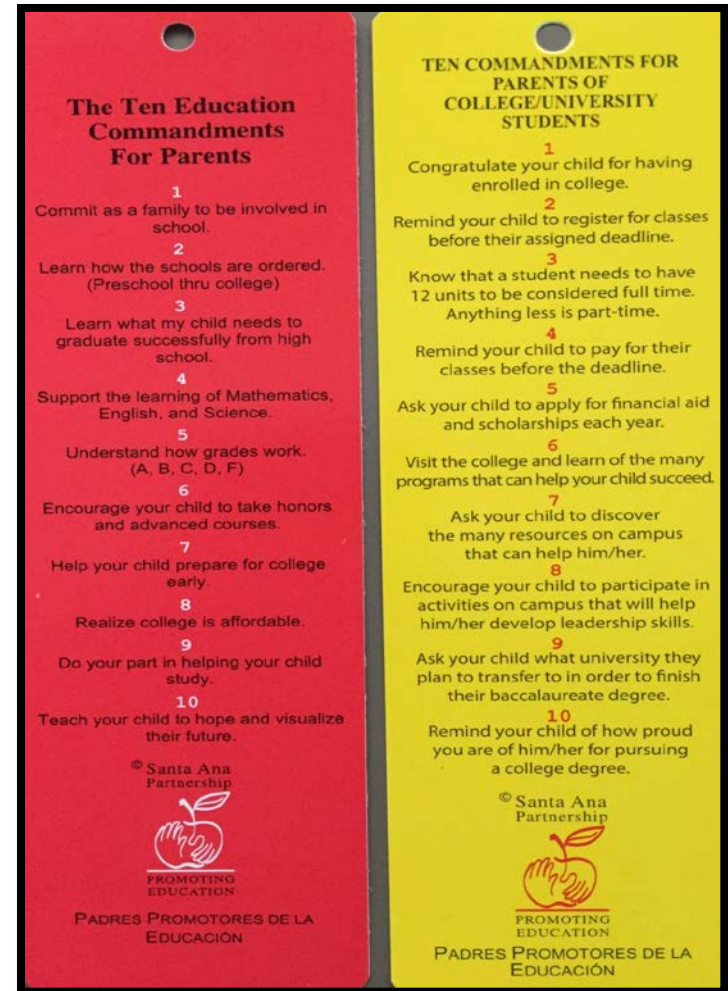
Santa Ana Partnership

**PROMOTING
EDUCATION**

Padres Promotores Key to College Completion

Padres Promotores have begun to outreach parents of new SAC freshmen through:

- Parent orientation and personal phone calls.
- Created The 10 Educational Commandments
- Café y Pan Dulce SAC parent meeting
- SAC Parent tours



Parent Orientation by Parents for Parents

Parent Orientation at Santa Ana College
November 7, 2013

Agenda

1. Welcome and Introduction
2. From Here to the University
 - a. Padre a Padre program
 - b. Steps to prepare for transfer to earn a baccalaureate degree
 - c. Paying for College
3. Group Activity
4. Get Involved
 - a. The Importance of being involved in college to develop a "college identity" and "college commitment"
 - b. SAC's Center resources on campus that can help students succeed
5. Group Activity
6. The Santa Ana Adelante
 - a. What is Adelante?
 - b. What are the Adelante's benefits?
 - c. Where can I can the Adelante pledge?
7. Group Activity
8. Closing Remarks
9. Reception

SAMPLE



- We have held orientations to parents of new college students each year since inception, November 2013.
- This activity is led by parents but with the engagement of program leads (faculty and staff) at the college.
- Last orientation was held on **March 27, 2018, more than 200 participant**



Santa Ana Partnership

Padres
promotores
SANTA ANA COLLEGE



Santa Ana
Partnership



PROMOTING
EDUCATION

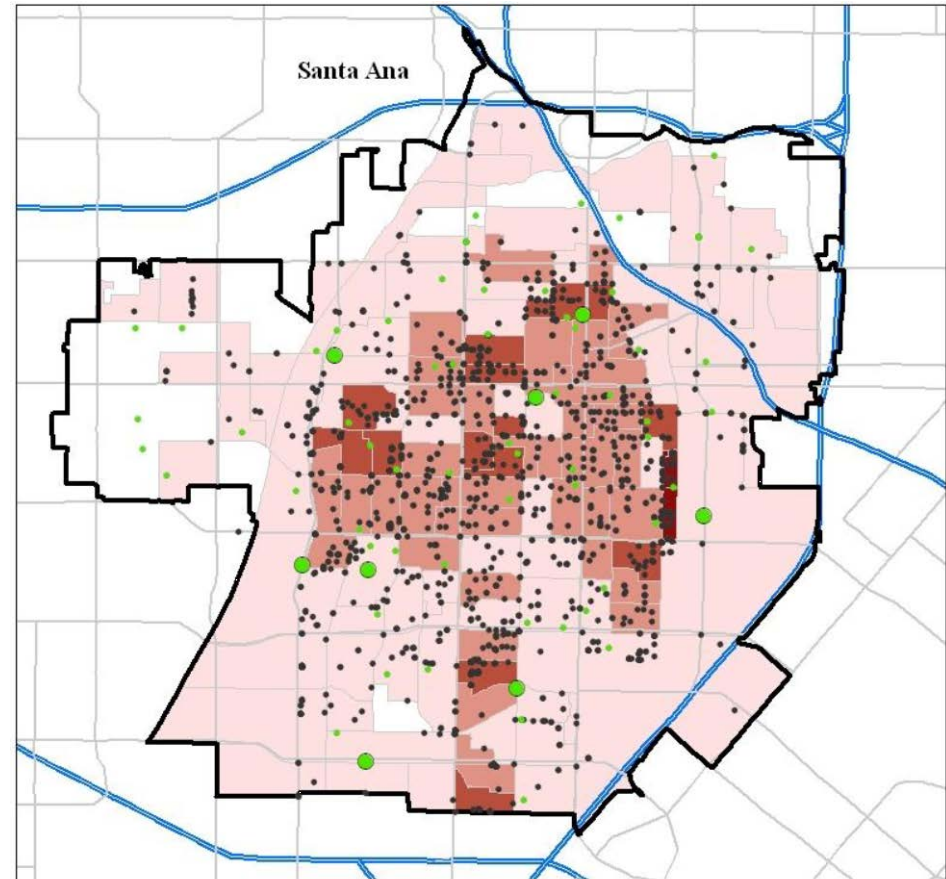
Padres Promotores de la Educación
Harrison_rosa@sac.edu

Evaluation

- Methods
 - GIS Mapping
 - Focus Groups

Evaluation – GIS Mapping

Padres Promotores Home Visits and Density of Visits



The density is a measure of the number of visits within a Census Block Group divided by the area of the respective Block Group.

Density

- High
- Low

Home Visits

- Home Visits

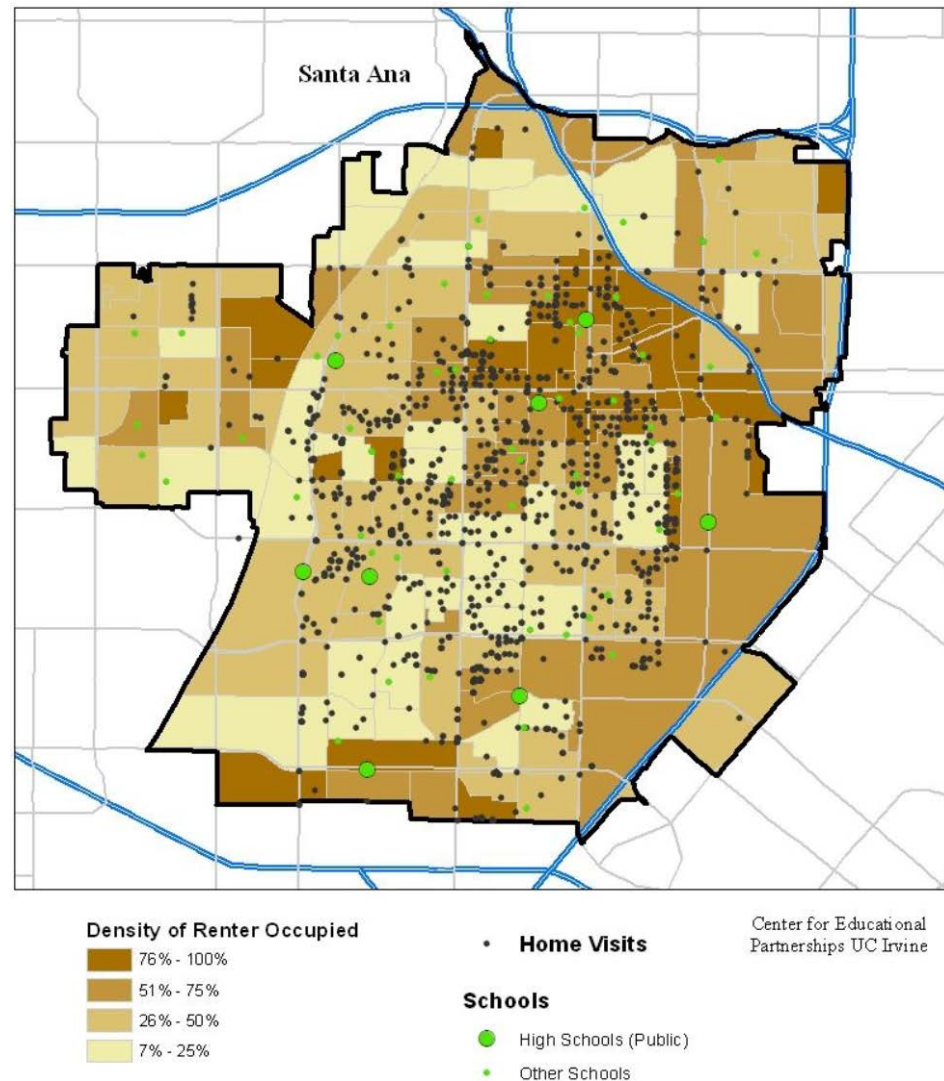
Schools

- High Schools (Public)
- Other Schools

Center for Educational Partnerships, UC Irvine

Evaluation – GIS Mapping

Padres Promotores Home Visits and Renter Occupied Housing Density



Evaluation – Focus Groups

- Two populations
 - Parent Leaders
 - Parents (Promotores)
- Focus
 - Documenting Parent Stories
 - Documenting Best Practices

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Evaluation – Focus Groups Parents (Promotores)

- Ten Parents participated in the Focus Group
- Reported their greatest experience is being able to help their children develop academically was very important
- Parents valued showing others in the community the options available and personal feelings of professionalism

Evaluation – Focus Groups Parent Leaders

- Six Parent Leaders participated in the Focus Group
- Reported their greatest experiences as being informed about the high school and college process and helping more parents and their children
- Valued being able to guide their own children with the knowledge they gained, along with growing professionally and personally

Evaluation – Focus Groups Findings

- Impact on Community
- Both groups observed changes in the parents and the family structures
- Leaders explain that when Padres Promotores share their personal struggles, parents are more responsive because they feel they share similar experiences
- Parents believe that the community knows that they can rely on Padres Promotores to remind them of important or timely information

Evaluation – Focus Groups Findings

- Impact on Self
- Both groups feel that one of the most important improvements that they have made since becoming a part of the program is that they are able to be role models for their children
- Leaders expressed that their role has helped them with their own personal struggles and to also see an academic future for themselves

Evaluation – Focus Groups Findings

- Impact on their Children
- Leaders report that the program has enabled their children to network, to share their stories of struggles, and to feel like it is possible to do something with their lives
- Due to the fact that Parents gain a vast amount of valuable information, they become more informed, thus, they are better able to communicate with their children and understand them, especially academically

Evaluation – Focus Groups Findings

- Challenges
- Both groups mentioned time as their biggest challenge
- “The most difficult thing about this program was my family. First, to sacrifice my time with them, in order to be here for the program, because really I know the program as much as I know my own family. But also it’s a little difficult with the spouse. To believe and know what it is that I’m doing, and why I’m doing it. And when the spouse sees the change in a person, and the change in the family, how the advice and all that we say with our kids and all the examples and the guidance that we give. They start to see the change in vocabulary, in questioning, in our interactions with our kids.”

Evaluation – Focus Groups Findings

- Reasons for participation
- All parents reported that they participate to help their children
- Parents wanted to be informed about the education system and the resources available to them and their children, so that their children could graduate from high school and attend college
- “For me it was about knowing, learning, and being able to help my children.”

Evaluation – Focus Groups Findings

- Emerging Theme: Social Capital
- Due to the fact that the program consists of a socially constructed network, made up of predominately Hispanic families in very similar neighborhoods, individuals begin to trust each other.
- This allows groups to share their social resources and enables collective development in the community.
- “And [my daughter] told her friends, ‘Thanks to my mom, who is a Padre Promotor,’ she says, ‘they opened a door for me to get a job.’”
- “So sometimes my son asks me for help with his girlfriend because she could not get into school... and now the doors are opening up for her...”