



Parent Institute for Quality Education (PIQE)  
Longitudinal Study  
Final Report

July 2018

# Table of Contents

Abstract.....	1
I. Reporting Team.....	2
II. Scope of Work.....	2
III. Literature on Parent Engagement and College.....	4
IV. Approach.....	5
VI. Results.....	6
VII Limitations of the Study.....	18
VIII. Lessons Learned about PIQE and CSU Partnership.....	19
IX. References.....	20
Appendix A.....	22
Parent Interview Survey Protocol.....	22
Appendix B.....	23
Longitudinal Study Parent Interview Protocol.....	23

## Abstract

The PIQE Longitudinal Study was conducted in the fall and winter of 2017-18 to assess how the Parent Institute for Quality Education (PIQE) has impacted students whose parents participated in PIQE's Parent Engagement in Education Program. The PIQE website describes the Parent Engagement in Education Program as a nine-week workshop that educates and empowers parents to take an active role in their students' education ([piqe.org](http://piqe.org)). The workshops are interactive, collaborative and based on problem posing education and are led by community facilitators trained by PIQE. Throughout this nine-week workshop, the PIQE middle and high school signature programs fulfill the goal of educating, empowering, and inspiring parents of K-12 school age students to take an active role in encouraging and enabling their students to: stay in school; graduate from high school; improve their academic performance; develop healthy and constructive relationships with their parents, teachers, and counselors; and, to prepare them to enter post-secondary education.

Five hundred twenty-six (526) parents were interviewed by phone from schools throughout California; the interviewees participated and graduated from the 9-week Parent Engagement in Education program between 2007 and 2011. In total, 3,959 calls were made to parents from PIQE's Spanish-speaking program, while 1,425 calls were made to parents from the English-speaking program. In all, a total of 526 consented to participate in a phone interview and have their responses documented. Fourteen questions guide the results of the study providing four types of data: demographics, high school completion, college enrollment, and identification of concepts that most impacted parents.

The findings point to PIQE's success in working with parents of first generation Latino students of whom **70%** came from households with an income of \$20,000 or less and **50%** have no more than an elementary school education. Of the 526 parents interviewed, **76.9%** reported that their students were identified as English language learners in K-12; yet, **96%** of all students graduated from high school. Of the 526 interviewed, **70% (n=366)** of the students were reported to have entered college –342 were reported to be attending a 2-year or a 4-year college, with 24 attending a private institution or other college.

## **I. Reporting Team**

The reporting team consisted of Ms. Adrienne Shaw, Dr. Marissa Vasquez, Mr. Omar Baza, Ms. Cecilia Morales, and Mrs. Cynthia Estrada Garcia. Ms. Shaw is the Program Development Associate with PIQE Corporate. Dr. Vasquez is an Assistant Professor in the Department of Administration, Rehabilitation, and Postsecondary Education at San Diego State University (SDSU). Mr. Baza and Ms. Morales are second year master's students in the Postsecondary Educational Leadership program at SDSU. Mrs. Estrada Garcia is a first year Ph.D. student in the Social Science and Comparative Education Program at UCLA. The reporting team was responsible for receiving and organizing the data; analyzing and interpreting data; and writing the final report.

Questions regarding this report should be directed to Patricia Mayer-Ochoa at [pmayer@piqe.org](mailto:pmayer@piqe.org).

## **II. Scope of Work**

### **Overview**

Long-term outcomes of students whose parents participated in PIQE's Parent Engagement in Education Program in California schools were the focus of this study for the years 2007 through 2011. The PIQE website describes the Parent Engagement in Education Program as a nine-week workshop that educates and empowers parents to take an active role in their students' education. The workshops at the middle and high school level were facilitated throughout ten regional offices in California. These regions include: (1) Bay Area, (2) Fresno, (3) Kern County, (4) Los Angeles, (5) Modesto, (6) Orange County, (7) Riverside, (8) San Diego, (9) San Gabriel Valley, and (10) San Jose. The data collected for this report include responses from parents who participated at these ten offices. For additional information, please visit [www.piqe.org](http://www.piqe.org).

The Reporting Team was tasked with analyzing collected data that could provide insight into the long-term outcomes of students whose parents participated in the nine-week Parent Engagement in Education Program. These data were collected via individual interviews conducted by phone with parents in the fall and winter of 2017-18. Staff members from PIQE's

Program Development Office designed a structured questionnaire as part of the interview protocol used by two consultants hired to perform the interviews in Spanish and English.

The PIQE Program Development Office asked the Reporting Team to provide data to answer the following 11 guiding questions using the 526 parent phone interview responses data:

Q1: What percent of ALL students graduated from high school?

Q2: What percent of English language learners (ELL) students graduated from high school?

Q3: What percent of ALL students enrolled in college?

Q4: What percent of ELL students entered college?

Q5: Of ALL students who entered college, what percent enrolled at a community college? What percent enrolled at a four-year university?

Q6: Of all ELL students who entered college, what percent were enrolled at a community college? What percent were at a four-year university?

Q7: What percent of community college students are planning to transfer to a four-year university?

Q8: What percent of ALL students received or are receiving financial aid?

Q9: What percent of ALL students attending a 2 and 4-year college/university will have graduated in (a) 4 years? (b) 5 years? (c) 6 years or more?

Q10. What percent of ALL ELL students attending a 2 and 4-year college/university will graduate in (a) 4 years? (b) 5 years? (c) 6 years or more?

Q11. Based on the open-ended question: Which concepts that were presented to you during the PIQE 9-week program was the most impactful for you?

### **III. Literature on Parent Engagement and College**

Silva (2015) documents that research once assumed that parents' involvement in their children's education was detrimental or irrelevant to their success, and that the only way for students from low-income families to succeed was to focus on improving the schools they attend (Tierney, 2002). The growing body of literature on parental involvement now points to a higher chance of college aspirations and enrollment when parents are involved (Perna & Titus, 2005).

The research also affirms that parents play a vital role in the education of their students (BasChrispeels & Rivero, 201; Espinoza, 2011). They are particularly important as students acquire skills and are prepared for college. However, for many low-income parents, knowledge or lack of knowledge about the education system in the United States influences how they can help their children (Ceballo, 2004; Moreno & Valencia, 2011). To understand the college process requires parents to be familiar with and knowledgeable of the education system to be able to help their students navigate through the process of planning and preparing for college (Gandara, 2011). Therefore, it is important to provide parents, particularly low-income ethnically and linguistically diverse parents who did not attend college about the pre-school to higher education system, and to have information as to how they can help their student plan and prepare for a career and college (Campaign for College Opportunity, April 2015).

Silva in her study (2015) further affirms that parents' perspectives of the education system and their role in their students' education appears to be influenced by several factors, including race (Baquedano-Lopez, Alexander & Hernández, 2013; Laureau, 2003; Valencia, 2011), class (Laureau, 2003; Moreno & Valencia, 2011), and power relations (Baquedano-Lopez, Alexander & Hernández, 2013), and such factors should be taken into consideration in working with parents. It is also recognized that community organizations that understand the needs of the community could help broker the relationship between parents and educators, so parents obtain the necessary information about the college choice process (Gandara, 2002 & 2011; Moreno & Valencia, 2011; Silva 2015).

## **IV. Approach**

### **Participants**

Parents who had graduated from PIQE's Nine-Week Parent Engagement in Education Program between the years 2007 and 2011 were selected as the target population for this analysis. Specifically, parents who had graduated from the middle school and high school programs were selected, as it was presumed that their students would have graduated from high school at the point of data collection.

### **Purposeful Sample**

A purposeful sample of parents who graduated from the Parent Engagement in Education Program between 2007 and 2011 were identified and interviewed via phone; each was asked for demographic information, responses to structured questions, and open-ended questions (see the Appendix B). A purposeful sample consisting of 5,384 PIQE graduates were contacted during the fall and winter of 2017-18. Babbie (2010) and Patton (1990) assert that purposeful sampling is often used in qualitative research. In the case of this study, it allowed for all 5,384 PIQE graduates to be considered since they met the completion requirements of the program during the 2007-2011 period.

### **Data Collection**

Data were collected between October 2017 and February 2018. A total of 5,384 parents were called by external consultants who were trained to do survey interviews, one in the Spanish language and another in English. Parents were called more than once (some up to five times) to ensure full participation in the study.

From a list of PIQE graduates (2007-2011,) a total of 3,959 phone calls were made to parents from PIQE's Spanish-speaking program, while 1,425 calls were made to parents from the English-speaking program. In all, a total of **526** parent graduates consented to be interviewed.

## Parent Interview Questionnaire

The data collection was based on a semi-structure questionnaire that asked demographics information; high school information, college information, and concepts and behaviors learned by parents. The semi-structure questionnaire is found in Appendix B.

## External Review Team

The reporting team reviewed and analyzed data that were collected from phone interviews made to parent graduates of PIQE's Parent Engagement in Education Program. Upon receiving the data spreadsheet from PIQE's Program Development Office, the reporting team asked PIQE to provide a list of questions to be answered from the data. Results will be presented below in accordance to each question. The reporting team reviewed and analyzed the data. All calculations were rounded to the nearest tenth; thus, percentages may have a (+/-) of one.

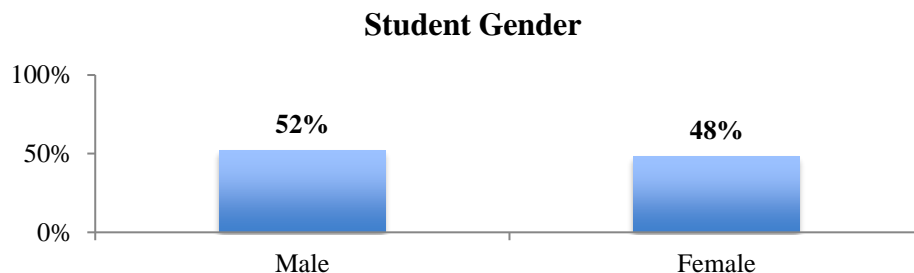
# VI. Results

## Demographics

The interview protocol included 12 background/demographic questions, which included (1) students name, (2) students gender, (3) students ethnicity, (4) whether their students was an English Language Learner, (5) parent name, (6) parent gender, (7) parent telephone number, (8) parent email address, (9) parent ethnicity, (10) parent's highest level of education, (11) annual household income, and (12) zip code.

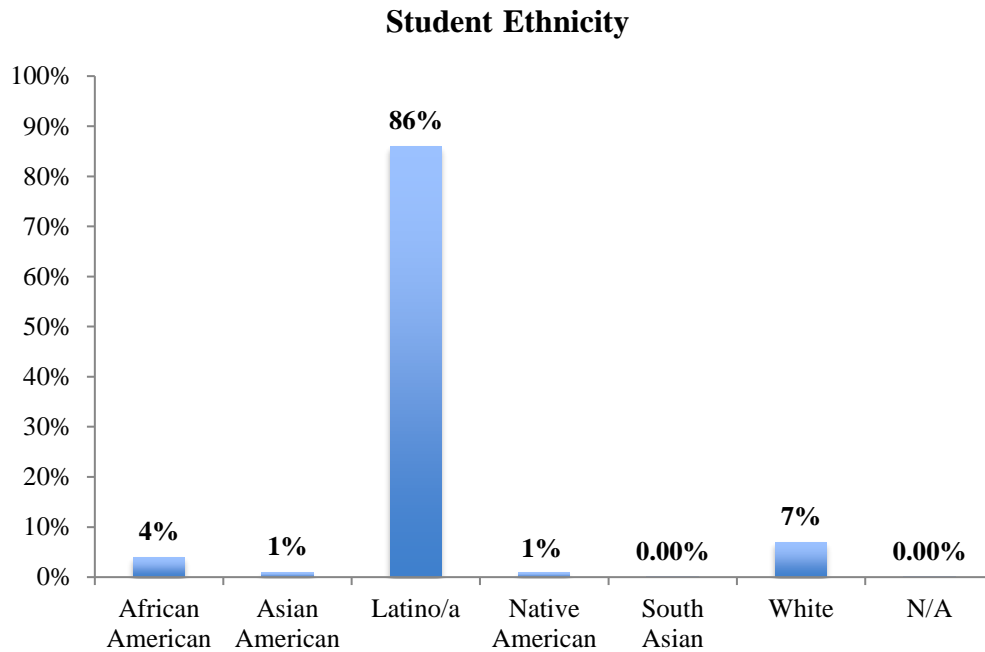
## Student Background Demographics

A total of 526 calls were recorded. Parents were asked to specify the gender of their students; 255 (48%) were female students, while 271 (52%) were male.

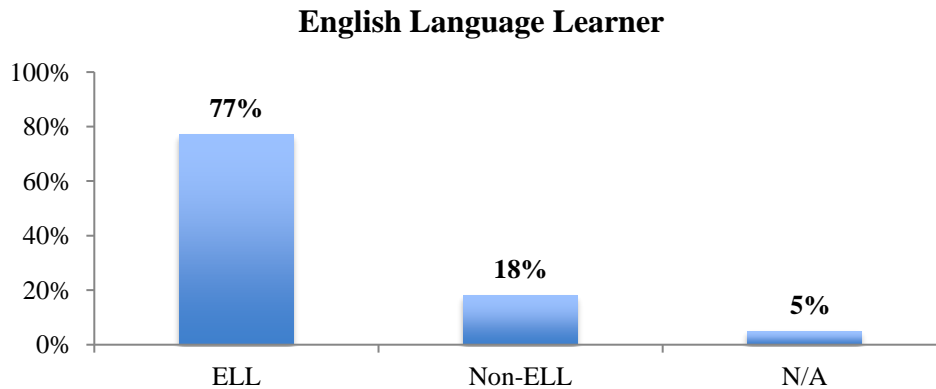




The majority (n=452; **86%**) of students were Latino/a; 35 (**7%**) were White; 23 (**4%**) were African American; 7 (**1%**) were Asian American; 7 (**1%**) were Native American; 1 (**.001%**) was South Asian; and 1 (**.001%**) did not respond (N/A).



In addition, the majority (n=405; **77%**) of the students whose parents participated in PIQE were English Language Learners; **96 (18%)** were non-ELL; and **25 (5%)** did not respond.

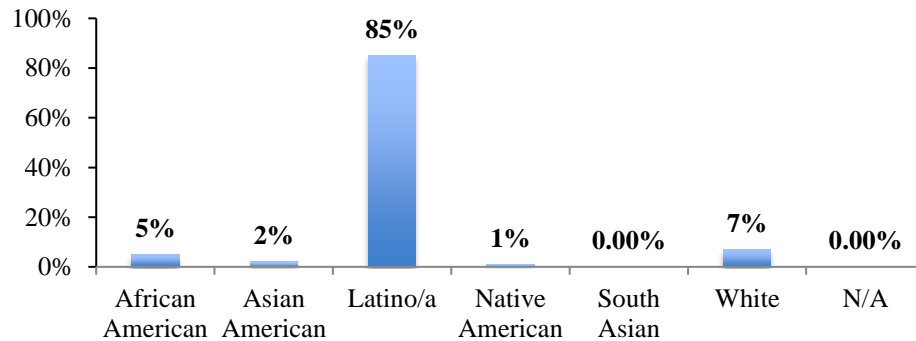


### Parent/Guardian Background Demographics

Of the 526 calls made, the majority (n=420; **80%**) identified as female parents/guardians, while **20%** (n=105) identified as male parents/guardians. One person did not respond.

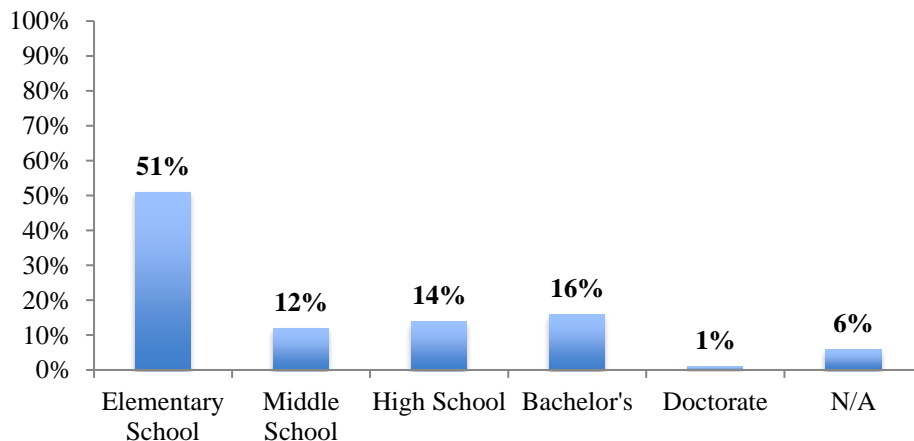
Regarding parent/guardian ethnicity, **85%** (n=447) identified as Latino/a; **7%** (n=39) as White; **5%** (n=24) as African American; **2%** (n=9) as Asian American; **1%** (n=3) as Native American; **.001%** (n=1) as South Asian; and **.001%** (n=1) did not respond.

**Parent/Guardian Ethnicity**



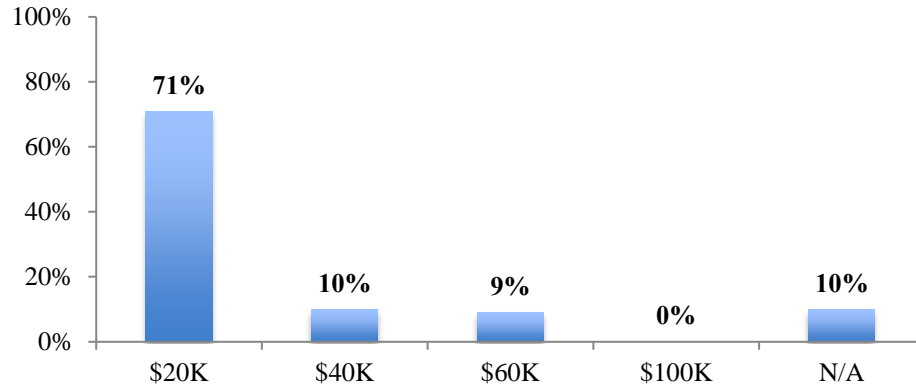
**Parental level of education** was also recorded. Most parents/guardians reported their highest level of education as elementary school (n=266; **51%**), followed by a baccalaureate degree (n=85; **16%**), a high school diploma (n=75, 14%), and a middle school education (n=64; 12%). Three (1%) individuals reported having a doctoral degree, while 33 (6%) did not respond.

**Parent/Guardian Education**



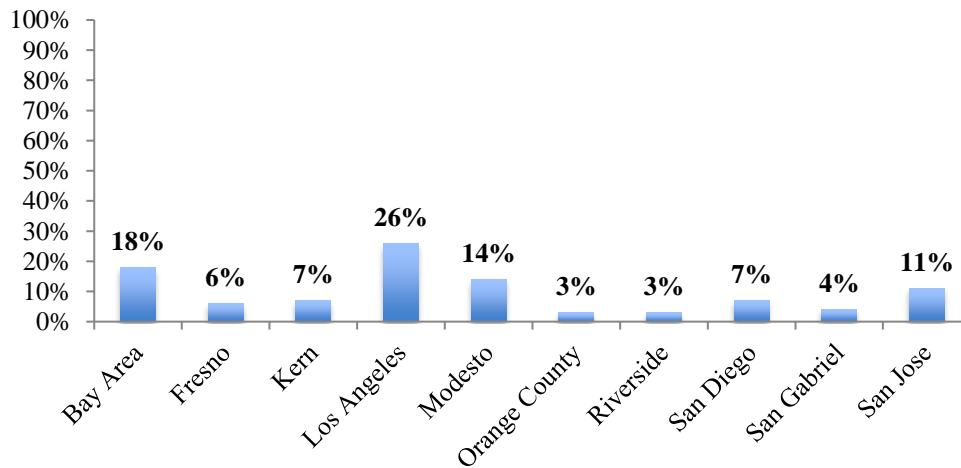
**Annual household income** was recorded using four response options (1) \$20K or less, (2) \$40K, (3) \$60K, and (4) \$100K. Most respondents indicated earning \$20K or less (n=372; 71%). Fifty-five (10%) reported earning \$40K or less; forty-eight (9%) reported earning \$60K or less; and fifty-one (10%) did not respond.

### Parent/Guardian Income



In addition, parent came from the following PIQE Regional Offices: Bay Area (n=96; **18%**); Fresno (n=33; **6%**); Kern (n=39; **7%**); Los Angeles (n=136; **26%**); Modesto (n=72; **14%**); Orange County (n=18; **3%**); Riverside (n=16; **3%**); San Diego (n=35; **7%**); San Gabriel (n=22; **4%**); and San Jose (n=59; **11%**).

### Parent Representation by PIQE Regional Office



The following sections include the calculations of percentages for each question requested by PIQE. Each percentage is accompanied with the raw number of the items calculated. As with any data analysis, these results should be interpreted with caution. Responses to the questionnaire about student outcomes were self-reported by parents rather than students themselves.

**High School Completion**

**Q1: What percent of ALL students graduated from high school?**

Of the **526** parents who responded to phone calls, **506 (96.2%)** reported that their students had graduated from high school.

**High School Graduates, by Race & Gender**

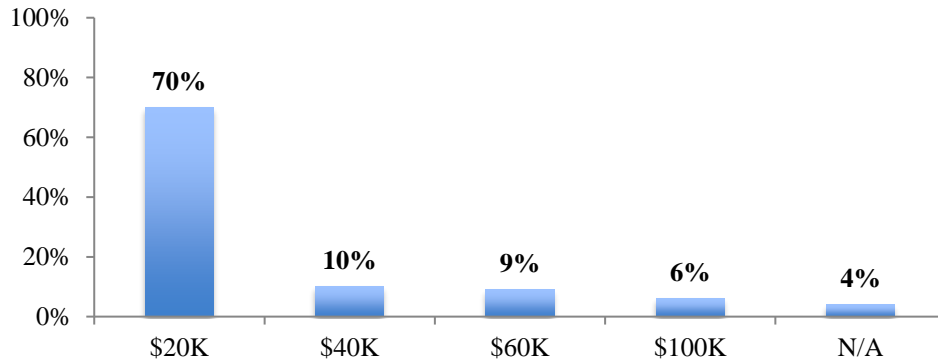
Of the 506 students who graduated from high school, 260 (**51%**) were male and 246 (**49%**) were female; 19 (**4%**) were not reported. Of the **246 female students**, 208 (**85%**) were Latina; 21 (**9%**) were White; 11 (**4%**) were African American; 2 (**.008%**) were Asian American; 3 (**1.2%**) were Native American; and 1 (.004%) was unreported (N/A). Of the **260 male students**, 225 (**87%**) were Latino; 13 (**5%**) were White; 12 (**5%**) were African American; 5 (**2%**) were Asian American; 4 (**1.5%**) were Native American; and 1 (**.003%**) was South Asian.

<b>High School Graduates, by Race &amp; Gender</b> N= 506 of 526 (96.2%)							
	African American	Asian American	Latino/a	Native American	South Asian	White	N/A
Female	4%	.008%	85%	1.2%	0%	9%	0%
Male	5%	2%	87%	1.5%	.003%	5%	0%

**High School Graduates, by Family Income Level**

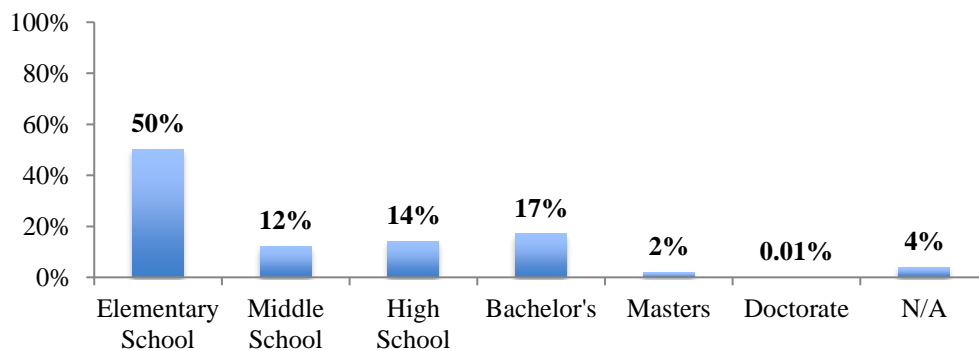
Based on the survey data, parental income was recorded on the following scale: \$20,000 or less; \$40,000; \$60,000; \$100,000. Of the 506 students who graduated from high school, the majority (n=356; 70%) came from households with an income of \$20,000 or less. Fifty-three (10%) parents were recorded at \$40,000; 48 (9%) were recorded at \$60,000; and 31 (6%) were recorded at \$100,000. Eighteen (4%) did not respond.

### High School Graduates, by Family Income Level



Parental level of education was recorded as an open-ended question. The data responses on the excel spreadsheet were recorded as (1) Elementary, (2) Middle, (3) High, (4) BA, (5) Master, (6) Doctorate. Of the 506 students who were reported to have graduated from high school, half (**n=254; 50%**) had a parent with no more than an elementary school education. **Sixty-two (12%)** parents reported their highest level of education as middle school; **72 (14%)** reported having a high school diploma; **85 (17%)** reported having a baccalaureate degree; **11 (2%)** had a master’s degree; **3 (.005%)** had a doctoral degree; and **19 (4%)** did not respond.

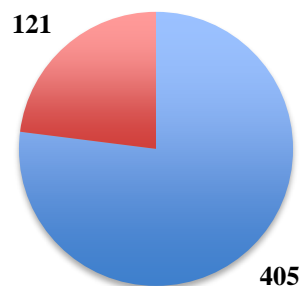
### High School Graduates, by Parent Education Level



Q2: What percent of ELL students graduated from high school?

A total of **405 students** were identified as having been English Language Learners (ELL).

### ELL Students



Of these, 387 (96%) graduated from high school. This included 205 males (53%) and 182 females (47%). It is important to note that it was unclear whether any of these students were reclassified as non-ELL students at any point in their education.

<b>ELL High School Graduates, by Gender N=387</b>	
Male	Female
53%	57%

### **College Enrollment**

#### **Q3: What percent of ALL students enrolled in college?**

Of the 526 calls recorded, 366 (70%) students were reported as having entered college; 135 (26%) did not; and 25 (5%) did not respond.

#### **ALL College Enrollment, by Race & Gender**

Of the 366 students who did enroll, 188 (52%) were female and 178 (48%) were male. Of the 188 female students, 161 (86%) were Latina; 15 (8%) were White; 7 (4%) were African American; 2 (1%) were Asian American; and 3 (2%) were Native American. Of the 178 male students, 155 (87%) were Latino; 8 (4%) were White; 5 (3%) were African American; 5 (3%) were Asian American; 4 (2%) were Native American; and 1 (.006%) was South Asian.

<b>ALL College Enrollment, by Race &amp; Gender N=366 of 506 (70%)</b>							
	African American	Asian American	Latino/a	Native American	South Asian	White	N/A
Female	4%	1%	86%	2%	0%	8%	0%
Male	3%	3%	87%	2%	.006%	4%	0%

#### **Q4: What percent of ELL students entered college?**

Of the 405 students identified as ELL, 285 (70%) were reported as having entered college; 97 (24%) did not; and 23 (6%) did not respond.

## ELL College Enrollment, by Race & Gender

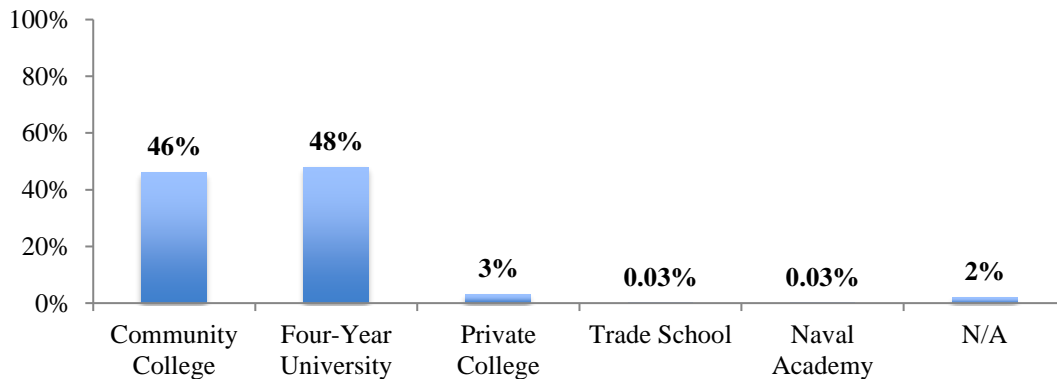
Of the 285 ELL students who did enroll, 145 (**51%**) were female and 140 (**49%**) were male. Of the 145 female students, 143 (**98.6%**) were Latina; 1 (**.7%**) was White; and 1 (**.7%**) was Asian American. Of the 140 male students, 139 (**99%**) were Latino; and 1 (**1%**) was White.

ELL College Enrollment, by Race & Gender N= 285 of 366 (70%)							
	African American	Asian American	Latino/a	Native American	South Asian	White	N/A
Female	0%	.7%	<b>98.6%</b>	0%	0%	.7%	0%
Male	0%	0%	<b>99%</b>	0%	0%	<b>1%</b>	0%

### Q5: Of ALL students who entered college, what percent enrolled at a community college? What percent enrolled at a four-year university?

The team was able to distinguish the type of institution students entered by the name of the campus reported. However, the reporting team was unfamiliar with two institutions listed, Oregon Institute and Expressian Industrial; unable to categorize these, we left these out of the following calculations. Thus, of the 364 students who went to college, 175 (**48%**) students went to a four-year university; 168 (**46%**) went to a community college; 11 (**3%**) went to a private college (it was unclear whether this was two-year or four-year); 1 (**.003%**) went to the Naval Academy, 8 (**2%**) did not indicate; and 1 (**.003%**) went to a trade school.

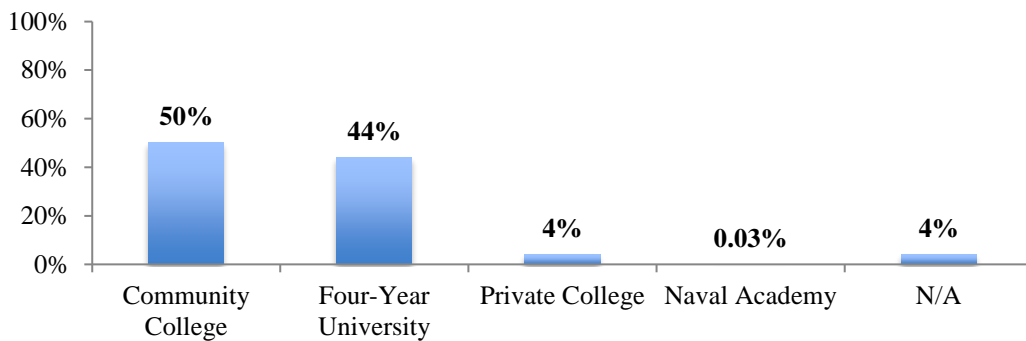
**College Enrollment, by Institutional Type (All Students)**



**Q6: Of all ELL students who entered college, what percent were enrolled at a community college? What percent were at a four-year university?**

Of the 285 ELL students who went to college, 122 (44%) students went to a four-year university; 141 (50%) went to a community college; 10 (4%) went to a private college (it was unclear whether this was two-year or four-year); 1 (.003%) went to the Naval Academy, and 11 (4%) had no response.

**College Enrollment, by Institutional Type (ELL Students)**



**Q7: What percent of students enrolled in community college are planning to transfer to a four-year university?**

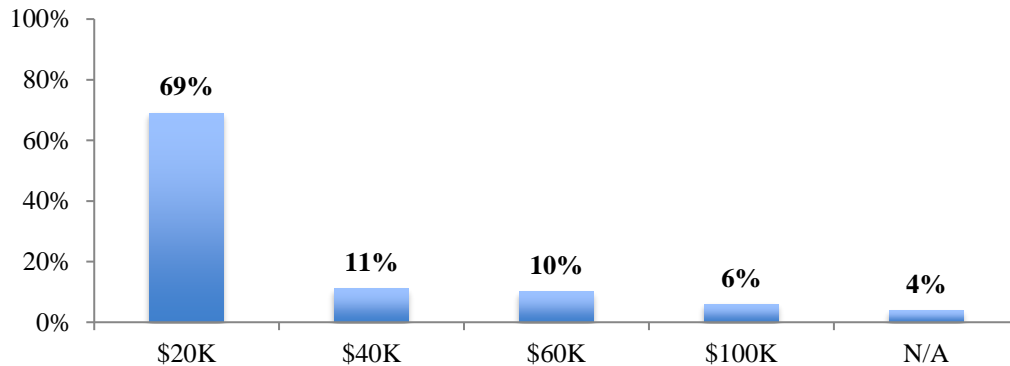
Of the 168 students who were identified as having been currently enrolled in community college, 96 (57.1%) of their parents believed their student's intended to transfer; 13 (7.7%) stated "No;" 36 (21.4%) "Did not know;" and 23 (13.7%) did not respond.



## College Enrollment, by Family Income Level

Parental income was recorded on the following scale: \$20,000; \$40,000; \$60,000; \$100,000. Of the 366 students who were recorded as having entered college, the majority (n=251; **69%**) came from households with an income of \$20,000 or less. Forty (**11%**) parents were recorded at \$40,000; 38 (**10%**) were recorded at \$60,000; and 21 (**6%**) were recorded at \$100,000. Fourteen (**4%**) did not respond.

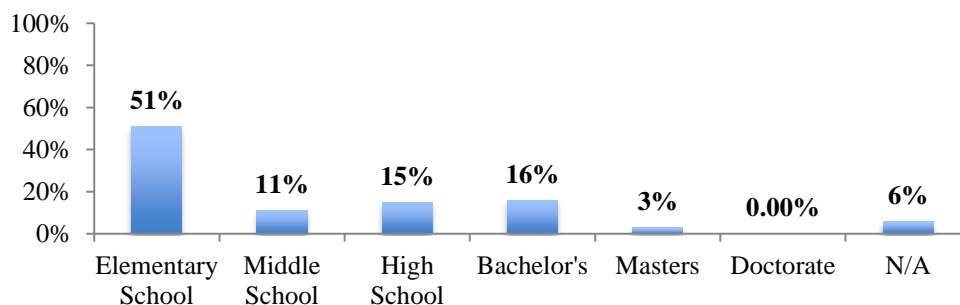
College Enrollment, by Family Income Level



## College Enrollment by Family Education Level

Based on the interview questionnaire, parental level of education was recorded as an open-ended question. The data responses on the excel spreadsheet were recorded as (1) Elementary, (2) Middle, (3) High, (4) BA, (5) Master, (6) Doctorate. Of the 366 students who were reported to have entered college, half (n=186; **51%**) had a parent with no more than an elementary school education. Thirty-nine (**11%**) parents reported their highest level of education as middle school; 54 (**15%**) reported high school; 59 (**16%**) reported having a baccalaureate degree; 10 (**3%**) had a master's degree; 1 (**.002%**) had a doctoral degree; and 17 (**6%**) did not respond.

College Enrollment by Family Education Level



**Q8: What percent of ALL students received or are receiving financial aid?**

Of the 526 calls made to parents, they reported that 366 (70%) students had entered college. Of the 366 students, 172 (47%) indicated that their students were receiving financial aid; 57 (11%) stated “No;” 18 (3%) stated “I don’t know;” and 119 (32.5%) did not respond.

**COLLEGE COMPLETION**

**Q9: What percent of ALL students attending a 2 and 4-year college/university will graduate in (a) 4 years? (b) 5 years? (c) 6 years or more?**

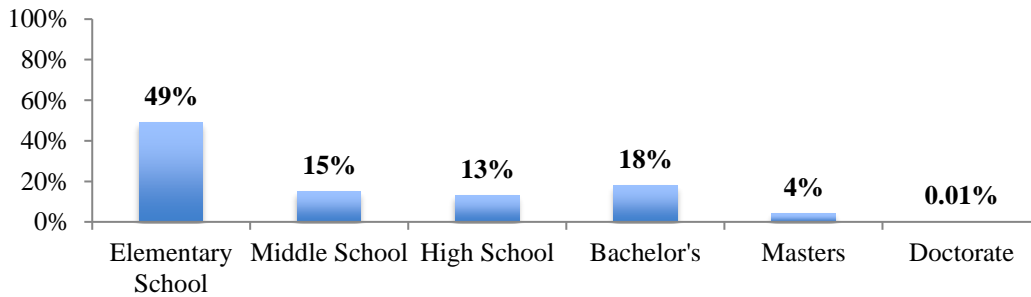
Another item on the interview questionnaire asked, “If your student has not yet graduated, how many more years does he/she have before graduating?” A total of 366 students were identified as attending college, 342 were reported to be attending a 2-year or a 4-year college, with 24 attending a private institution or not reporting type of college.

<b>All Students Enrolled in College by Year Projected to Graduate by Community College (n=168) and Four-Year University (n=174) &amp; Private (n=24)</b>						
	<b>1 Year 2017 n=80</b>	<b>2 Years 2018 n=73</b>	<b>3 Years 2019 n=43</b>	<b>4 Years 2020 n=42</b>	<b>5 Years 2021 n=19</b>	<b>6 Years 2022+ n=81</b>
Community College	32	44	29	22	0	41
Four-Year University	48	33	14	20	19	40
Total by Year	<b>23.4%</b>	<b>21.3%</b>	<b>12.6%</b>	<b>12.3%</b>	<b>5.6%</b>	<b>23.7%</b>

By Community college: college students attending a Community College, 78 or 45.2% projected graduation in two years, and 17.2% in three years, and 13.1% in four years.

By 4-Year university: college students attending a 4 Year University, 46% reported to project college graduation in 4 years, and another 10.9% by 5 years, and 23% by six years.

### College Graduates, by Parent Education Level



**Q10. What percent of ALL ELL students attending a 2 and 4-year college/university will graduate in (a) 4 years? (b) 5 years? (c) 6 years or more?**

A total of 228 ELL students were identified as attending college and having *not graduated* from college. By students attending a community college, 68 or **60.1%** indicated to graduate from a 2 year, another **33.6%** by 3 years, and **34.1%** in 4 years.

By students attending a 4-year university, 74 or 100% reported projected college graduation in 4 years.

ELL Students Enrolled in College by Year Projected to Graduate by Community College (n=113) and Four-Year University (n=74) Unknown (n=35)						
	1 Year 2017 53	2 Years 2018 63	3 Years 2019 38	4 Years 2020 39	5 Years 2021 0	6Years 2022+ 35
Community College	29	39	28	23	0	N/A
Four-Year University	24	24	10	16	0	N/A
Total by Year	<b>23.2%</b>	<b>27.6%</b>	<b>16.6%</b>	<b>16.7%</b>	<b>0%</b>	<b>15.3%</b>

**Q11 Based on the open-ended question: Which concepts that were presented to you during the PIQE program was the most impactful for you?**

Of the 526 documented interviews, the following were named by the participants:

**30%** named knowledge and understanding of the A through G requirements

**29%** named knowledge and understanding of GPA (grade point average)

**7%** named knowledge and understanding of the SAT exam

**45%** named knowledge and understanding of Financial Aid

**28%** named the importance of visiting my students' school and communicating with school counselor

## **VII Limitations of the Study**

1. The data derived for this study should be interpreted with caution. The selected group of PIQE parent participants was purposeful and the responses were self-reported by parents; college enrollment was not verified for accuracy.
2. The **526** parents who participated in the phone interviews were limited to PIQE graduates during the years 2007-2011, and whose children if enrolled in college would begin graduating in 2017 and thereafter.
3. The scope of the interview questions was limited to PIQE's 9-week Parent Engagement in Education Program that covers the following topics: understanding the high school system, identifying and understanding the A-G pre-college courses, recognizing and monitoring the importance of grade point average (GPA), understanding other pre-college entry requirements and expectations, understanding and identifying higher education options and understanding available and different financial aid options.
4. The external consultants conducting the parent phone interviews, while trained in such activity, may have influenced parent responses by clarifying words or sentences not understood by the parents. It is assumed that the data collected reflect the authentic responses of parents.

## VIII. Lessons Learned about the Impact of PIQE

The following are points that are supported by the 526 interviews conducted of parents who completed the PIQE 9-week Parent Engagement in Education Program from 2007 through 2011.

1. The findings point to PIQE's success in working with parents of first generation Latino students of whom **70%** came from households with an income of \$20,000 or less and **50%** have no more than an elementary school education. Of the 526 parents interviewed, **86%** were Latino.
2. Of the 526 parents interviewed, **76.9%** reported that their students were identified as English language learners while attending K-12 schools.
3. Of the 526 parents interviewed, **96%** reported that their students had graduated from high school.
4. Of the 526 interviewed, **70%** (n=366) of the students were reported to have entered college—342 were reported to be attending a 2-year or a 4-year college, with 24 attending a private institution or other college.
5. Of the 366 attending college, 285 were identified ELL students attending college, 122 (**44%**) students went to a four-year university; 141 (**50%**) went to a community college; 10 (**4%**) went to a private college or educational technical program.
6. Throughout the PIQE 9-week Parent Engagement in Education workshops, the middle and high school signature programs fulfilled the goal of educating, empowering, and inspiring parents of K–12 school age students to take an active role in encouraging and enabling their students to: stay in school; graduate from high school; improve their academic performance; develop a healthy and constructive relationships with their parents, teachers, and counselors; and, prepare to enter post-secondary education.
7. During the PIQE 9-week Parent Engagement in Education Program, parents experienced pivotal concepts that open access to opportunity for their students, such as acquiring knowledge and understanding of the role of financial aid, A through G course requirements, the roles GPA and SAT test play in accessing a 4-year university.
8. The PIQE 9-week Parent Engagement in Education workshops served to transform parents from passive learners to cultural brokers of information. As they gain confidence, understanding and knowledge, they share the information learned with family, neighbors, and community.

## IX. References

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## **Appendix A**

### **Parent Interview Survey Protocol**

Good evening/morning,

My name is \_\_\_\_\_, and I was a PIQE facilitator at [name of school]. First, I want to congratulate you on graduating from PIQE and hope that you found the program to be helpful and supportive.

As a parent graduate, I wanted to ask if you might be willing to spare a few minutes to share how you've put into practice some of the strategies you learned with PIQE. Our discussion is completely confidential, and your responses will not be associated with you personally.

\*If no, ask if there is a better time to call back.

\*If yes, thank the parent and continue with the protocol.

Great! Thank you so much. So as not to take too much of your time, I have a list of questions that I would like to ask.

[After each response, the facilitator should validate the parent and offer words of praise and encouragement.]



# Appendix B

## Longitudinal Study Parent Interview Protocol

