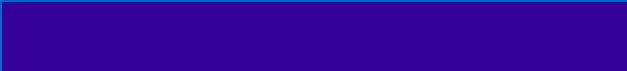




Sowing the Seeds

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Public Health Solutions





Objectives

- To research existing strategies and programs that promote post-secondary education
- To identify private and governmental agencies disseminating information and/or providing direct services to enhance opportunities for higher education

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Objectives (continued)

- To assess whether the systems are user friendly and appropriate for the community
- To conduct exploratory conversations with immigrant parents to identify topics and issues of interest for the development of a curriculum addressing higher education



Objectives (continued)

- To develop and implement a three session curriculum that promotes the culture and value of a college education among immigrant parents of pre- and elementary school aged children
- To develop a web page to disseminate information.



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METHODS

- The Washington Heights Inwood Coalition, a CBO, and the Columbia University Headstart Program were contacted to initiate the promotion and culture of higher education among their parent groups.
- A literature review was conducted to explore higher education and Hispanics.



METHODS

- A group interview with the Washington Heights Inwood Coalition (WHIC) parent group in New York City was conducted to identify topics and issues of interest for curriculum development.
- The curriculum sessions were developed from the literature review and the parent input.



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RESULTS

- An executive bilingual Spanish summary describing the project was developed for the Columbia Head Start parent committee to review and approve.
- A three session bilingual Spanish-English curriculum and informative handouts were developed to promote the culture, and value of higher education among immigrant parents of pre- and elementary school aged children;



RESULTS (continued)

- The three session curriculum was implemented with Washington Heights Inwood Coalition parent group at P.S. 128.
- An average of 17 parents attended each of the three sessions.

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RESULTS (continued)

- A pre and post test and a qualitative tool was developed & administered to assess the curriculum.
- A web page was developed to disseminate information promoting a college education.



Lessons Learned

- Planning to collaborate with more than one agency/contact ensures project success.
- Building on the trust of established community partners facilitates project planning and implementation.



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Lessons Learned (continued)

- Immigrant parents are hungry for: 1) practical information on how to access a college education, and 2) developing a deep understanding of how to create a culture on the importance of a college education.
- Utilizing available resources at the agency and personal level are the ABC's in community organizing and galvanizing partnerships for social change.

Lessons Learned (continued)

- Curriculum revision is a continual process.
- Pre and post testing is not the appropriate assessment strategy for small group interventions. The “N” is too small for adequate data analysis. Qualitative assessments may provide more meaningful feedback.
- Be prepared to assist participants with qualitative or quantitative assessments.

Lessons Learned (continued)

- CCPH is an active participant in promoting partnerships through information and contacts. This support increases confidence and a sense of community to its fellows.

Conclusions & Future Steps I

- The CCPH fellows program is a cost-effective approach stimulating social activists' ideas into reality.
- Immigrant working class parents and other socially and economically disenfranchised populations are not informed of “basic” information needed to pursue a college education.

Conclusions & Future Steps II

- There is a need to provide and adapt the Sowing the Seeds' curriculum for pre and elementary aged children, junior high & high school youth.
- Potential partnerships need to be identified and approached.
- Public Health Solutions needs to seek additional funding to further develop this project idea and replicate this curriculum.

HISPANICS AND HIGHER EDUCATION

Session One Objectives:

- To identify my hopes for my children and the necessary steps for reaching these dreams.
- To increase knowledge on the current status of Hispanics attending college.
- To identify challenges and barriers faced by Hispanics.
- To increase knowledge on economic and social disparities between a college education and lesser education.



CREATING A CULTURAL NEED FOR HIGHER EDUCATION

Session Two Objectives:

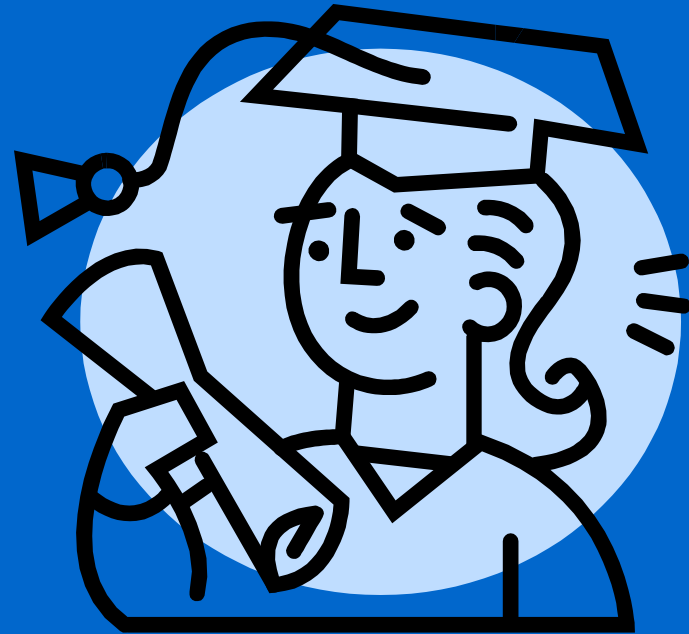
- To increase knowledge on college education and future opportunities.
- To identify how parents can begin to stimulate or sensitize their children to the value of a higher education from the earliest years.
- To introduce the term “social capital” and identify community resource and personal “social capital” .





COLLEGE ON MY MIND Session Three Objectives:

- To increase knowledge on high school courses and tests required.
- To increase knowledge on colleges and universities.
- To increase knowledge on the sources of financial assistance.





SOWING THE SEEDS WORKSHOP

Session 2: Hispanics and Higher Education

The P.S. 128 parent group in New York identified the following barriers:

- **“They have to take too many remedial classes and they lose their enthusiasm.”**
- **“College is expensive and there aren't many scholarships.”**
- **“Parents need to take English classes.”**
- **“We need more programs.”**
- **“Elementary and high schools are not preparing our children well.”**





SOWING THE SEEDS WORKSHOP

Session 3: College on My Mind

WHAT CLASSES SHOULD MY CHILD TAKE?

- **4 Years of English**
- **4 Years of Math**
- **1 Year of US History**
- **1 Year US Government**
- **1 Year Global History**
- **1 Year other history or social science**
- **3 Years of Science (Living Environment, Chemistry, Biology or Physics)**
- **4 Years of a Foreign Language**



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SOWING THE SEEDS WORKSHOP

Session 3: College on My Mind

WHAT TESTS SHOULD MY CHILD TAKE?

SAT I: Reasoning (Scholastic Achievement Test)

This test takes about three hours and is offered six times a year. It has two sections and the highest possible score is 1600. The first section is the verbal section and tests the student's reading comprehension, vocabulary and analytical skills. The second section is the math section and tests the student's mathematical and spatial reasoning. Each section is worth 800 points. Test-takers lose points for answering questions wrong, so it is not advantageous to just randomly answer questions.

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SOWING THE SEEDS WORKSHOP

Session 3: College on My Mind

WHAT TESTS SHOULD MY CHILD TAKE?

SAT II: Subject Tests/Exams

Some schools will require students to take one or more SAT II subject tests in addition to the regular SAT I. There are several subjects students can choose: US History and Social Studies, Spanish, French, English Reading and Comprehension, English Writing, Math, Chemistry, Biology, Physics. Students should determine which SAT II is required for their college applications.



SOWING THE SEEDS WORKSHOP

Session 3: College on My Mind

WHAT TESTS SHOULD MY CHILD TAKE?

ACT- This test is very similar to the SAT. This exam also lasts about three hours, but it has four sections: English, Math, Reading and Science Reasoning. Unlike the SAT, test-takers do not lose points for answering incorrectly. So, it is advantageous to answer all questions. This test can be scored from the lowest score of 1 to the highest score of 36.

- **Internet Resources**
- www.collegeboard.com
- www.princetonreview.com
- www.petersons.com



Parent Resources

A S P I R A

New York
Tel: (212) 564-6880

S p o n s o r s f o r E d u c a t i o n a l O p p o r t u n i t y

Tel: 212-532 2454
www.SEO-NY.org

U . S . D e p a r t m e n t o f E d u c a t i o n

P.O. Box 1398
Jessup, MD 20794-1398
For Educational Publications:
Tel. 1-877-433-7827
edpubs@internet.ed.gov

H i s p a n i c F e d e r a t i o n

www.Hispanicfederation.org

Y e s I c a n g o t o C o l l e g e

www.YesICan.gov

www.Instituteforhighereducationpolicy.org

www.OfficeofHigherEducation-NewYork.org

www.DepartmentofEducation.gov

N a t i o n a l N e t w o r k f o r I m m i g r a n t a n d R e f u g e e R i g h t s

Tel: 510-465-1984 ext. 304

www.Nnirr.org

www.PewHispanicCenter.org

Student Resources

Prepping for the SAT and other College Admissions exams

www.collegeboard.com
www.princetonreview.com
www.petersons.com

Selecting a college or university

www.cuny.edu
(City University of New York website)
www.suny.edu
(State University of New York website)
www.princetonreview.com
(Information on most US colleges and universities)
www.usnews.com/usnews/edu/college/home.htm
(Deciding on a college)

Financial Aid and Scholarship Information

www.fafsa.org
(FAFSA application)
www.collegeboard.com
(Database of scholarships and CSS application)
www.fastweb.com
(Database of scholarships)
www.hispanicscholarships.com
Hispanic Scholarship list
www.collegeview.com

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Participants Speak

- “I liked learning about the required exams for college.”
- “Personally this helped me a lot I was blind to the issues. I have three children. I will seek out more information as a result.”
- “The trainer was very clear... all members of the group participated.”
- “This workshop was exceptional! It taught the importance of taking the exams, applying to good schools, and universities. I suggest you keep developing the project. I congratulate you on a valuable program.”
- “I have shared this information with others.”

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Participants Speak

- “ I had not considered it so important to talk to my young child about going to a university. Now I will do so, and share this information with others.”
- “It was a good training, I learned things I did not know.”
- “ This information is extremely important because as an immigrant one is not familiar with this information and to find someone to help us and provide correct information is difficult. Thank you very much”.
- “I would like more information on money...starting CDs for college.”