



Co-creating culturally responsive resources with communities.

# The challenges of online research

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# Project Background

# 2019-2020

Understand Latino Youth challenges of transitioning from high school to post-secondary options.



## TRANSITION TO COLLEGE & CAREER AMONG INDIANA LATINX YOUTH. PERCEPTIONS FROM PARENTS, STUDENTS, AND EDUCATORS.

Final Research Report<sup>1</sup>

REPORT PREPARED BY

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COMMUNITY PARTNER

Gloria Jimenez (Indiana Latino Expo)

November, 2020



<sup>1</sup>This research was possible thanks to the support of Indiana Latino Expo and the Indianapolis Public Schools District.

# Newcomer Latino parents are aware of...

- The importance of life readiness skills like discipline, hard work, and responsibility.
- Their responsibility in supporting their children's college aspirations.
- The importance of parent-school activities; however, they consider that the time and resources provided in these spaces are not enough.

# Newcomer Latino parents need...

- Understanding of the different pathways during and after high school.
- Information about the US educational system academic standards and resources.
- Tools for guiding their students through the college-going process.

# Recommendations

- ❑ Culturally relevant resources that talk to them about practical matters to deal with situations that may feel overwhelming.
- ❑ Programming to support understanding of the milestones of future college students' journeys.

# 2020-2021 Study

# Funders/Supporters

1. Indiana Campus Compact: High-Impact Community Engagement Practice Grant.
2. Office of the Vice-President of Diversity, Equity and Multicultural Affairs: Indiana University Racial Justice Research Fund.
3. Center for Service & Learning: Community Engaged Associate Program.
4. IUPUI Office of Community Engagement.



# Research partnership

- ❑ **Silvia Garcia:** Director of Research and Assessment in the IUPUI Office of Community Engagement
- ❑ **Cindy Gil:** Director of Latino Affairs in the IUPUI Office of Community Engagement.
- ❑ **Devin Wolfe:** Graduate Student in the Indiana University School of Social Work.
- ❑ **Susana Colgan:** Family and Community Engagement Liaison, IPS Newcomer Program
- ❑ **Sarah Fox:** Former K-8 Postsecondary Readiness Choice Option Specialist -IPS
- ❑ **Gloria King:** Bilingual professional with expertise in developing and implementing programs to serve Latinos.



Gloria Devin Silvia

Cindy Susana Sarah

01:41:00 04:41:10

# Objectives

- Learn parents' needs of information to support their students' college and career aspirations.
- Include them in the creation of resources that respond to their information needs.
- Increase their knowledge about college and career opportunities.

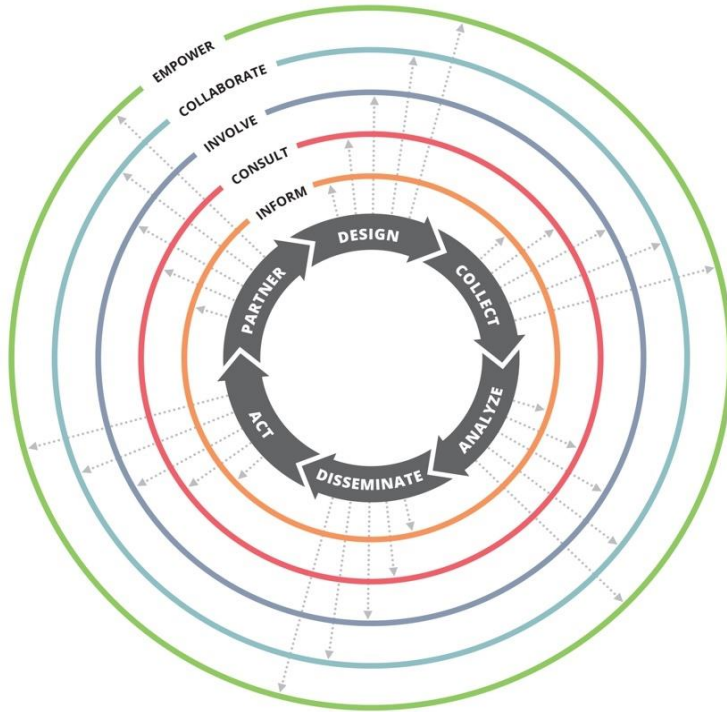
# Culturally relevant resources

1. Are appropriate for the audience
2. Cover issues/topics that are important to the audience and reflect their norms, values and preferences.
3. Based on situations that are relevant to the audiences' experiences
4. Provide opportunities for applying the ideas in their contexts
5. Involve users as partners in developing and applying the resources

# Culturally responsive research

- Aligns researcher's line of inquiry and participants' interests and needs.
- Participants' experiences and contexts need to be considered in the researchers' design.
- Research tools and methods must facilitate inclusion and participation.

# Participation Choice Points in the Research Process



## INFORM

*You provide information to the community*

## CONSULT

*The community is asked for their input*

## INVOLVE

*You work with members in the community*

## COLLABORATE

*You partner with the community*

## EMPOWER

*Communities lead research decision-making*

Levels of participation based on:  
Spectrum of Public Participation  
© International Association for  
Public Participation [www.iap2.org](http://www.iap2.org)

## How will they participate?

## When during research?

Source: Vaughn, L. M., & Jacquez, F. (2020). Participatory Research Methods – Choice Points in the Research Process. Journal of Participatory Research Methods, 1(1). <https://doi.org/10.35844/001c.13244>

## PARTICIPATION ASSESSMENT TOOL

Instructions: Considering the participation levels described at the bottom of this table, identify research participants' involvement in each stage of research

STAGES OF RESEARCH	PARTICIPATION LEVELS (1)			End-Users
	Principal Investigator	University Co-researchers	Community Co-researchers	
• Develop/Strengthen Partnership				
• Assess contextual/community factors				
• Identify the research problem				
• Determine research goals/questions				
• Design/Plan Intervention				
• Implement the intervention				
• Develop data collection instruments				
• Organize data collection events				
• Collect data				
• Analyze data				
• Co-write report				
• Related products or services				
o Design resources or products				
o Provide services or products				
o Use resources/services				
o Evaluate resources/services				
• Disseminate/make use of				
o Use of research knowledge/products				
o Share of research knowledge/products with community				
o Media reports				
o Share in conversations/WOM				
o Disseminate in academic outlets				

### (1) Participation levels:

- |                             |   |   |
|-----------------------------|---|---|
| Non-participation           | { | <ol style="list-style-type: none"> <li>1. None</li> <li>2. <b>Information:</b> You inform. No consulting. People don't have any input in the decision.</li> <li>3. <b>Consultation:</b> You offer a number of options and listen to feedback but people don't have power to influence decisions</li> </ol>  |
| Involvement & Collaboration | { | <ol style="list-style-type: none"> <li>4. <b>Advisory:</b> You present options and invite feedback. Modify as recommended by people who are being consulted</li> <li>5. <b>Deciding together:</b> You encourage others to provide some additional ideas and options, and join in deciding the best way forward.</li> </ol>  |
| Empowerment                 | { | <ol style="list-style-type: none"> <li>6. <b>Acting together:</b> Not only do different interests decide together what is best, but they form a partnership to carry it out.</li> <li>7. <b>Delegation:</b> People (group or individual) have delegated power to execute and make decisions</li> <li>8. <b>Full control:</b> You give people full control over decisions</li> </ol> |



# Method



# Participant families

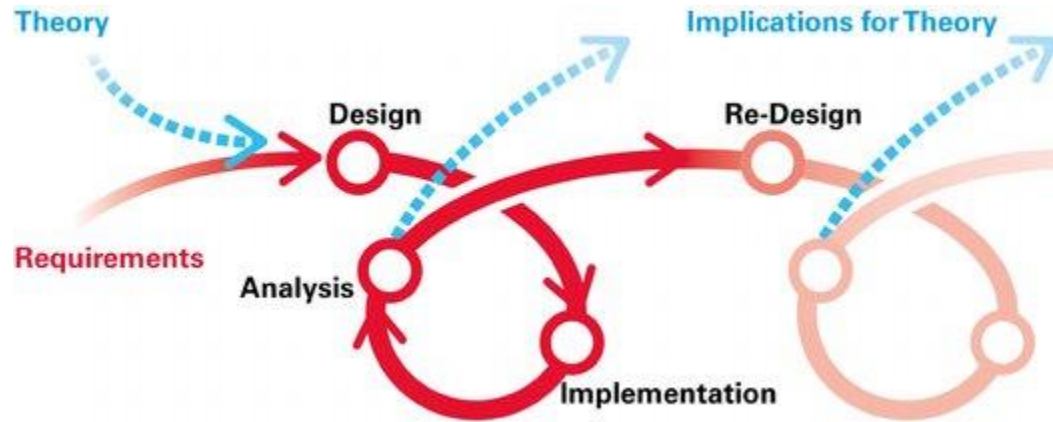
- ❑ 12 Latino parents of students in Indianapolis Public Schools' Newcomer Program
  - ❑ 9 were students' mothers; 3 were the fathers.
  - ❑ 9 were employed at the start of the study.
  - ❑ 8 completed high school.
  - ❑ 4 attended university, but did not graduate.
- ❑ No family reported annual income above \$25,000.
- ❑ Countries of origin: Nicaragua, Honduras, Mexico, El Salvador, and Guatemala.

# Newcomers

- ❑ “Any foreign-born students and their families who have recently arrived in the United States.” (The U.S. Department of Education, 2016). They can be refugees, asylees, immigrants, and undocumented immigrants.
- ❑ Individuals "who have been in the U.S. for 10 years or less" (Oikonomidou et al., 2019).
  - ❑ In our study, six of the participant parents had spent two years or less in the United States. The maximum stay was 11 years.
  - ❑ Their children have been less than one year in the U.S. by the moment the study began.

# Design Based Implementation Research

- ❑ Collaboration of practitioners and researchers to design, implement, and test sustainable educational innovations.
- ❑ Rooted in community-based participatory research, design-based research implementation research, utilization-focused evaluation, and participatory evaluation.



Source: Fraefel, U. (2014, November). Professionalization of pre-service teachers through university-school partnerships. In Conference Proceedings of WERA Focal Meeting, Edinburgh.

# Benefits of this methodological approach

- ❑ “What works when, for whom, and under what conditions?”  
“How can we make this innovation work under a wide range of conditions?”
  - ❑ Create relevant, easy-to-adopt innovative resources with the collaboration of academic researchers, practitioners, and end-users.
  - ❑ Determine whether the designed resources could be used with other Latino families to support youth’s college and career goals.

# 90 minutes Zoom meetings/Stages

Meetings	Stages
First	<b><i>Stage 1: Focusing on the problem</i></b>
Second	<b><i>Stage 2: Thinking of workable solutions</i></b>
Third	<b><i>Stage 3: Co-designing the solution</i></b>
Fourth	<b><i>Stage 4: Implementing the solution</i></b>
Fifth	<b><i>Stage 5: Evaluating the solution</i></b>

## Data Collection

<b>TOOLS</b>	<b>WHEN</b>
Group discussion with parents	First Zoom meeting
Q & A session with parents	Second Zoom meeting
Brainstorming	
Vision Boards Design	Before the third Zoom meeting
Presentation of Vision Boards	Third zoom meeting
Ideation exercises (“Share Inspiring Stories,” “Top Five,” and storyboard dialogues)	
Invitation to panel (Ask questions to panel)	Before the online panel
Online panel with experts	Fourth Zoom meeting
Q&A sessions with panelists	
Semi-structured questionnaire (evaluate the panel)	After fourth Zoom meeting
Semi-structured questionnaire (evaluate the guidebook)	Before fifth Zoom meeting
Reflection Exercise	Fifth Zoom meeting
WhatsApp	Throughout the study



# Human-Centered Design

IDEO.ORG

Envisioning Cards

## INSPIRATION

In this phase, you'll learn how to better understand people. You'll observe their lives, hear their hopes and desires, and get smart on your challenge.

## IDEATION

Here you'll make sense of everything that you've heard, generate tons of ideas, identify opportunities for design, and test and refine your solutions.

## IMPLEMENTATION

Now is your chance to bring your solution to life. You'll figure out how to get your idea to market and how to maximize its impact in the world.

# First two meetings

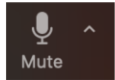
Focusing the problem (Inspiration)

Thinking on workable solutions (Ideation)



# Before the first meeting

## Cómo usar Zoom



**Se escucha la voz**



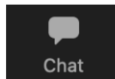
**No se escucha la voz**



**Se ve por video**



**No se ve por video**



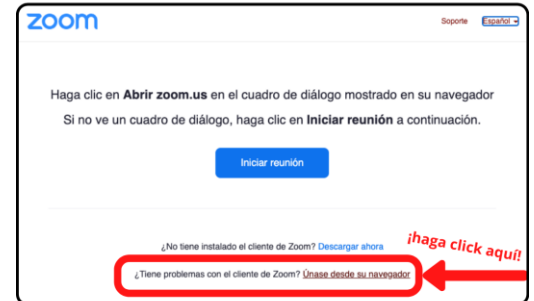
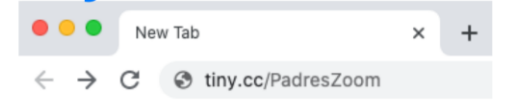
- **Escriba algo para que todos vean su mensaje**
- **Lea los mensajes de otros**



WhatsApp

## Cómo unirse a la reunión en Zoom en su ChromeBook

[tiny.cc/PadresZoom](https://tiny.cc/PadresZoom)



# Results of first and second meetings

1. **First meeting:** Participants shared aspirations and expectations for their children and perceived information needs
2. **Second meeting:** Participants suggested resources to share information:
  - Short, easy-to-digest videos that can be shared via WhatsApp or Facebook
  - Printed materials
  - Panels with professionals
  - Panels with students
  - One-on-one counseling to parents based on student individual interests

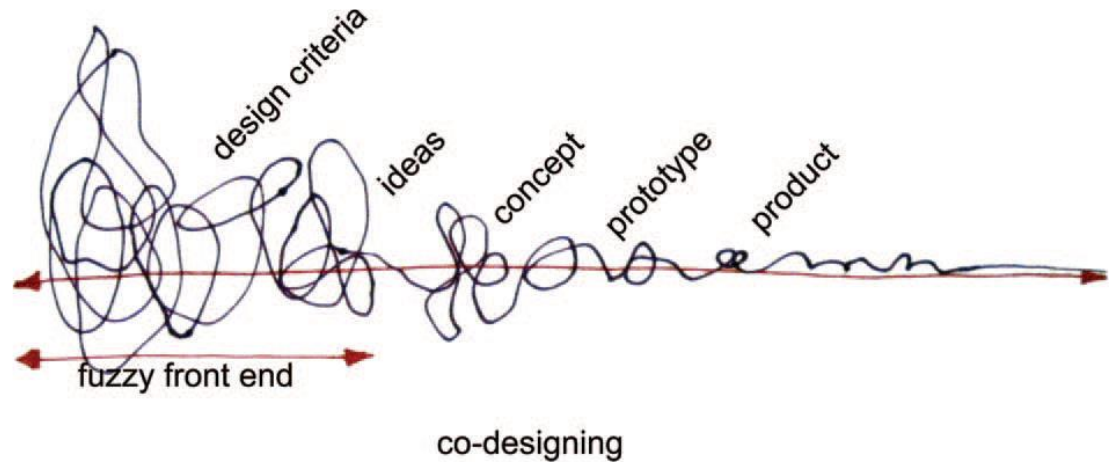


# Third meeting

Co-designing the solution (Ideation)

# Participatory Design

- ❑ **Co-creation:** refers to any act of collective creativity, i.e. creativity that is shared by two or more people.
- ❑ **Co-design:** is a specific instance of co-creation. Refers to the creativity of designers and people not trained in design working together in the design development process.



Elizabeth B.-N. Sanders & Pieter Jan Stappers (2008) Co-creation and the new landscapes of design, *Co-Design*, 4:1, 5-18, DOI: 10.1080/15710880701875068

# The Vision Board (Mapa de Sueños)

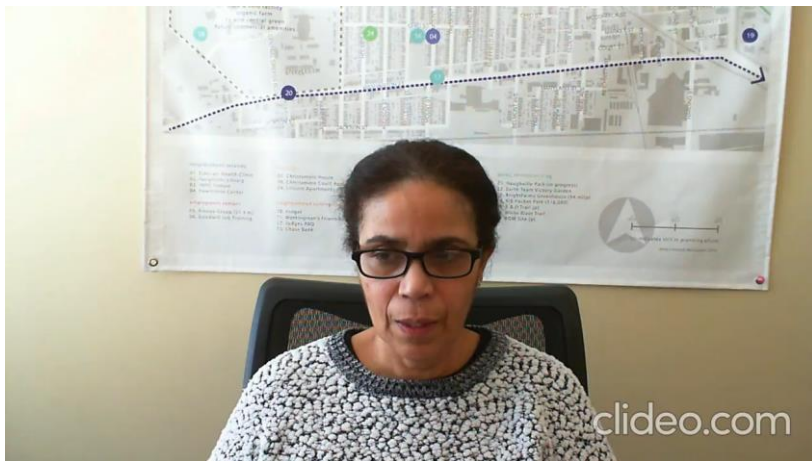
## Benefits to parents

- Align post-secondary plans with student's worldview
- Visualize a path to achieve these goals
- Help give shape to career goals

## Benefits to research

- Engage parents pre-workshops
- Understand families' values and thought processes

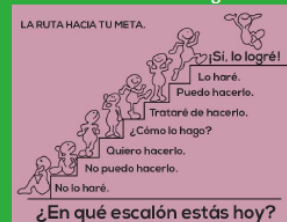
# In preparation



## ¿COMO CREAR UN MAPA DE SUEÑOS?

### ¿QUE ES UN MAPA DE SUEÑOS?

Es una pieza grafica que te va a permitir visualizar tus metas y las de tus hijos y descubrir con ellos formas de lograr esas metas



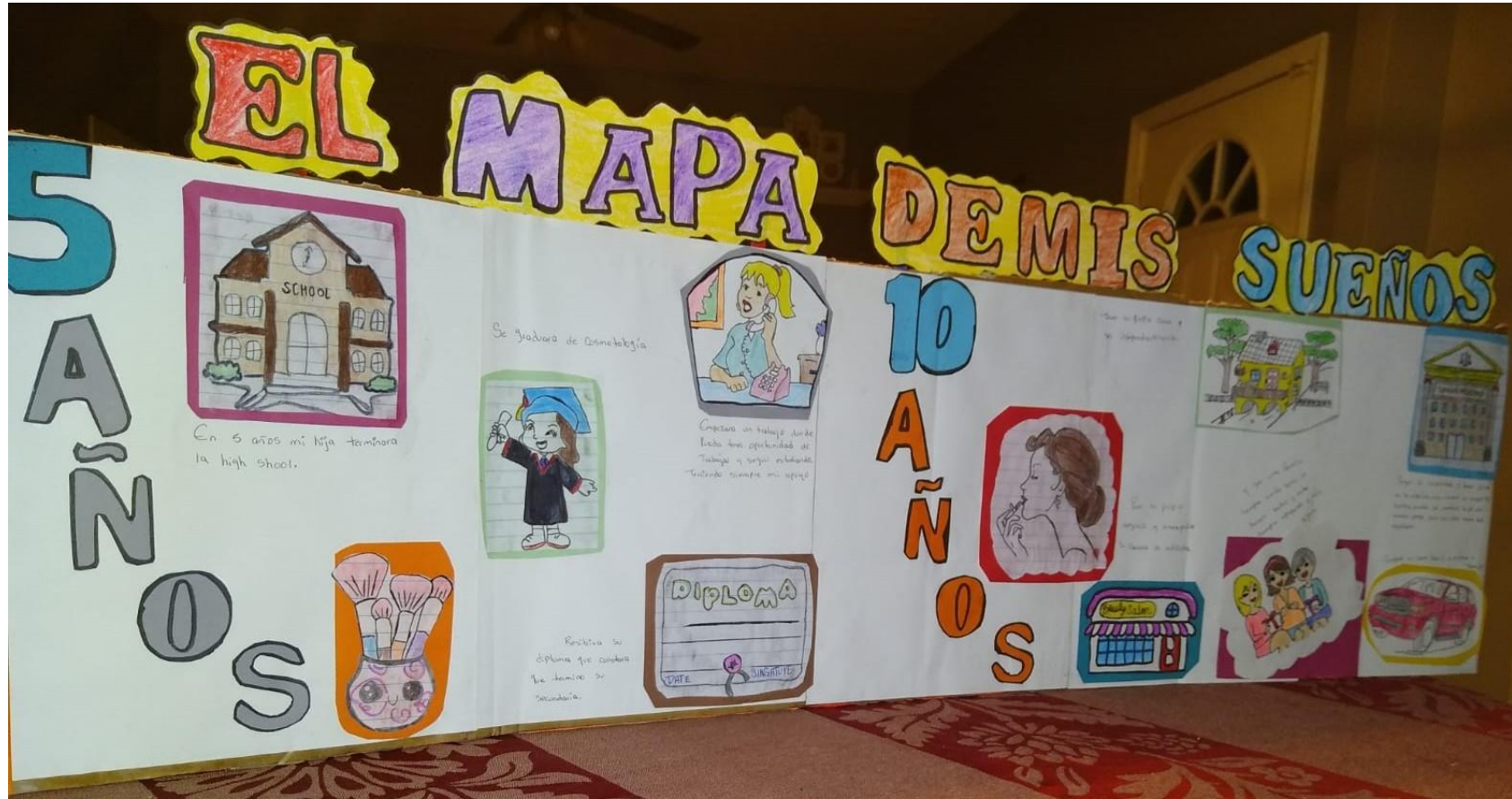
### ¿CÓMO COMENZAR?

Reúnete con tus hijos y conversen como sería el futuro deseado:

- ¿Qué va a estudiar tu hijo(a) cuando salga del Newcomer? ¿En cuál escuela?
- ¿De aquí a cinco años que va a estar haciendo? ¿Estudiando, trabajando? ¿En qué?
- ¿De aquí a diez años? ¿Cómo va a estar? ¿Qué hace? ¿Tiene una carrera? ¿Familia?

Ahora piensa:

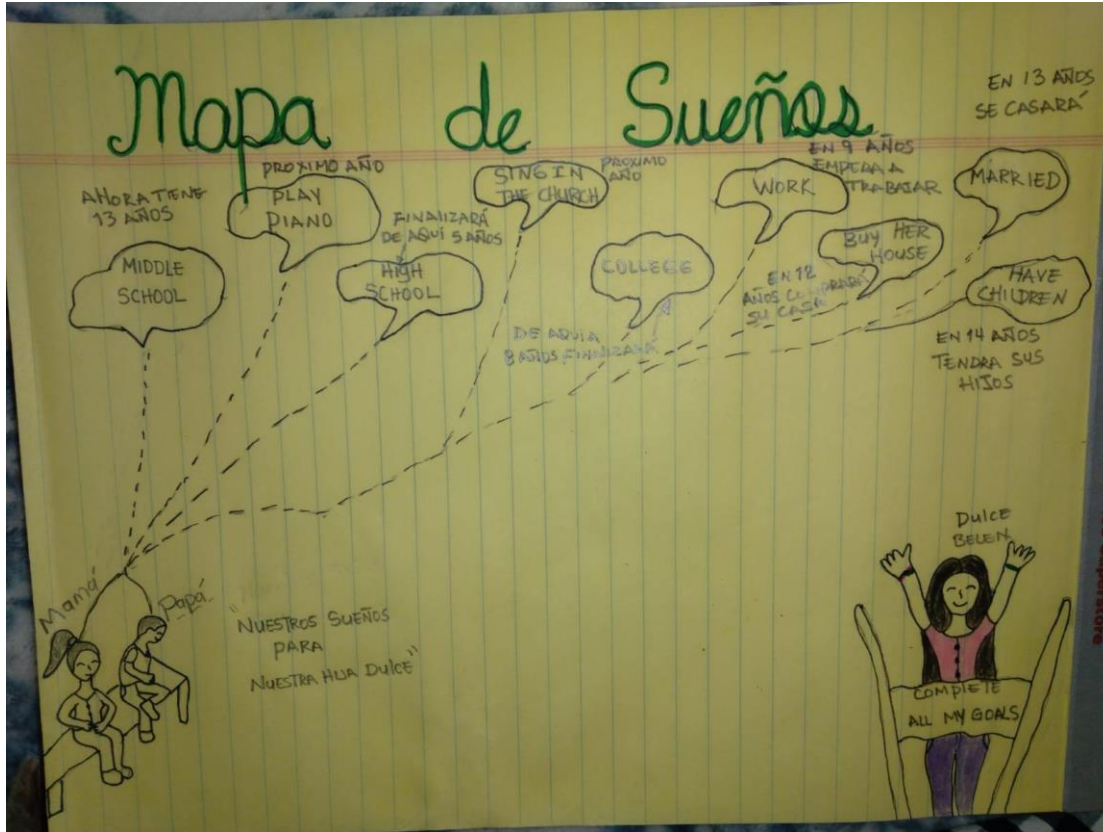
- ¿Qué cosas debe hacer tu hijo(a) para llegar a donde quiere estar en diez años? (¿Trabajar, sacar buenas notas, buscar información, buscar ayuda financiera, otros?)
- ¿Qué cosas debes hacer tú como padre/madre para apoyarlo en sus metas?
- ¿Que otro tipo de apoyo le va a ayudar a lograr sus sueños (Beca, préstamo, buenos maestros, amigos, etc.)?



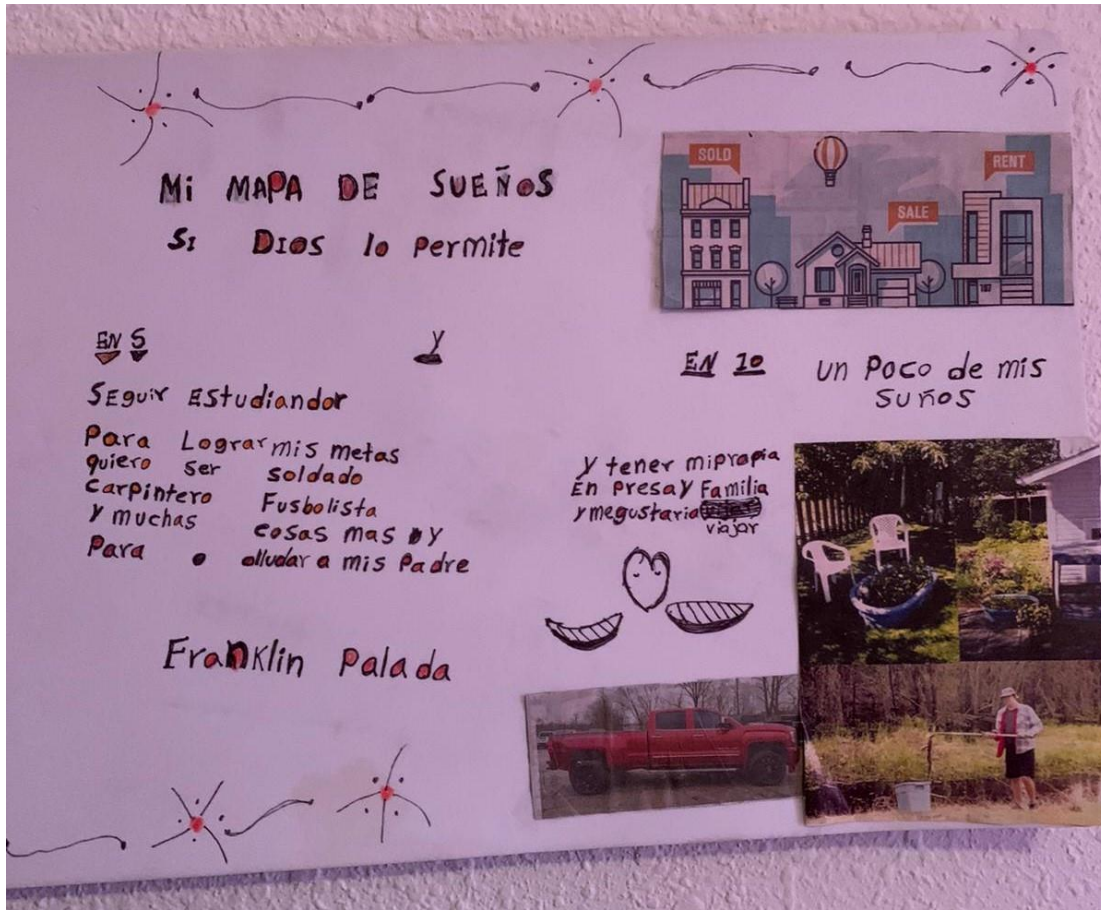








5 years from now, she will finish High School, then one of the things she would like to do is also to get to sing in church, and we are supporting her. 8 years from now, God willing, she says that she wants to study music at the University, and she also likes languages. She says technology, but that is in standby...music is something strong in her and also language studies. And technology, she says, she will decide when she is in college.



...all he wants to do is work, ... he says he likes welding, but he wants many more careers. [It's] difficult. So, I tell him, well, if you want many careers, you have to study, you have to learn a lot, although you don't like writing at all..., but coming up with ideas and seeing ...other children's maps, I encouraged him and said to him we can, make it, you can continue studying.

**Motivarlos a participar en actividades en la comunidad**

**Motivarlos a participar en actividades en el verano**

**Acompañarlos a ferias de trabajo**

**Brindarles apoyo financiero**

**Obligarlos a asistir a la escuela**

**Estar pendiente de sus calificaciones**

**Darles amor y apoyo moral**

**Motivarlos a hacer pasantias**

**Ayudarlos a buscar información sobre las universidades**

**Sentarme con ellos a ver los costos de la universidad**

**Asistir a reuniones en la escuela**

**Acompañarlos a ferias universitarias**

**Visitar universidades con ellos**

**Sentarme con ellos a buscar información de becas**

**Animarlos a tomar cursos universitarios en la secundaria**

**Hablar con la maestra cuando creo que eso puede ayudar a mi hijo**



**COSAS IMPORTANTES**



Gabriela

Maria



## Storyboard Dialogues

Maria y Gabriela están tomando un café y hablando acerca de la carrera universitaria de sus hijos. El hijo de Gabriela esta en la Universidad, el de María aspira a entrar. **Vamos a imaginarnos que pregunta Maria y que le contesta Gabriela en esa conversación:**

*Maria a Gabriela:* ¿Cómo hizo tu hijo para ir a la Universidad? Dame sugerencias

*Gabriela a Maria:* Debe ver las oportunidades de becas

*Maria a Gabriela:* ¿Que carrera esta estudiando?

*Gabriela a Maria:* Matemática

*Maria a Gabriela:* ¿Cuántos años es esa Carrera? ¿Cómo eligio la Universidad? Que tan buena es la escuela? Cuanto le cuesta? Como hace hace con El transporte, la comida? Vive en la universidad o contigo?

# Fourth meeting: Panel

# Changed the course of research

1. Participants would use prototypes in a simulated training session with other Latino parents to test applicability and usability.
2. Implementation required face-to-face interactions cycles, and COVID restrictions were still in place.
3. The research team changed the course of the project and organized a virtual career panel with Latino professionals.
4. The panel aligned with one of the ideas proposed by parents during the second meeting.



**Panelists:**

Jaqueline  
Rodriguez,  
Medicine/Nursing

Roberto  
Carballido,  
HR/Business;

Angelica  
Rodriguez,  
Senior Software  
Engineer,  
Salesforce



# Panel with Latino Professionals

<b>Latinx Professionals College &amp; Career Panel</b> with Newcomer Program Families April 29th 6:00-7:30 PM		
Panelists: Jaqueline Rodriguez, Medicine/Nursing; Roberto Carballido, HR/Business; Angelica Rodriguez, Senior Software Engineer, Salesforce		
Time	Topic	Who
6-6:10	Introduction	Cindy Gil
6:10-6:45	Panel Conversation	Panelists
6:45-6:50	Quick Break & Breakout Room Instructions	
6:50-7	Breakout Rotation 1 - Q&A	Small groups & panelist
7-7:10	Breakout Rotation 2 - Q&A	Small groups & panelist
7:10-7:20	Breakout Rotation 3 - Q&A	Small groups & panelist
7:20-7:30	Reflection Share-Outs & Closing	Families & Cindy Gil

## Panel Questions

### Introduction.

1. ¿Puedes hablarnos sobre tu profesión? ¿Cómo es un día típico para ti?
2. ¿Para poder entrar en tu profesión, fue necesario ir a la universidad? *Follow-up:* ¿Como tomaste esta decisión? ¿Cómo escogiste a que universidad ir?
3. Puedes hablarnos sobre tu carrera en la universidad. ¿Qué estudiaste en la universidad? ¿Como decidiste que estudiar (how did you select your major)? *Follow-up:* ¿Cuánto tiempo te llevo estudiar tu carrera en la universidad?
4. ¿Hubo obstáculos que enfrentaste al terminar la universidad? ¿Cómo los superaste?
5. ¿Puedes describir que pasos tomaste para elegir tu carrera profesional?
6. ¿Si pudieras darle un consejo a un padre que quiere ayudar a su hijo a hija ir a la universidad, qué consejo le darías?

## ¡USTEDES PREGUNTAN, NOSOTROS RESPONDEMOS!

EL DIA 29 DE ABRIL A LAS 6:00 PM tendremos nuestra próxima reunión virtual con especialistas en varias áreas identificadas por ustedes como posibles carreras para sus hijos. Ustedes y sus hijos están cordialmente invitados a asistir. Pueden invitar a otras personas interesadas.

### En pasadas sesiones ustedes preguntaron:

- **Que tiene que estudiar mi hijo/hija para ser:**
  - Dentista, asistente de enfermería, medico, cardiólogo, cosmetólogo, estilista, artista (Arte), astronomía, electricidad, maestro, piloto, militar, policía, tener su propia empresa, arquitecto.
- ¿Cuánto tiempo le lleva una persona estar en la Universidad?
- ¿Cómo puedo explorar los intereses de carrera de mi hijo/a? ¿A qué edad debe seleccionar una carrera?
- Lo que mi hijo/a estudie en secundaria ¿influye en la carrera que va a estudiar en la Universidad?
- ¿Cómo se elige una universidad? ¿Cuáles son los requisitos?
- ¿Cuánto cuesta? ¿Cómo se consigue ayuda financiera para los estudios?

Hemos invitado profesionales hispanos para que contesten a estas preguntas y presenten información de cómo han sido sus trayectorias de estudio y profesionales. Padres y estudiantes aprenderán de los presentadores que carreras estudiaron, por qué seleccionaron esas carreras, y como eso ha contribuido a su éxito.

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¿Tienen alguna otra pregunta que quieren que los especialistas respondan?

Recorten y anoten en este espacio sus preguntas y manden el papel con sus hijos para que se lo entreguen a la señorita Susana.

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Los esperamos con sus hijos el jueves 29 a las 6pm. ¡Gracias!



# Parents' questions to panelists (before panel)

1. My son is in grade 10, he goes to grade 11; when do you apply for financial aid?
2. What preparation or study tools does the student need before entering university? How is the evaluation system in the university?
3. What can the student do to be successful in his university career? Is there a plan for nutrition, health, counselors, psychologists and financial aid to guarantee the student's success?
4. How can I get financial aid for my children if he is undocumented. Would they accept them?
5. What profession would be recommended for a student who "does not have papers"?
6. How long does it take to graduate as a teacher/doctor?
7. How could my son get his own construction siding company?

# **Fifth session: Reflection**

# The guidebook

*“I was very excited when I started reading this guide. It's like a bridge, it's like a springboard to help yourself. And at the same time, also the countless options ... the opportunities...”*

# The Co-created Guidebook



## Opciones al terminar la secundaria

### SI LA META ES IR A LA UNIVERSIDAD

**Universidades de cuatro años:** para obtener una Licenciatura (Bachelor). Pueden ser públicas o privadas y cada universidad ofrece diferentes especializaciones y campos de estudios. Muchos estudiantes tardan entre cuatro y medio y cinco años en completar su licenciatura.

**Universidades de dos años:** para obtener el título de asociado (Associate). El proceso de admisión es generalmente más simple que el de una universidad de cuatro años y los costos de matrícula son más bajos. Las hay públicas y privadas: **Los colegios comunitarios públicos** (Public Community College) y las **universidades privadas junior** (Private Junior Colleges).

Las clases de **educación continua o certificaciones profesionales** están disponibles en la mayoría de los colegios comunitarios y en algunos colegios y universidades de cuatro años. Estos cursos o programas a menudo tienen requisitos previos mínimos (por ejemplo, diploma de escuela secundaria o pruebas de ubicación) y se ofrecen en una variedad de campos.



## Guia para Padres

OPCIONES AL FINALIZAR LA ESCUELA SECUNDARIA

<https://engage.iupui.edu/spanish/index.html>



# Online resources

## Recursos en Línea

En las siguientes páginas, te presentamos una lista de recursos que no pretende ser exhaustiva, pero que puede ayudarte a conseguir la información que necesitas para ayudar a tus hijos.

## El Sistema Educativo

**Indiana Latino Expo – Serie de videos para entender el Sistema Educativo:** Cada video tiene contenido diferente y están divididos en diferentes categorías en la edad temprana de 0-5 años, el sistema educativo prescolar hasta la secundaria K-12, y el éxito en la carrera universitaria.

<https://tinyurl.com/EntenderSistemaEducativo>

“Me parece que es importante saber cómo decidir la carrera que vamos a estudiar y tal vez sería bueno incluir algún recurso de cómo saber cuál es mi habilidad, mis intereses y como descubrirlo para estar seguro porque a veces tal vez puede ser que no sea una carrera de mucha demanda, pero si es lo que me gusta ser voy a estar feliz toda mi vida.”

## Información sobre Becas

### BECAS PARA ESTUDIANTES EN INDIANA

**Indiana Undocumented Youth Alliance Scholarships**—Una beca para estudiantes en Indiana exclusiva para estudiantes indocumentados

- <https://tinyurl.com/BecalUYA>

**Solicite una beca con la CICF**—Una lista de becas de Central Indiana Community Foundation (Fundación de la Comunidad Central de Indiana), con una explicación de cómo solicitarlas

- <https://tinyurl.com/BecaCICF>

**La Plaza**—La Plaza es una organización local que sirve la comunidad Latina en Indiana. Ofrece becas para los alumnos que sacan buenas notas y participan en actividades en sus comunidades

- <https://tinyurl.com/BecaPlaza>

**Mexican Scholarship Fund**—Beca para alumnos latinos en Indiana, con preferencia para alumnos mexicanos

- <https://tinyurl.com/BecaMexicano>

**Indiana Latino Institute**—Beca que el Instituto Latino de Indiana ofrece a alumnos latinos que viven en Indiana

- <https://tinyurl.com/ILIBecas>

# QR Codes

Linked to the  
IWC Aunt Bertha Database

Can be permanently updated



Este es un código QR. Escanea esta imagen con la cámara de tu teléfono y te llevara a una página del Centro de Bienvenida a Inmigrantes con más **recursos para la universidad y carrera.**



Este es un código QR. Escanea esta imagen con la cámara de tu teléfono y te llevara a una página del Centro de Bienvenida a Inmigrantes con más **recursos para estudiantes indocumentados.**

# What did parents learn?

- Opportunities** *“these workshops are very important for us and for other families who, perhaps come to this country without knowing the opportunities they have for their children”*
- Realistic assessment** *“there are too many obstacles and we must start now supporting them”*
- New knowledge** *“For me, my daughter, it was very helpful to find out about the many possibilities that she can choose from so that she can continue studying.”*
- Identify misinformation** *“...sometimes one is guided by other people who say that you cannot study here if you are undocumented... that there is no help ...I realized that there is a lot of help.”*
- Awareness** *“...in our countries many times when the student is leaving high school is when they start talking to them about the university, but here, is much more before that, right?”*
- Hope** *“I did not finish my studies, but I thank God because he is here and he has opportunities and he is happy. Something that we did not have, and we will NEVER have it back in our country”*

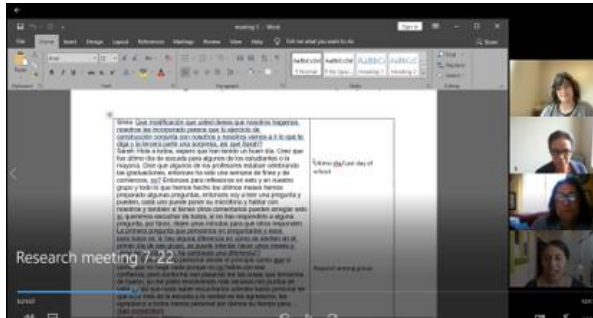


# Data Analysis



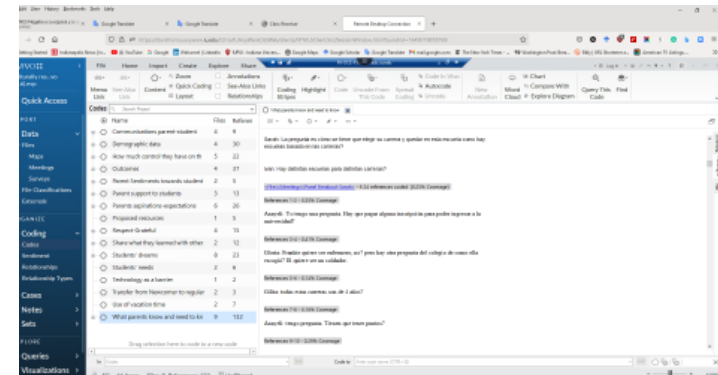
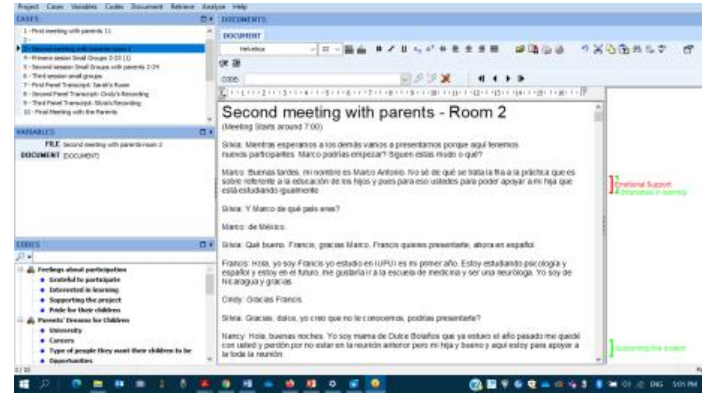
# QDA Miner Light

## Coding



## Word

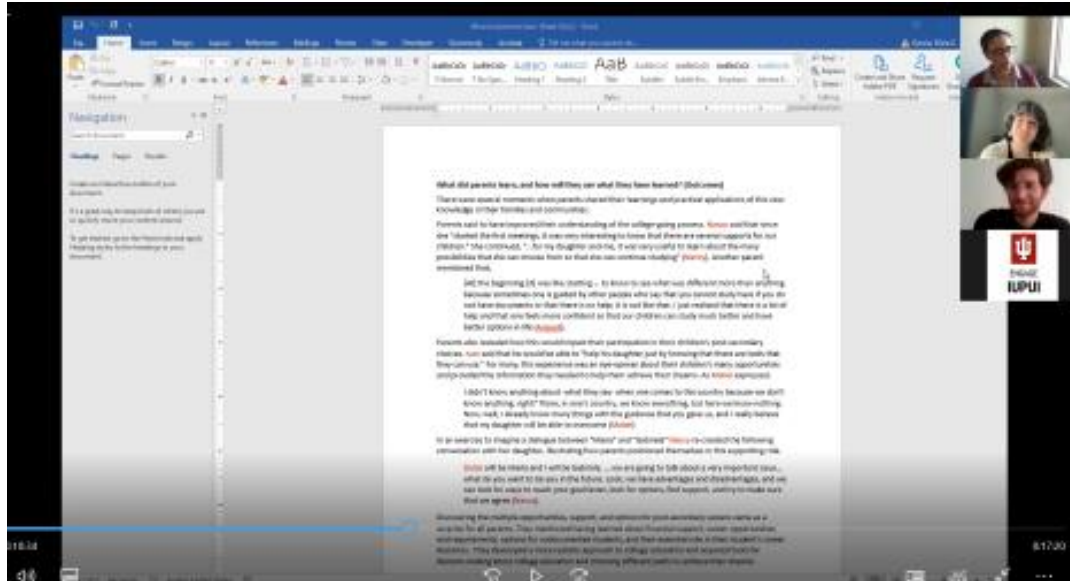
## N-Vivo



# Finding Themes

Gloria	Sarah	Susana	Cindy	Silvia	Devin	THEMES
Dream of child being able to study				Parents aspirations- expectations	Parents' Dreams for Children	Parent aspirations & expectations for their children (For Sarah)
Possibilities				Aspirations vs reality	University	
Work vs school				Expectations	Careers	
				Role of education in future success	Type of people they want their children to be	
					Family	
					Entrepreneurship	
I want my son-Moral support		Able to learn to support her daughter	Support for students	Parent support to students	Types of Supports for Children	Different types of support offered by families to students (For Devin)
Sacrifice of parents				Parent motivation to students	Emotional Support	
Ways to support				Parent orientation	Financial Support	
				Parent support	Academic Support	
					Faith as a Support	
Receiving information about post-secondary education from tours	The admissions process	Transition from Newcomer		4 and 2 year institutions or careers	Technical Careers	Holistic information needs for college/career preparation for parents
	How to meet the requirements of a certification or license	High school transition		Career options	College/Career Readiness	
	How to know what one wants to study or do for a career	Length of Career		Career requirements	Grades	
	Career decisions			Career selection		
	When one should make a decision of career/study			Dual credits		
	What college admissions is looking for			GPA		
				School counselor		
				Selection of the right high school		
				Virtual tours		

# Findings



**What did parents learn, and how will they use what they have learned? (Bellevue)**

There are several moments when parents share their learning and/or their applications of this new knowledge (single quotes and italics).

Parents said to have more explicit understanding of the college-going process. *Now we'll have more direct feedback meetings. It was very interesting to know that there are parent supports for not just "the course," but my daughter and me, it was very helpful to see what the many possibilities that she can choose from so that she can continue studying (Jenna), another parent mentioned that,*

*and the beginning [of the meeting]... to know that when we discuss more than anything, because sometimes she is guided by other people who say that you should study more if you do not have the resources to take them in our field. It is not like that, just mention that there is a lot of help and that you feel more confident so that our child can actually study better and have better options in life (Jenna).*

Parents also wanted to know more about their participation in their children's post-secondary studies. *For example, he would like to help his daughter just by knowing that there are ways that they can help. He knows the importance of the program about their children's study opportunities, and he's supporting information that makes it happen and that they can do it (Jenna expressed).*

*I don't know anything about what they do, other than come to the center because we don't know anything, right? Well, it's not really, we know something, but for me it's not really. Now, well, I really know more things with the guidance that you give us, and I really hope that my daughter will be able to continue (Jenna).*

*It is so interesting to imagine a future where "what" and "when" are so closely following information with her daughter. Knowing how parents processed information in the supporting role (Jenna) and I will be looking... she is going to tell about a very important thing, what she will be able to do in the future, you can have advantages and opportunities, and we can look for ways to make your guidelines, look for returns, find support, going to make sure that we agree (Jenna).*

Monitoring the multiple opportunities support, which is more post-secondary career paths as a way for all parents. This includes having learned about their own career, their own career, and their own career, and their own career, and their own career. They have a very similar approach to taking children and support for their own learning and career paths and finding different ways to support their own learning.

# Themes

1. Aspirations and expectations
2. Guiding values and support
3. Information needs
  - Work opportunities and career choices
  - Transitioning to the US
  - Funding college
4. Gained knowledge and future use



# Results

# Project results

1. Expanded the body of knowledge about Latinx newcomer parents' information gaps on college and career readiness
2. Increased participants' understanding of college and career preparation and their role in the process.
3. College and Career Readiness Guidebook for Parents
4. A Virtual Career Panel with Latinx professionals

# Challenges and Opportunities

# Challenges & Opportunities

## Challenges

1. *Technology barriers*
2. *Length of the meetings*
3. *Length of the project*
4. *Timing*
5. *Implementation*

## Opportunities

1. *Equal access to information*
2. *Trust building*
3. *Ubiquity and flexibility*
4. *Diverse team*



1. Do you find practical value in this research?
2. How do you imagine a third phase of this study that started in 2019?

**Thank you!**