



University of Arizona
Title V Grant – Project Outreach FAMILIA
Year 1 Annual Evaluation Report

October 1, 2020 – September 30, 2021

This report summarizes a program facilitated with support from grant award #P031S200086 from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

EXECUTIVE SUMMARY

The University of Arizona (UArizona) was awarded a Title V grant in 2020 by the U.S. Department of Education (DOE) to implement Project Outreach FAMILIA (Forwarding Academic Mechanisms Integral to Learning In the Academy). The program aims to 1) increase access to early college-going experiences; 2) increase student preparedness for college; 3) build student and family outreach support structures focused on financial wellness; and 4) implement professional development among high school partners to strengthen the local college-going culture.

This report summarizes project implementation and progress during Year 1 ending September 30, 2021. The project's evaluation team worked with the FAMILIA project team to document Year 1 progress through interviews, document review, weekly check-ins, quarterly meetings, and survey analysis.

Year 1 Topline Achievements



Goal 1: Increase access to early college-going experiences

- ✓ Successful collaborations between Math Faculty, Graduate Fellows, and high school teachers
- ✓ Developed culturally responsive precalculus problems
- ✓ Raised awareness of novel curriculum



Goal 2: Increase student preparedness for college

- ✓ Outreach to nearly 340 students from high Hispanic enrolling high schools
- ✓ 9 new college-going informational videos
- ✓ Strategic collaborative events and partnerships launched



Goal 3: Build student and family outreach support structures focused on financial wellness

- ✓ Three high schools awarded Los Gatos partnership grants
- ✓ Hosted immersive Adelante! college-going conference for 81 participants



Goal 4: Implement professional development to expand knowledge and advocacy

- ✓ Engaged 66 high school educators and staff in professional development
- ✓ Recruited champion-level advisory board of community leaders

Key Takeaways

- The FAMILIA team engaged in a number of positive implementation efforts that led to a successful first year of grant implementation. These strategies included strong collaboration and relationship-building with the evaluation team, campus departments, community organizations, and partner schools. Project FAMILIA should continue to cultivate collaborative partnerships.
- Throughout the first year of the grant, the FAMILIA team expanded culturally relevant student and family outreach support structures and provided access to college knowledge materials in dual-language workshops. These efforts support the grant's focus to expand and improve educational opportunities for Hispanic students with specific attention to instruction in higher education financing and repayment.
- Culturally affirming practices were another area of success, particularly in relation to the math curriculum development and professional development workshops on asset-based pedagogy. These efforts support the grant's focus to expand and improve academic achievement of Hispanic students with specific attention to expanding opportunities for postsecondary credentials in STEM.
- Although the FAMILIA team faced setbacks due to the COVID-19 pandemic (i.e., UArizona campus closure and high schools moving fully online), the team was able to adapt and achieve important capacity-building milestones. In particular, using technology that facilitated synchronous and asynchronous collaboration, they were able award four Los Gatos sub-awards to high Hispanic enrolling high schools and began serving the Los Gatos schools' student and family populations in a mix of virtual and in-person modalities.

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INTRODUCTION AND BACKGROUND

In 2018 the University of Arizona was federally designated as a [Hispanic Serving Institution \(HSI\)](#). As an HSI, the University of Arizona is “committed to educating our Latino students and preparing them to thrive in their future careers”. As one of four Research 1 HSIs affiliated with the Association of American Universities, UArizona is committed to strengthening the pathways to degree completion for Latinx students in STEM fields. The five-year, \$3 million U.S. Department of Education Title V Grant - [Project Outreach FAMILIA](#) (Forwarding Academic Mechanisms Integral to Learning In the Academy) seeks to close the gap between college preparedness and college readiness of Tucson’s Hispanic high school students, thus strengthening the local college-going pipeline.

This report is organized by the four grant goals with the major activities for each goal summarized. The report also addresses Year 1 startup activities.

Key Activities

To achieve these goals, the grant proposed sub awardee partnerships between Project FAMILIA and high Hispanic enrolling Tucson area high schools to deliver:

- an innovative, high quality, culturally relevant dual enrollment precalculus course, developed specifically for Project FAMILIA;
- personalized one-on-one student support;
- bilingual family outreach focused on developing a college-going culture and financial wellness; and
- resources and support for administrators and educators related to mathematics, asset-based pedagogies, and college-going knowledge.

Distinctive Approach

Project FAMILIA applies a culturally responsive framework for Hispanic student college preparation developed by the project director, Dr. Cindy Trejo, which calls for direct and consistent contact with students, families, and communities via culturally appropriate modalities.

GRANT GOALS

Based on SWOT analysis, Project Outreach FAMILIA proposed an innovative and comprehensive plan to achieve the following outcomes:

Goal 1: Increase access to early college-going experiences

Goal 2: Increase student preparedness for college

Goal 3: Build student and family outreach support structures focused on financial wellness

Goal 4: Implement professional development among high school partners to strengthen the local college-going culture

METHODS

Over the course of Year 1, the evaluation team worked with the project team to assess progress toward addressing the grant goals and objectives. Data collection activities included weekly check-ins, quarterly meetings, survey development and analysis, interviews, and document review.

Data Collection

Weekly Check-Ins

Throughout Year 1, the graduate assistant evaluator met with the project team on a weekly basis over Zoom. Weekly check-ins were casual opportunities for team members to connect with each other on a personal level. During the meetings, the project shared recent challenges and successes related to program implementation and data collection which informed the development of assessment instruments and processes.

Quarterly Meetings

Evaluators held quarterly meetings to review the progress toward meeting yearly goals.

Surveys and Survey Analysis

- Project Activity Forms provide a structured outline for reporting activities, accomplishments, and insights. The goal of the form is to keep the evaluation team informed of the project team's overall progress toward objectives and to track data that are shared at quarterly meetings between the teams. The development of the form was a collaborative, iterative process that sought to capture quantitative data and insights that would enable us to fully describe and explain the context of Project FAMILIA and evaluate its impact through the lens of the participants. A sample Project Activity Form survey and development timeline is linked in the **Appendix**.
- Professional Development (PD) surveys administered to the school personnel attending the PD workshops assess the ability and propensity of participants to change behavior based on the concepts presented as well as provide a means of collecting the required demographic characteristics of the participants. The Professional Development survey instrument is linked in the **Appendix**.
- The College Academy for Parents is a 4-workshop college preparation program for Los Gatos high school parents based on the [12-week outreach program offered by UArizona Office of Early Academic Outreach](#). Bilingual College Academy for Parents (CAP) formative surveys gauge the participants' assessment of the experience and provide feedback to the facilitator after each workshop. Bilingual CAP summative surveys assess the participants' knowledge gains, as stipulated in the grant proposal, and gather the

required demographic characteristics of the participants. See links in the **Appendix** for sample surveys in English.

- Bilingual Outreach Event surveys assess participants' knowledge gains and gather demographic information. See the [Adelante! Report](#) for a sample of the dual-language surveys.

Document Review

All grant documents are uploaded to a shared Box[®] folder. Evaluators reviewed all documents to identify progress made towards grant goals. A comprehensive Excel[®] spreadsheet that organized all documents by grant objective, with embedded links to the source document was developed. Examples of the documents include outreach event registration and sign-in sheets, Los Gatos Alliance meeting agendas, PowerPoint presentation slides, and survey response spreadsheets.

Staff Interviews

Evaluators conducted one-on-one virtual interviews with the UArizona Mathematics Faculty Mentor, the School Site Community Liaison, the Communications Coordinator, and the Outreach and Training Coordinator in October and November 2021 to review progress towards goals, identify what worked well, and note challenges and opportunities for growth.

FINDINGS

This report provides an overview of activities and goals achieved based on the four primary goals stated in the grant narrative. The table below describes each of the project objectives, performance measures reported to the U.S. Department of Education to track progress, and the anticipated targets for each grant year. Grant years run from October 1 of one calendar year through September 30 of the next and are referred to by the ending calendar year. Year 1 ran October 1, 2020 through September 30, 2021.

Table 1: Grant Proposal Objectives and Revised Targets

| Goal 1: Increase access to early college experiences, including dual enrollment mathematics | | | |
|--|---|---|--|
| Project Objective | | Performance Measure | Target Performance |
| 1a | By the end of Year 3, Project Outreach FAMILIA will establish 4 Dual Enrollment mathematics courses in partnership with 4 high Hispanic enrolling high schools in Arizona.* | Number of dual enrollment mathematics courses delivered per academic year. | No. of courses per year 2021: 0 2022: 0 2023: 4 2024: 8 2025: 12 |
| 1b | By the end of Year 3, UArizona Graduate Fellows will have a weekly presence on high school campuses receiving the Los Gatos sub-award strengthening the ability to mentor students and provide direct outreach to develop interest and readiness to pursue post-secondary education.* | The performance metric will be measured at the school level by weekly attendance records collected by the FAMILIA site coordinator. Schools will have met the target threshold if a graduate student visits the school campus 80% of the weeks during which dual enrollment instruction occurs. | No. of campuses per year 2021: 0 2022: 0 2023: 4 2024: 8 2025: 12 |
| 1c | By the end of Year 3, 50% of the Project Outreach FAMILIA students who were enrolled will successfully complete one 3-unit dual enrollment precalculus course by high school graduation.* | A ratio calculated as the No. of students who earned a passing grade / No. of students enrolled in dual enrollment classes as of two weeks into the start of the fall term who remained enrolled at the high school during the year (i.e., did not move). | % of students earning a passing grade 2021: 0 2022: 0 2023: 50% 2024: 55% 2025: 60% |

*** Approved Programmatic Changes**

Project objectives related to the implementation of the dual-enrollment course were revised in April 2021 based on approval from assigned Title V Program Officer to move the launch of the course from Year 1 to Year 3. This request was made because of various logistical and procedural approvals required from school and college boards necessary to launch a new dual-enrollment course and to provide adequate time to develop math problems in consultation with teachers.

| Goal 2: Increase student preparedness for college | | | |
|---|---|--|--|
| 2a | By the end of Year 1, the Project Outreach FAMILIA staff will have collaborated with the school counselors to provide additional 1:1 outreach to 50 high school students, including but not limited to financial wellness training and summer counseling for seniors. | Number of students engaged in any outreach activity including, but not limited to 1:1 outreach, financial wellness training, summer counseling, college-going workshops.** | No. of students per year 2021: 50 2022: 50 2023: 50 2024: 50 2025: 50 |
| 2b | By the end of Year 1, the Project Outreach FAMILIA staff will have created 3 college-going informational videos for high school students and their families. | Number of videos produced and made available to students and their families | No. of videos per year 2021: 3 2022: 3 2023: 3 2024: 3 2025: 3 |
| 2c | By the end of Year 3, UArizona Graduate Fellows will have provided instruction and mathematics support to 120 students enrolled in the precalculus mathematics course on a yearly basis.* | Number of students enrolled in a dual enrollment precalculus course where UArizona Graduate Fellows provides instructional support. | No. of students enrolled per year 2021: 0 2022: 0 2023: 120 2024: 120 2025: 120 |
| <p>* Approved Programmatic Change **Note on COVID-19 Pandemic Anticipating the negative impact of COVID-19 lockdowns on the project team’s ability to build relationships with Los Gatos school personnel and students, the team strategically pivoted to online outreach via virtual events and videos. They also forged strategic alliances with UArizona organizations and within the local educational community that had captive audiences matching the FAMILIA target audience to expand outreach capacity.</p> | | | |

| Goal 3: Build comprehensive college outreach support structures focused on financial wellness via sub-award for high Hispanic enrolling high schools | | | |
|---|--|--|--|
| 3a | By the end of Year 5, UArizona will have awarded 20 Los Gatos sub-awards to 12 unique high Hispanic enrolling high schools in Arizona to expand the college-going culture on their campus. * | Number of schools awarded sub-awards. | No. of schools awarded sub-awards per year 2021: 4 2022: 4 2023: 4 2024: 8 2025: 12 |
| 3b | By the end of Year 1, 80 family members of students will have attended College Academy for Parents (CAP) workshops; received information on how to pay for college, applying for student loans and loan repayment; and visited the University of Arizona campus. | Number of family members engaged in at least one of the specified family outreach activities collected using participant registration, and attendance records. | No. of family members per year 2021: 80 2022: 80 2023: 80 2024: 80 2025: 80 |
| * Approved Programmatic Change | | | |

| Goal 4: Implement professional development to expand knowledge and advocacy on how to best serve Hispanic and low-income students seeking post-secondary opportunities. | | | |
|--|---|---|---|
| 4a | By the end of Year 1, a total of 20 high school educators, staff, and graduate fellows will participate in a Professional Learning Community (PLC) focused on asset-based pedagogy and mathematics preparedness for post-secondary education. Led by Dr. Francesca Lopez. | Number of educators participating in asset-based trainings collected using participant registration and attendance records. | No. of educators participating per year 2021: 20 2022: 20 2023: 20 2024: 20 2025: 20 |
| 4b | By the end of Year 1, a total of 20 staff, educators, alumni, parents, and community partners will participate in advocacy meetings either at the 'champion level' through the Advisory Board or the working group level through Los Gatos Alliance Meetings. | Number of participants engaged in meetings collected from Advisory Board and Los Gatos Alliance Meeting leaders. | No. of participants per year 2021: 20 2022: 20 2023: 20 2024: 20 2025: 20 |

Year 1 Start Up Activities

To achieve the above objectives, grant leadership and staff engaged in a number of start-up activities including: personnel hiring and onboarding, establishing data-sharing agreements and data collection procedures, and collaborative relationship building to increase awareness and develop strategic partnerships.

Staffing

Personnel hiring and staff onboarding were completed early in year 1. Key full-time personnel hired within the first month of the grant included:

- A *Project Director (PD)*, Dr. Cindy Trejo, with experience in grant administration, community development, family engagement, and K-12 education to provide overall leadership guidance and grant management.
- A *School Site Community Liaison*, Lupe Waitherwerch, with experience implementing DOE Title III grants and 10 years' experience working with federal grants and diverse student populations in higher education, to serve as support for technical assistance and compliance and to coordinate outreach programming.
- A *Communication Coordinator*, Alejandro Higuera, with 6 years' experience in media development and expertise in videography, photography and social media, to provide marketing and communication about the project and to assist with outreach activities.
- An *Outreach & Training Coordinator*, Connie Lira-Saavedra, with 5 years' experience working with Hispanic, low-income, and diverse high school youth, to facilitate a college-going culture through the College Academy for Parents and collaboration with UA campus departments, community organizations, and Los Gatos school personnel.

Key University personnel contracted to work on the grant included:

- *Accountant*, Anna Bounds, to provide grant budget management and advisement.
- *Equity Literacy and Professional Development Mentor*, Dr. Francesca Lopez, to provide professional development to the Los Gatos high school teachers' that ensures their conceptualization and practices of equity.
- *Mathematics Faculty Mentor*, Dr. Guadalupe Lozano, to support the recruitment and selection of the Graduate Math Fellows, provide leadership and mentoring to the Graduate Math Fellows, develop the dual-enrollment precalculus course, and develop the capacity within the high schools to offer the course and ensure that experiences for the students are culturally responsive.

Key teams assembled during January of Year 1 to work on initiatives integral to the overall success of the grant included:

- An *Evaluation Team* comprised of a .50 FTE Graduate Assistant with consultation and leadership provided by a UArizona assessment professional and the VP of HSI initiatives, see **Evaluation Plan** below.
- A *Math Curriculum Team* comprised of three .50 FTE Graduate Math Fellows and one .25 FTE Graduate Math Fellow, with leadership and mentoring provided by the Mathematics Faculty Mentor, see **Goal 1, Achievements** below.

Full-time project staff participated in a number of professional development events focused on promoting Hispanic student success including:

- Hispanic Association of Colleges and Universities, October 2021
- Alliance for Hispanic Serving Institution Educators Conference, March 2021

Data Collection

Year 1 data collection efforts include drafting and establishing data sharing agreements with the Los Gatos high schools, certifying data privacy and security measures, creating a secure UA Box Drive, and establishing data collection procedures to ensure collection of the data elements, as detailed in the approved grant proposal.

Evaluation Plan

The evaluation plan, as detailed in the approved grant proposal is in place, and the members of the Internal Evaluation Team were identified. The team is supervised by Dr. Marla Franco, Assistant Vice Provost, Hispanic Serving Institution Initiatives, and staffed by Dr. Kendra Thompson-Dyck, Sr. Analyst in Assessment and Research, and Laurie Sheldon, Ph.D. Candidate and Research Associate in Assessment and Research. Start-up activities related to the evaluation plan included:

- A framework for culturally responsive evaluation was developed, including culturally responsive assessment instruments and accessible communication techniques, so that the data we gather and analyze to measure success and make decisions is understood within the culture of those we are assessing and the context in which we are assessing them.
- Channels of communication between the project team and the evaluation team were established.
- Performance measures for each project objective were specified.
- Quarterly evaluation update meetings were conducted.

- Dual-language formative and summative surveys to collect demographic data, track knowledge gains, and measure the perceived effectiveness of outreach workshops were developed.
- A survey to collect demographic data and measure the perceived effectiveness of professional development was developed.
- Report templates to communicate survey results were created.
- A Project Activity Form to track the actions and reflections of individual team members as they engage in activities to meet project objectives was created and implemented in Year 1. The final form was the result of a series of iterations recommended by team members, see link in the [Appendix](#).

Part-time evaluation team members participated in a number of professional development events including Writing Effective Data Management Plans, May 2021; Alliance for Hispanic Serving Institution Educators Conference, March 2021 and Cutting-Edge Quantitative and Computational Methods for STEM, February 2021.

Collaborative Outreach

Though not written into the grant as a specific sub-objective, it was determined early that collaborative partnerships were a pivotal strategy, evidenced by the expanded participation at events that Project Outreach FAMILIA held in collaboration with other entities, rather than independently, see [Table 2: Attendance at Project FAMILIA Outreach Events and Collaborative Outreach Events](#).

Similarly, the approach taken by Dr. Lozano and colleagues to math-curriculum development aimed to establish a quality community partnership with the Los Gatos schools, and will be considered community collaborations, rather than teacher professional development, since teachers were engaged in offering their expertise and input, rather than passively receiving information. This includes, but is not limited to, getting feedback also from the UArizona participant side, including the Graduate Math Fellows.

Table 2: Attendance at Project and Collaborative Student Outreach Events

The project held 15 student outreach events between April and September 2021. Notably, collaboratively hosted events had high participation.

| Date | Event | School | Attendance | Project Outreach <i>FAMILIA</i> event | Collaborative Event (partner agency or individual listed) |
|------|--|--------------------------|------------|---------------------------------------|---|
| 3/26 | FAFSA Frenzy workshop | Rincon | 9 | | facilitated by Vanessa Gomez |
| 4/6 | Spanish Testimonio workshop virtual | Catalina, Pueblo, Rincon | 0 | x | |
| 4/7 | English Testimonio workshop virtual | Catalina, Pueblo, Rincon | 0 | x | |
| 4/9 | FAFSA Frenzy virtual workshop | Rincon | 3 | | facilitated by Vanessa Gomez |
| 4/15 | Parent Financial Literacy Night workshop | Rincon | 10 | | facilitated by Vanessa Gomez |
| 4/16 | FAFSA Frenzy virtual workshop | Rincon | 3 | | facilitated by Vanessa Gomez |
| 4/23 | FAFSA Frenzy virtual workshop | Rincon | 10 | | facilitated by Vanessa Gomez |
| 5/4 | English Testimonio Part II workshop virtual | Catalina, Pueblo, Rincon | 0 | x | |
| 5/5 | Spanish Testimonio Part II workshop virtual | Catalina, Pueblo, Rincon | 0 | x | |
| 6/7 | Testimonio workshop | Catalina, Pueblo, Rincon | 6 | x | |
| 6/8 | What is College? | Rincon | 94 | | Rincon Freshman Academy |
| 6/15 | What are your college options? | Rincon | 94 | | Rincon Freshman Academy |
| 6/23 | Self Care Workshop | Rincon | 94 | | Rincon Freshman Academy |
| 9/8 | Questbridge | Pueblo | 1 | x | |
| 9/14 | AP student in-class presentation re: Questbridge | Catalina | 15 | x | |

Year 1 Progress and Achievements

Goal 1

Increase access to early college experiences, including dual enrollment mathematics.

| PROJECT OBJECTIVE | | PERFORMANCE MEASURE | | GOAL MET |
|-------------------|---|---------------------|---------|----------|
| | | Target | Results | |
| 1a | Establish Dual Enrollment mathematics courses | * | * | ✓ |
| 1b | Graduate Fellows engaged with partner high schools | * | * | ✓ |
| 1c | Students' successful completion of dual-enrollment course | * | * | ✓ |

* NA due to delayed launch of dual enrollment course.

Although no dual enrollment precalculus course was offered in year 1, the math course team engaged in four critical areas of development pertaining to (1) curriculum development with graduate students, (2) raising awareness of the value of culturally responsive curriculum with different constituents, including the advisory board; colleagues teaching mathematics extramurally; people in the community feeding themes for the course; and, the parents, students, and teachers of the Los Gatos schools, (3) building capacity within the schools where this dual enrollment course will be taught, and (4) the structural components of offering the course for college credit. Accounting for these efforts, the team is on schedule to begin offering the dual enrollment precalculus course in school year 2022-23 and will meet the project objectives established for years 3 through 5, see Table 1: Grant Proposal Objectives and Revised Targets.

Achievements

- **Built capacity to do this work with the graduate teaching assistants.** Through a competitive hiring process across a number of colleges and departments at the University, four Graduate Math Fellows were hired for the Spring 2021 semester. Three Fellows continued on through the summer, and two continued on through the Fall of 2021. One Fellow graduated and was hired as a curriculum instructor for the grant. Working with the UArizona Math Department, Dr. Lozano, faculty mentor for the course development team, used this hiring experience to systematize the hiring process.
- **Developed curriculum.** The four Fellows worked collectively 70 hrs./week creating an online repository of editable culturally responsive, identity affirming, asset-based precalculus problems based on the Hughes Hallett model of reform mathematics content, which emphasizes mathematical sensemaking, student-centered inquiry, and meaning making over memorization and rote work. These problems are authentically

contextualized around Tucson and the people of the Southwest, and this work included meeting with individuals who could provide background information on different contexts in which to write these problems.

➤ **Raised awareness of culturally responsive curriculum with different constituents.**

Engagements that raised awareness of the novel culturally responsive curriculum work included presentations to the Los Gatos Advisory Board, Hughes Hallett co-author colleagues, Dean of Mathematics and the Provost at Pima Community College (PCC), Graduate Fellow Anthony King's appearance on KXCI's Thesis Thursday podcast, and three interactive sessions in both Spanish and English with parents and students attending the Adelante! Family and Youth Leadership Conference. As a result of this engagement, Dr. Lozano received an invitation to run a culturally responsive mathematics curriculum workshop with instructors at Sonoma State University, an informal invitation to write about this curriculum for Notices of the American Mathematical Society, an academic journal of the AMS, and PCC has expressed an interest in having their math faculty learn this curriculum.



Dr. Lozano presenting *Mathematics in a sociocultural context: Tucson and its people* to 9-12th grade students and their parents at the Adelante! Conference.

For more information, link to the Slide Presentation in [English](#) or [Spanish](#).

➤ **Built capacity with schools.** Honoring the cultural context in which the dual-enrollment course will be offered, creation and implementation of the material was and will continue to be a collaborative effort between the grant's math course development team and the partner high school's math teachers. Last school year the math course development team held meetings with Los Gatos school leadership to learn about the culture of the participants, this included discussions about school communities,

classroom dynamics/curriculum emphasis at partner high schools, organization, structure and aim of the dual enrollment course, visits to teachers' classroom and co-creation of potential student experiences/materials to test intended approach prior to launching the course in Fall 2022. In the summer, Dr. Lozano and FAMILIA leadership met with school leaders to further learn about needs and opportunities at the school towards building community and to prepare the ground for a successful course launch. In the fall semester, the team began facilitating bi-weekly meetings with five teachers at the Los Gatos schools to build community, share content development, and test drive some of the problems.

- **Began developing the structural components of offering a dual enrollment precalculus course.** Because this is a new course for the local K-12 school districts and because the University of Arizona does not offer a no-cost, dual enrollment precalculus course many logistical issues and procedural governmental approvals had to be addressed in year one. The math curriculum development team worked hand-in-hand with the project team to address these myriad issues. To facilitate the offering of the course, the collaborative Project FAMILIA team held meetings with Arizona Online and PCC. Towards progress in the decision to move forward with offering the course through PCC, the course development team began the process of mapping the new curriculum to the formal learning objectives/curriculum of current PCC dual-enrollment offerings. The proposed new course was approved as a new dual-enrollment pilot by PCC faculty in December 2021.

Goal 2

Increase student preparedness for college through one-to-one outreach and by offering asset-based, culturally responsive mathematics instruction via precalculus dual enrollment.

| PROJECT OBJECTIVE | PERFORMANCE MEASURE | | GOAL MET |
|---|---------------------|---------|----------|
| | Target | Results | |
| 2a Outreach to high school students | 50 | 339 | ✓ |
| 2b College-going informational videos developed | 3 | 9 | ✓ |
| 2c Students enrolled in dual-enrollment mathematics | * | * | ✓ |

* NA due to delayed launch of dual enrollment course.

Year 1 efforts focused on building outreach capacity through relationship building and strategic collaboration. Original target metrics related to student outreach were for one-to-one outreach activities initiated by the project team. Anticipating the negative impact of COVID-19 lockdowns on engagement with Los Gatos school personnel and students, the team strategically pivoted to online outreach and forged strategic alliances with organizations on the UA Campus and within the local educational community with captive audiences matching the FAMILIA target audience. Additionally, the FAMILIA School Site Coordinator used virtual Zoom meetings and a needs assessment survey to identify services gaps to fill with Project FAMILIA resources.

Resulting from these efforts the Project FAMILIA school site coordinator connected with QuestBridge, a national nonprofit that connects low-income and first-generation students with partner colleges and universities. By the end of year 1, two Questbridge application workshops between eligible Los Gatos students had been facilitated. Transitioning into year 2, the School Site Coordinator is developing an outreach plan to serve graduating seniors during their bridge summer between high school and college. Her year 1 research revealed that during this time many students in the grant's target population lack the support needed to complete the paperwork required for starting college classes in the fall, Project Outreach FAMILIA is investigating ways to fill that gap.

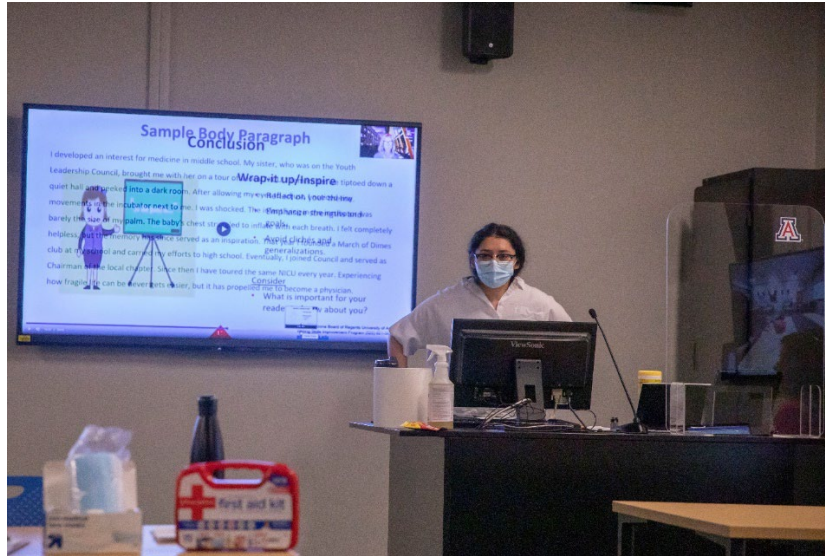
Achievements

- The Project Team reached 339 students attending Los Gatos schools.
- Nine college-going informational videos created in year 1 are being used by the project staff at outreach events and by high school teachers to personalize the reasons why students attend college.
- An automated outreach scheduling system was designed and implemented using Microsoft Bookings.

Recommended Next Steps

- Post Videos on the Project FAMILIA website
- Continue efforts to find high impact ‘gaps’ that can be filled with Project FAMILIA resources

Outreach & Training Coordinator, Connie Lira-Saavedra presenting a Testimonios Workshop to Pueblo High Schools students in partnership with the Linking Southwest Heritage Through Archeology program.



For more information, on the Linking Southwest Heritage Through Archeology program visit their [website](#).

Goal 3

Build comprehensive student and family outreach support structures focused on financial literacy via sub-award for high Hispanic enrolling high schools.

| PROJECT OBJECTIVE | PERFORMANCE MEASURE | | GOAL MET |
|---|---------------------|---------|----------|
| | Target | Results | |
| 3a Award Los Gatos sub-awards to eligible high schools | 4 | 3 | ✘ |
| 3b Student and family member engagement in college-information outreach including College Academy for Parents (CAP), campus conference and tabling events | 80 | 146 | ✓ |

Los Gatos Sub-Award

Through a competitive bidding process, 4 Hispanic serving high schools that were interested in furthering a college-going culture on their campus were awarded Los Gatos sub-awards and started program collaboration on February 1, 2021, see **Table 3: Year 1 Los Gatos Schools** below.

Table 3: Year 1 Los Gatos Schools

| School Name | % Hispanic Enrollment (2020) | Free and Reduced Lunch Eligibility Percentages ¹ (2020) |
|---------------------------|------------------------------|--|
| Catalina High School | 54% | ≥ 98% |
| Desert View High School * | 85% | 75% |
| Pueblo High School | 89% | 65% |
| Rincon High School | 60% | 43% |

Source: Arizona Department of Education.

* School withdrew April 2020

Year 1 awards provided each school with \$5000 per semester, money that could be applied to cover expenses related to activities and materials that support a college-going culture. One of the Los Gatos sub-awardees dropped out of the program in April 2021 due to the death of their principal, who was also the school’s Los Gatos site coordinator. Los Gatos sub-awards are the result of a competitive bidding process, with the timing of the withdrawal coinciding with the end of the school year, the decision was made to complete Year 1 with three schools.

¹ The Free and Reduced Lunch Percentages are from October of the 2020 school year, as reported by the SFA as of the 31st of October. For the purpose of the National School Lunch Program (NSLP), “eligible” means that a student has been certified as qualifying for free or reduced-price benefits based on Family Size and Income Guidelines published by the United State Department of Agriculture.

Family Engagement

The team faced setbacks related to the COVID-19 pandemic that impacted the ability to engage families as originally planned. Due to school closures that ran through the third week of March 2021, the team had to find creative ways to build relationships and engage students and parents. Pivoting to an online environment for academic year 2020-21, the team began offering virtual workshops via Zoom by end of April 2021. However, this timeline coincided with the end of the school year in Arizona. Due to this, coupled with the fact that the schools' College and Career Readiness counselors are on a 10-month contract, the team decided to offer the College Academy for Parents (CAP) workshops at the start of the 2021-22 school year, rather than earlier as originally planned.

The CAP workshops were relaunched as a pilot series of four virtual workshops in fall 2021. The workshops had low attendance but did provide insights for the team as they work to revise the original College Academy for Parents curriculum, designed for elementary school parents, to serve the grant's target population of families with high school students.

Table 4: Year 1 CAP Attendance and Survey Response Rate

| Date | Name | School | Attendance | Formative Survey Responses | Summative Survey Responses | Campus Visit |
|------|---|----------|------------|----------------------------|----------------------------|--------------|
| 9/8 | Virtual – What is College? | Pueblo | 4 | 0 | 0 | no |
| 9/15 | Virtual - University Requirements | Pueblo | 1 | 0 | 0 | no |
| 9/16 | What is College? | Catalina | 4 | 0 | 0 | no |
| 9/22 | Virtual – How to Pay for College? | Pueblo | 0 | 0 | 0 | no |
| 9/23 | University Requirements/ | Catalina | 4 | 0 | 0 | no |
| 9/29 | Virtual Fostering a college-going culture at home | Pueblo | 6 | 0 | 2 | no |
| 9/30 | How to Pay for College | Catalina | 4 | 0 | 0 | no |

Project Outreach FAMILIA forged strategic relationships with established campus and community organizations to facilitate family outreach. The Los Gatos Youth Summit Alliance, which included staff members from Project FAMILIA, TUSD Mexican American Student Services, UA Office of Academic Outreach, the Guerrero Center, the Thrive Center, and Project SOAR, hosted the first annual Adelante! Parent and Youth Leadership Conference. Los Gatos school families and students were invited to participate, see **Table 5: Adelante! Attendance**. In this immersive experience on the University of Arizona campus, participants gained college-going knowledge, financial wellness strategies, and a better understanding of culturally relevant, asset-based mathematics through dual-language workshops.

Table 5: Adelante! On-Campus Event Attendance

| | Attendance | Survey Responses | Response Rate |
|----------------------|------------|------------------|---------------|
| Adult Family Members | 31 | 23 | 74% |
| High School Students | 23 | 14 | 61% |
| K-8 Students | 27 | 21 | 78% |
| Total | 81 | 58 | 72% |

Table 6: Attendance at Additional Specified Project Family Outreach Events

| Date | Event | Event Host | Attendance |
|------|--|----------------------|---------------------|
| 7/28 | Tabling event at registration | Catalina High School | 27 parents/students |
| 7/29 | Tabling event at registration | Catalina High School | 4 parents/students |
| 9/2 | Tabling event at Parent-Teacher Conference | | 5 parents/students |
| 9/8 | Cafecito for Parents of Pueblo, promote CAP and Youth Summit | Pueblo High School | 6 parents/students |

Achievements

- Sub-awardee process successfully set up and executed.
- In addition to financial sub-awards, Los Gatos schools partnered with Project FAMILIA team members to facilitate college preparedness and readiness outreach events for local area students and their parents.
- Los Gatos school math educators were invited to partner with the grant math curriculum development team and Dr. Guada Lozano, co-author of the influential Hughes Hallett high school and college mathematics textbooks, to develop asset-based, culturally relevant precalculus math problems.
- The project FAMILIA project manager began efforts to support teachers to become credentialed to teach dual enrollment courses, this includes financial support as well as working with the University to offer the required degree.
- The evaluation team created formative and summative assessment instruments to ensure that the CAP workshops are meeting the needs of the target population and can be modified based on survey results moving forward.
- An initial offering of Train-the-Trainer workshops was offered at one Los Gatos school. This sustainability initiative aims to ensure that the College Academy for Parents can continue to be taught at schools that transition off of the Los Gatos sub-award.
- The Adelante! Parent and Youth Leadership Conference served 81 students and family members of local area schools, 23.7 % of which had never been to the University of

Arizona campus. Participants' overall reaction to the experience was overwhelmingly positive, see the [Adelante! report](#) for more detailed information.

Recommended next steps

- Build a social media presence
- Increase marketing efforts to build awareness in the community
- Continue to systemically revise the CAP curriculum and recruitment strategy
- Continue to brainstorm ways to increase survey completion
- Continue to brainstorm creative efforts to build capacity and ensure sustainability



For more information, link to the [Slide Presentation](#).

UArizona Thrive Center team member presenting *Engaging with Your Financial Wellness* at the Adelante! Conference, September 2021 on the University of Arizona campus.

Goal 4

Implement professional development to expand knowledge and advocacy on how to best serve Hispanic and low-income students seeking postsecondary opportunities.

| PROJECT OBJECTIVE | PERFORMANCE MEASURE | | GOAL MET |
|--|---------------------|---------|----------|
| | Target | Results | |
| 4a High school educators, staff, and graduate fellows will participate in a Professional Learning Community (PLC) | 20 | 66 | ✓ |
| 4b Staff, educators, alumni, parents, community partners are engaged in champion-level Advisory Board and working-group Los Gatos Alliance Meeting | 20 | 116 | ✓ |

To meet Year 1 Goals, Dr. Lopez facilitated a workshop on implicit bias for school partners. Sixty-two members of the Catalina High School community attended *Why are High Expectations Insufficient and What Can We Do About it?* professional development. This workshop addressed implicit bias and assumptions, where they come from, and how teaching staff can counter them.

Two tiers of advisory boards were developed to serve the mission and vision of the project. At the champion level, the Los Gatos Advisory board consists of 11 UA faculty and community leaders committed to the vision of the grant that meets bi-annually to provide strategic guidance to the project. On a more hands-on level, several Los Gatos Alliance Partnerships have been formed between Project Familia staff and UArizona Faculty, Graduate Fellows, and staff; local community agencies and educators; school leadership, site coordinators, and math instructors.

Equity Literacy and Professional Development Mentor, Dr. Francesca Lopez presented a PD workshop, *Asset-Based Pedagogy: Why are High Expectations Insufficient and What Can We Do About It?*, to 62 Los Gatos educators via Zoom

Strategies to Reducing Effects of Stereotype Threat

4. Awareness of the external difficulties: Normalizing struggle

5. Formative feedback

SUCCESS

what people think it looks like

SUCCESS

what it really looks like

For more information, link to the [Slide Presentation](#) and the [Video Recording](#)

Achievements

- After attending the implicit bias professional development workshop, 87% of survey respondents felt prepared to implement the knowledge they learned.
- The Project Outreach FAMILIA Advisory Board, chaired by Dr. Marla Franco, with representation from UArizona faculty and staff and local government, was successfully launched in March 2021. During the inaugural meeting, attendees strategized ways to amplify the program's efforts and connect Dr. Lozano with community members who could inspire and enrich the writing themes for precalculus problems, link to [Advisory Board Meeting slides](#).
- Los Gatos Alliance meetings at the working group level engaged 116 participants by way of four principal meetings, three site coordinator meetings, five Dual Enrollment Leadership meetings, and two Youth Summit Alliance Meetings.

Summary of Findings and Recommendations

University of Arizona’s Title V Project Outreach FAMILIA (Forwarding Academic Mechanisms Integral to Learning In the Academy) experienced a successful first year and the project team laid the foundation for continued success through years 2 to 5. Despite the delay in offering the Dual Enrollment course, capacity building efforts in Year 1 established a framework for the team to continue with the development of the Dual Enrollment curriculum and course offering logistics to meet the Year 3 through 5 objectives.

To ensure continued success the evaluators suggest considering the following recommendations:

1. Increase marketing efforts to build community awareness and ensure sustainability
 - a. Post informational videos on a public facing Internet platform
 - b. Currently, Project FAMILIA maintains a presence on Facebook, Tik Tok, and Instagram, where they have 222 followers. During Year 1, the strategy was to build a social media presence through the development of relationships and the sharing of resources with other members of the UA community. Moving into year 2, the challenge facing the social media marketing team is to determine their target audience and develop a systemic posting schedule. Current ideas include ‘College Tip Thursday’, a monthly ‘Alum Spotlight’, or spotlighting a cultural center on the UA campus.
2. While building the Project FAMILIA brand continue to collaborate on outreach events with partners seeking to serve a similar audience.
3. Improve recruitment efforts for parent outreach activities.
4. Improve survey response rates.
5. Fully staff the math curriculum team.
6. Develop ways to systematically record student outreach participant demographics to track outreach efforts.
7. Develop more robust evaluation instruments and processes to assess and track strategic partnerships.

Overall, the project appears to be on track for the continued successful implementation of project activities. Based on the work accomplished in this first year, Project Outreach FAMILIA is poised to make a significant and positive impact toward expanding and improving educational opportunities and academic attainment of Hispanic students.

APPENDIX

The links below provide access to supplemental information, forms, and survey instruments, as well as access to project-related videos and presentations.

EVALUATION FORMS

[Project Activity Forms](#)

[College Academic for Parents \(CAP\) Formative Survey Instrument](#)

[College Academy for Parents \(CAP\) Summative Survey Instrument](#)

[Professional Development Formative Survey Instrument](#)

[Adelante! Survey](#)

[Table of Data Elements](#)

PROJECT VIDEOS AND PRESENTATION RECORDINGS

[Project Outreach FAMILIA promo video](#)

[Lupe's Testimonial](#)

[Cindy's Testimonial](#)

[Scenic Route](#)

[Access to college through sports w/ Lauren Martinez](#)

[Logro Educativo Testimonos](#)

[Asset-Based Pedagogy: Why are High Expectations Insufficient and What Can We Do About it
w/Francesca Lopez](#)

[My Transfer Story](#)

[Tour \(Spanish\)](#)