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PARENT INSTITUTE
FOR QUALITY EDUCATION
2024 LONGITUDINAL
ACADEMIC IMPACT REPORT

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Executive Summary

Introduction:

The purpose of this CEBER report is to present 2024 longitudinal academic impact study results that examine, assess, and analyze how the Parent Institute for Quality Education (PIQE) has impacted the academic and professional outcomes of secondary school students whose parents/caregivers participated in PIQE's eight-week *Signature Family Engagement Program* (SFEP) throughout the state of California between 2012 and 2017.

Key Findings:

The SFEP constitutes evidence of a positive impact on the academic success of students whose caregivers completed the program. Of all students involved, 91% graduated from high school, with 92% of English Language Learners (ELs) also graduating. In terms of post-secondary education, 56.6% of all students enrolled in college, while 57% of ELs pursued higher education. A notable portion of these students entered community college (42.2%) or universities (57.8%).

Among ELs who entered college, 44.6% enrolled in community colleges, while 55.4% attended four-year universities. Additionally, 46.6% of students in community college planned to transfer to a four-year institution. Regarding financial aid, 57% of all students applied for FAFSA, and 75% of those that applied for scholarships were awarded financial assistance.

The results also revealed that the majority of students, both in community college and university, were on track to graduate within the expected time frame. For community college students, 72.6% of caregivers reported that their children planned to graduate, while 95% of caregivers with children at four-year universities indicated the same.

When asked about the most impactful concepts from the SFEP 8-week program, parents overwhelmingly highlighted financial aid knowledge, understanding GPA requirements, and navigating A-G requirements. This newfound understanding translated into greater confidence for parents, who reported feeling better equipped to support their children's academic goals. Many also shared that the program had positively influenced their own academic and professional lives, with some parents pursuing further education or starting businesses.

Recommendations

To enhance the inclusivity and representativeness of future data collection, PIQE may consider expanding survey items to better capture the racial and ethnic diversity of caregivers, particularly those with Indigenous Mesoamerican heritage. A follow-up question inquiring about Indigenous identity could provide deeper insights into the backgrounds of Hispanic or Latina/o/x/ participants. Additionally, future reports may explore whether multilingual households influence academic outcomes.

For qualitative data collection, increasing the proportion of the interview participants from 11.7% to at least 20% would allow for a more comprehensive understanding of caregivers' experiences. To achieve this, PIQE could use demographic survey data to ensure interviews represent a diverse range of participants based on language, region, completion year, gender, race/ethnicity, education level, and income. Ensuring balanced representation across caregivers with middle and high school students, as well as those with multiple children, would further strengthen findings.

Finally, caregivers perceived their SFEP participation as primarily benefiting their children rather than themselves, which occasionally affected their responses in interviews. Clarifying the purpose of interview questions and refining them for accessibility could improve response quality and ensure more meaningful data collection. These adjustments would support PIQE's mission of promoting social and economic equity through education by capturing a broader range of family experiences and perspectives.

Conclusions

The findings from this report reaffirm that equity and excellence in education are not opposing goals but mutually reinforcing, as emphasized by Blankstein and Noguera (2015). Parents and caregivers consistently recognized PIQE's

SFEP as a transformative initiative that fosters educational equity. The program not only deepened their understanding of the interconnected roles of home, school, and community but also empowered them to actively support their children's academic and professional aspirations.

Beyond academic outcomes, SFEP graduates reported that the program strengthened their self-identity, confidence, language, and cultural awareness, enabling them to pursue their own personal and professional growth. By equipping families with the knowledge and skills necessary to navigate the education system, the SFEP plays a critical role in disrupting cycles of generational, racial, and gender inequity. Moving forward, PIQE's ongoing efforts to enhance inclusivity and expand data collection strategies will further support its mission to promote social and economic advancement through quality education.

Parent Institute for Quality Education
2024 Longitudinal Academic Impact Report

Overview

The Center for Equity and Biliteracy Education Research (CEBER) at San Diego State University provides research, evaluation, professional development, and technical assistance services. The purpose of this CEBER report is to present 2024 longitudinal academic impact results that examine, assess, and analyze how the Parent Institute for Quality Education (PIQE) has impacted the academic and professional outcomes of secondary school students whose parents/caregivers participated in PIQE's eight-week *Signature Family Engagement Program* (SFEP)[1] throughout the state of California. PIQE's goals are to engage, empower, and transform families by providing the knowledge and skills to partner with schools and communities to ensure students achieve their full potential. Data reflects PIQE parent/caregiver survey responses, and audio/video interviews from parent/caregiver graduates of the SFEP middle and high school programs over multiple years (2012-2017). This report also explores quantitative and qualitative data to investigate how participation in the SFEP has contributed to improved academic and professional outcomes for parents/family caregivers who have graduated from the SFEP.

Reporting Team

CEBER examines structural, social, cultural, and linguistic conditions promoting or hindering democratic schooling and educational equity for all students. CEBER's research and evaluation services are informed by a framework of sociopolitical perspectives on: (a) educational equity and language policies, (b) multilingual education in PK-12 schools, and (c) instruction that promotes students' sociocultural competence. CEBER is also informed by racial and ethnic perspectives that advance diversity, equity, and inclusion in research and community engagement. CEBER respects communities' cultural practices for social, economic, and political advancements (Aponte-Soto et al., 2024). CEBER advances multilingual policies practices in schools and communities and community engagement that advances national, binational, and international partnerships. Cristina Alfaro is the Executive Director of CEBER. Velia Huerta is a CEBER graduate student researcher and doctoral student. Saúl Isaac Maldonado is a CEBER research associate. Alfaro, Huerta and Maldonado are the authors of this report, and they do not have any conflicts of interest with PIQE.[1] Throughout the development of this report, CEBER researchers collaborated with PIQE team members including Monique Escobedo, Elizabeth Cabrera, and Carlos Robledo.

Introduction

PIQE is a non-profit organization that provides direct services in the state of California and builds capacity through a train-the-trainer model in other states across the nation. Since 1987, PIQE has partnered with schools throughout California to provide a variety of hands-on programs and ongoing support for parents/caregivers and school leaders. There are currently seven regional offices located strategically to reach the Southern, Central, and Northern regions of the state to provide services directly to families on school campuses, virtually, in-person, or through a hybrid model. The SFEP curriculum has been delivered in 16 languages to offer personalized support for California's diverse communities. Over the years, PIQE has also conducted research to assess the impact of its programs. Prior longitudinal academic impact reports (previously known as longitudinal studies) were completed in December 2013 and July 2018 to evaluate the program's long-term

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[1] Graphic designs for this report by Linda Sotelo and data outcomes table by Javier Diego Jacinto.

effects. The 2013 study focused on families who participated in the PIQE program between 2005 and 2007, while the 2018 study included families from the PIQE program between 2007 and 2011. In addition to serving California communities, PIQE has partnered with school districts, community-based organizations, and universities in Mexico City as well as in the following states: Arizona, Colorado, Idaho, Maryland, Massachusetts, Minnesota, Montana, New Mexico, New York, Ohio, South Carolina, Texas, Washington, Wisconsin.

Purpose

The purpose of the PIQE longitudinal academic impact report (LAIR) is to examine, assess, and analyze how the eight-week SFEP impacted the academic and professional outcomes of secondary school students whose parents and family caregivers had participated in the middle and high school programs throughout the state of California between 2012 and 2017 (Appendix A). The SFEP is designed to provide self-empowerment tools for parents/family caregivers to actively engage in their children's education. With a focus on academic success and preparing students for college readiness, the goal of the SFEP is for parents/family caregivers to gain knowledge and strategies to support social-emotional well-being, increase proactive communication with their children and collaboration with school faculty and counselors, enhance digital literacy, and efficaciously and strategically navigate the educational system.

Family Engagement in Education

The design and implementation of the SFEP is informed by research in the following areas: (a) social-emotional well-being, (b) digital literacy, (c) educational navigation, (d) academic success, and (e) college readiness. CEBER conducted a customized literature review for PIQE that centered on asset-based/social justice and equity perspectives for efficacious family engagement practices. For this report, CEBER researchers used the terms *parents* and *family caregivers* interchangeably and used the term EL for any student who was ever-designated[2] as an English Learner at any time during kindergarten through 12th grade. CEBER researchers used high school graduation, enrollment, and completion of community college and university as measures of academic success and college readiness. As a point of reference, the national high school graduation rate stands at 87% for all students, closely mirroring California's rate of 86.4%, and the national postsecondary completion rate is 31% for students entering community college and 53% for students entering universities (California Department of Education, 2024; Irwin et al., 2024).

Framing Family Engagement with Social Justice, Advocacy, and Equity

Bridging the gap between home and school is an objective of some educational policy at the federal, state, and local levels. Critical to fulfilling this focus is families' engagement in their children's academic and personal well-being. Families' lives are profoundly rooted by their racial-ethnic background, socioeconomic class, and documentation status that educational systems often fail to acknowledge or understand and thus approach families with deficit perspectives which perpetuate inequalities in the education system (Covarrubias, et al., 2020; Lewis-Durham, et al., 2023; Olivos & Ochoa, 2024). The forms of education, socialization, and advocacy that non-dominant families (such as undocumented, mixed documentation status, Black, Indigenous, and other Person of Color communities) engage in are often ignored or met with hostility by school leadership who interpret them as unimportant or, in some cases, threatening (Baquedano-López et al., 2013). For example, school leaders who articulate a desire to center equity in their schools often neglect to examine how racism persists in their parent and family engagement strategies. This oversight can potentially reinforce structures that are exclusionary to the non-dominant families with whom school leaders profess they want to engage (Lewis-Durham, et al., 2023). Much of the research on the impact of the family-home-school connections to support children has yielded a variety of terms and definitions. Although there is considerable variation, two key terms include *parent involvement* and *family engagement.*

Pstross et al. (2016) state that "parental involvement has in large part been found to positively correlate with student academic achievement" (p. 655). Parent involvement has typically referred to parent/caregiver support of their child's education such as attending school events, helping with homework, and, to some extent, communicating with teachers (Fantuzzo et al., 2000; Olivos et al., 2011). The concept of family/caregiver involvement often overlooks power dynamics among educational stakeholders, which can result in parents being positioned as complacent (Auerbach, 2007; Barton et al., 2004; Carreón et al., 2005; Olivos & Lucero, 2018). The lack of urgency in leveling equity issues is highlighted by

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[2] Ever-designated refers to students previously identified as English Learners, based on information provided by PIQE. This differs from the California Department of Education's Ever-EL designation, which requires reclassification (RFEP) status, data that is not available in this sample.

Galindo & Medina (2009) who call for an expansion of the notion of involvement. Parent/caregiver involvement is a limited and narrow term for the work and collaboration that needs to happen between educators and families to ensure the academic and personal success of their children (Epstein, 2001).

Family engagement is a broad term that includes advocacy and agency in general as well as supporting outcomes for children (Flores & Kyere, 2021; Ochoa & Alfaro, 2024; Olivos & Ochoa, 2024; Pomerantz et al., 2007). Thus, family engagement reflects active, interactive, and dynamic processes and practices (Sheridan et al., 2011) that family members use with other key stakeholders as they engage as equal partners to support their children's academic and personal success. Past, current, and emerging research on family engagement indicates that the most impactful student achievement outcomes are interdependent with family and community-centeredness. For instance, Georges et al. (2019) used statistical analysis of variance, analysis of covariance, and latent class analysis on student, teacher, and caregiver surveys to simultaneously analyze secondary students' achievement as well as caregivers' expectations of students in high school and beyond. Their study found that "students regularly experienced supportive educational interactions with their family/caregivers, such as setting time aside to discuss learning in school as well as community, state, and national events," highlighting the interdependence of student achievement outcomes and family and community-centered relationships (Georges et al., 2019, p. 177).

Community centeredness[3] and family partnerships (Epstein, 2001) transform to advocacy and agency for equity and excellence for historically academically underachieving communities (Olivos et al., 2011). Furthermore, Olivos and Ochoa (2024) remind us that in many instances "parent involvement is practiced as a mode of participation (things to do) and not of transformation (things that need to change)" (p. 590). Therefore, this transformative process is made possible through family engagement based on Freirean principles of dialogue and problem posing education which aims to develop a critical consciousness that seeks to name the problem, interrogate the conditions creating the problem, and offer actions to solve the problem (Alfaro, 2018; Darder, 2014; Freire, 2007). Through the process and development of critical consciousness, families begin to resist assimilation behaviors related to the status quo of school policies and practices. Parents/family caregivers develop their knowledge, voice, and advocacy to become agents of change for their children, for themselves, and their community. This is a powerful process and the basis for "transformative resistance" which translates into an equity and social justice movement (Solórzano & Delgado Bernal, 2001). Such transformative movement equips families with the necessary navigational tools needed to understand and work with and through the socio-political policies and school bureaucracies and practices (Alfaro, 2018; Ochoa & Alfaro, 2024; Olivos & Ochoa, 2024; Shirley, 1997; Terriquez & Rogers, 2011).

Maldonado (2023) states that student achievement outcomes (e.g., high school graduation and community college and university enrollment and graduation) are associated with caregivers' participation in literacy programs. Additionally, decades of research reveal that inequities in family engagement programs and practices in education are typically related to race-ethnicity, class, and immigration status. Given this, Baquedano-López et al. (2013), argue for the need to broaden the nuclear family model to encompass communities of support that include family members and community resources. To do this, Lewis et al. (2023) argue that education leaders need to actively disrupt dominant structures of parent involvement with family engagement practices to see meaningful change towards education equity.

Importance of Developing Parents' Confidence

Povey et al. (2016) found that "high school parents lack the confidence to get involved" (p. 133). Building confidence among parents/family caregivers to become active participants in their children's education is crucial to fostering their children's success. Developing the belief that parents/family caregivers can rely on and trust in their knowledge is a strategy to build self-confidence. This sheds light on the importance of having programs such as the SFEP designed to equip parents/family caregivers with the knowledge and codes of power to become advocates, confidently and unapologetically, for their children's education (Olivos & Ochoa, 2024). For example, SFEP graduates took actionable steps to meet with school personnel to ensure that their child was on the right track to meet the A-G college admission requirements and consequently engaged in meaningful conversations about college with their children (Covarrubias, 2020). Programs similar to the SFEP not only help parents/family caregivers feel confident about advocating for their children but also for setting and accomplishing their own goals. Rudo and Dimock (2017) note that programs engaging through social networks and focusing on confidence revealed significant outcomes such as "personal and professional growth" (p. 8).

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[3] Epstein (2001) defines community-centered relationships as a shared responsibility of home, school, and community where members work together to share information, guide students, solve problems, and celebrate successes.

Developing Parents' Motivation

Motivation can be described as the driving force behind behavior (Ryan & Deci, 2000). According to Gorges and Kandler (2012), "adults' expectancies and values result from previous learning experiences and learning motivation. This motivation may be school-related or from other learning contexts" (p. 611). Accordingly, the SFEP aims to show and present opportunities for parents/family caregivers to be more engaged in their child's education, return to school to earn their high school diploma, learn English, or in some cases, start their own business. In the case of many SFEP graduates, the newly acquired and expanded knowledge not only benefited students' academic success, but it also helped parents/family caregivers develop a personal motivation for self-improvement.

Process

This study analyzed survey and interview data from a purposeful sample of parents who graduated from the SFEP across seven PIQE regional offices in California: Bay Area, Fresno, Inland Empire, Kern/Bakersfield, Los Angeles, Modesto, and San Diego. Purposeful sampling involves selecting participants based on specific characteristics. For this study, sampling required that parents/family caregivers completed the SFEP for middle and high school programs between 2012-2017. While purposeful sampling allows for the inclusion of a targeted group of participants, this method may not capture the full diversity of experiences within the broader population as it focuses only on individuals who have already participated in the program and does not include non-graduates or those with different experiences. This sampling technique enabled the inclusion of 1,047 SFEP graduates from the seven regional offices as shown in figure one. Figure 1 displays the parent/caregiver representation across the seven PIQE regional offices that completed the program.
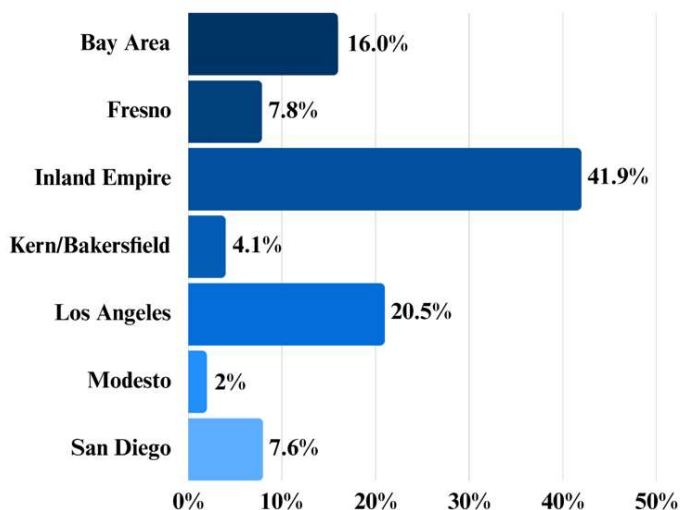
Participants were surveyed via telephone calls exploring their children's educational progress in high school and their participation in community colleges, universities and vocational education. The subsample was randomly selected from survey respondents who expressed interest in a follow-up opportunity and were recorded via Zoom interviews. Respondent consent was obtained at each stage of the data collection, and it also included the acknowledgment that data would be used for reporting and publication purposes. PIQE team members shared survey and interview data with CEBER researchers using Microsoft Purview message encryption to maintain data confidentiality.

Figure 1: Parent/Caregiver Representation by PIQE Regional Office.
The seven PIQE Regional Offices where Parents/Caregivers completed the SFEP Workshops.

Data Sources for Longitudinal Academic Impact Report

Figure 2 displays the two data sources used for PIQE's 2024 Longitudinal Academic Impact Report.

Data Collection

Surveys

The instrument used for telephone surveys (both Spanish as well as English) consisted of 171 items, organized across 41 sections.[4] Survey sections included PIQE information, parent/family caregiver demographics, child demographics, after high school education (i.e., community college, university and vocational trade school), behaviors, financial aid related to higher education, most impactful PIQE concepts, and interest in participating in a follow-up virtual interview. PIQE team members completed 1,047 telephone surveys in both Spanish (*n*=983) and English (*n*=64) of family caregivers with middle and high school students that participated in the SFEP between 2012 and 2017.
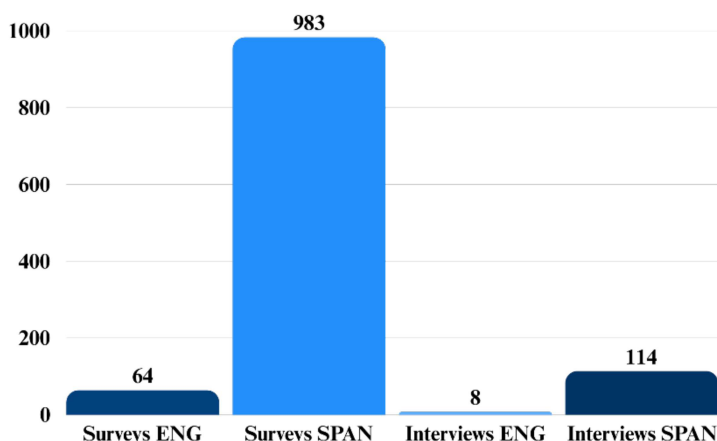

Figure 2: Overview of Data Sources. *A total of 1,047 surveys were conducted in phase 1 and 122 interviews in phase 2.*

Audio/Video Interviews

PIQE team members used random sampling techniques to select audio/video interview participants. One hundred twenty-two participants completed audio and/or video interviews. One hundred fourteen interviews were conducted in Spanish (duration ranging between 4 and 27 minutes) and eight interviews were conducted in English (duration ranging between 8 and 20 minutes). The prompts for interviews were: (a) In what ways, if any, have your own personal, academic, and/or professional opportunities changed after completing this workshop? and (b) What suggestions do you have for future implementation of the SFEP workshops?

Data Analysis

PIQE team members collected surveys with both multiple-choice and open-ended constructs. CEBER researchers analyzed compiled data from the surveys (including open-ended constructs) and interviews to identify emergent themes and to address 12 guiding questions. Table 1 displays an overview of parent/caregivers' demographic information.[5]

Table 1. Descriptive Statistics for Caregivers

Regional office where the parent/caregiver completed the SFEP		
Regional Office	**Frequency**	**Percentage**
Bay Area	167	16.00%
Fresno	82	7.80%
Inland Empire	439	41.90%

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[4] The survey was constructed using skip logic techniques and not all 171 survey items were answered by each participant. For example, not all parents surveyed had a second or third child while participating in SFEP.

[5] CEBER researchers consulted with PIQE team members when interpretations of open-ended responses were required. For the purposes of this report, data with zero frequencies is excluded and an "other" classification was used when participants provided responses not listed in the survey categories.

Kern/Bakersfield	43	4.10%
Los Angeles	215	20.50%
Modesto	21	2.00%
San Diego	80	7.60%

Year the parent/caregiver completed the SFEP

Year of Program	Frequency	Percentage
2012	61	5.80%
2013	80	7.60%
2014	117	11.20%
2015	92	8.80%
2016	95	9.10%
2017	190	18.10%
Don't Remember	412	39.40%

How do you identify?

Gender	Frequency	Percentage
Female	826	78.90%
Male	221	21.10%

What race or ethnicity best describes you?

Race/Ethnicity	Frequency	Percentage
American Indian or Alaska Native	1	0.10%
Asian, Native Hawaiian or Other Pacific Islander	10	1.00%
Black or African American	9	0.90%
Hispanic or Latina/o/x	1010	96.50%
White	16	1.50%
Other	1	0.10%

What is your highest level of education?

Education	Frequency	Percentage
Elementary School	319	30.50%
Middle School	271	25.90%
High School	252	24.10%
Vocational Training/Trade School	90	8.60%
Some College	35	3.30%
Associate's degree	21	2.00%
Bachelor's Degree	48	4.60%
Master's Degree	6	0.60%
Other	5	0.40%

What is your household income?

Income	Frequency	Percentage
Less than $20,000	122	11.70%
$20,000-$39,999	278	26.60%
$40,000-$59,999	144	13.80%
$60,000-$79,999	44	4.20%

$80,000-$99,999	28	2.70%
$100,000 or more	15	1.40%
Prefer not to state	416	39.70%

What language(s) do you speak most at home?		
Languages	**Frequency**	**Percentage**
English	47	4.50%
English and Spanish	368	35.20%
Spanish	618	59.00%
Mandarin	7	0.10%
Mixtec	4	0.40%
Spanish and Mixtec	2	0.20%
Other	7	0.70%

A total of 1,047 caregivers who graduated from the SFEP middle and high school programs from the seven California regional offices participated in the survey. Participants from the Inland Empire regional office were the highest subsample at a rate of 42%.[6] At a rate of 39%, participants do not remember the year when they completed the SFEP. Participants who self-identified as female comprised 79% of the sample. At a rate of 97%, participants self-identified as Hispanic or Latina/o/x. Participants that reported elementary school as their highest level of education were the highest subsample at a rate of 31%. At a rate of 40%, participants preferred not to state their household income. Caregivers that reported Spanish as the language they spoke most at home were the highest subsample at a rate of 59%. Other languages spoken at home by caregivers included Mam, Quiché, Punjabi and Filipino, and two participants self-reported as trilingual (Spanish, Mixtec, and English and Spanish, English and French respectively).
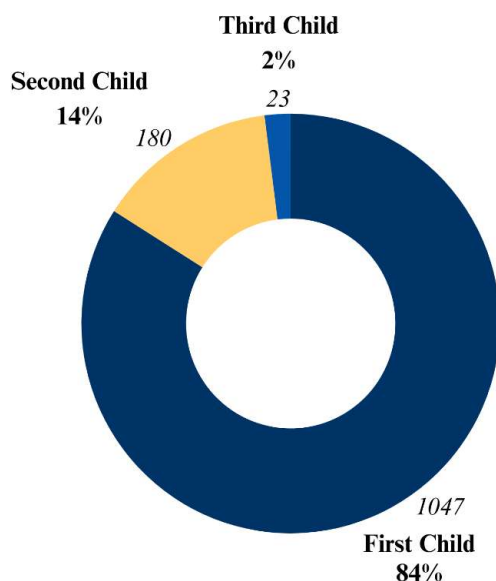

Figure 3: Demographics for Children of Parents/Caregivers Surveyed. The 1,047 parents/caregivers surveyed represented a total of 1,250 children due to some caregivers having multiple children: 1,047 first child, 180 second child, and 23 third child.

The 1,047 caregivers surveyed represented a total of 1,250 children due to some caregivers having multiple children during their participation in the SFEP middle and high school programs. All 1,047 SFEP graduates also reported their first child's demographic information. Furthermore, 180 participants reported their second child's demographic information. A total of 23 caregivers reported their third child's demographic information. Figure 3 provides the demographics for children of parents/caregivers surveyed.

Table 2 displays an overview of demographic information for caregivers' children (values labeled as not applicable refers to cases where caregivers do not report information for second or third child).

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[6] Survey participants' proportionality across California regional offices is not reflective of current distributions.

Table 2. Descriptive Statistics for Caregivers' Children

What is your first child's gender?			
Variable	**Gender**	**Frequency**	**Percentage**
1st Child's Gender	Female	484	46.20%
	Male	563	53.80%
What is your first child's race or ethnicity?			
Variable	**Race/Ethnicity**	**Frequency**	**Percentage**
1st Child's Race/Ethnicity	American Indian or Alaska Native	1	0.10%
	Asian, Native Hawaiian or Other Pacific Islander	8	0.80%
	Black or African American	8	0.80%
	Hispanic or Latina/o/x	1006	96.10%
	White	19	1.80%
	Other	5	0.50%
Was your first child an English learner at any time during kindergarten through 12th grade?			
Variable	**EL Designation**	**Frequency**	**Percentage**
1st Child EL Designation	Yes	857	81.90%
	No	190	18.10%
What is your second child's gender?			
Variable	**Gender**	**Frequency**	**Percentage**
2nd Child's Gender	Female	90	8.60%
	Male	90	8.60%
	Not Applicable	867	82.80%
What is your second child's race or ethnicity?			
Variable	**Race/Ethnicity**	**Frequency**	**Percentage**
2nd Child's Race/Ethnicity	Asian, Native Hawaiian or Other Pacific Islander	1	0.10%
	Black or African American	1	0.10%
	Hispanic or Latina/o/x	175	16.70%
	White	1	0.10%
	Other	2	0.20%
	Not Applicable	867	82.80%
Was your second child an English learner at any time during kindergarten through 12th grade?			
Variable	**EL Designation**	**Frequency**	**Percentage**
2nd Child EL Designation	Yes	151	14.40%
	No	29	2.80%

	Not Applicable	867	82.80%

What is your third child's gender?			
Variable	**Gender**	**Frequency**	**Percentage**
3rd Child's Gender	Female	9	0.90%
	Male	14	1.30%
	Not Applicable	1024	97.80%

What is your third child's race or ethnicity?			
Variable	**Race/Ethnicity**	**Frequency**	**Percentage**
3rd Child's Race/Ethnicity	Hispanic or Latina/o/x	23	2.20%
	Not Applicable	1024	97.80%

Was your third child an English learner at any time during kindergarten through 12th grade?			
Variable	**EL Designation**	**Frequency**	**Percentage**
3rd Child EL Designation	Yes	19	1.80%
	No	4	0.40%
	Not Applicable	1024	97.80%

In addition to caregiver and student demographics, survey data was analyzed to report the academic outcomes of children whose caregivers participated in the SFEP. Student academic outcome measures include high school graduation and post-high school education (i.e., community college, university, and vocational trade school), and other non-academic outcomes (i.e. employment and enlistment in the military). Family/caregiver responses related to which of the SFEP concepts were most impactful, along with community college and university financial aid application and award information were also reported. Table 3 displays how survey results were used to answer 11 (of 12) of the report's guiding questions. Results aggregate percentages of all first, second and third child students.

Table 3. Survey Results for Guiding Questions (11 of 12)

Guiding Questions	Results
1. What percent of ALL students graduated from high school?	91% (1,135/1,250) of all students whose caregivers participated in the SFEP graduated from high school.
2. What percent of English language learner (EL) students graduated from high school?	92% (944/1,027) of all students ever-designated as ELs whose caregivers participated in the SFEP graduated from high school.
3. What percent of ALL students enrolled in college?	The percentage of all students enrolled in college or university at the time of survey data collection was 56.6% (708/1250) . *Note*: The total percentage is calculated by aggregating frequencies across all *first, second and third* children that attended or graduated college or university with those *first, second and third* children that were *currently* attending college or university at the time of survey data collection.
4. What percent of EL students entered college?	The percentage of all students ever-designated as ELs that entered college or university at the time of survey data collection was 57% (585/1,027). *Note*: The total percentage is calculated by aggregating frequencies across all *first, second and third* children ever-designated as ELs that attended or graduated college or university with those *first, second and third* children ever-designated as ELs that were *currently* attending college or university at the time of survey data collection.
5. Of ALL students who entered college, what percent enrolled at a community college? What percent enrolled at a four-year university?	The aggregated number of students across all first, second and third children that attended or graduated from college or university was 282. The aggregated number of students across all first, second and third children that were *currently* attending or graduated college or university at the time of survey data collection was 426. • 42.2% of ALL students who entered college or university enrolled at a community college (299/708). • 57.8% of ALL students who entered college or university enrolled at a university (409/708).
6. Of all ELs students who entered college, what percent enrolled at a community college? What percent were at a four-year university?	The aggregated number of students ever-designated as ELs across all first, second and third children that attended or graduated from college or university was 234. The aggregated number of students ever-designated as ELs across all first, second and third children that were *currently* attending college or university at the time of survey data collection was 351 . • 44.6% of ALL EL students who entered college or university enrolled at a community college (261/585). • 55.4% of ALL EL students who entered college or university enrolled at a university (324/585).
7. What percent of students enrolled in a community college are planning to transfer to a four-year university?	46.6% of caregivers of students enrolled in community college at the time of data collection reported their children planned to transfer to a university (95/204).
8. What percent of ALL students received or are receiving financial aid?	The percentage of all students surveyed that applied for financial aid through FAFSA was 57% (710/1250). • 56% (591/1047) [first] child applied to FAFSA • 59% (107/180) [second] child applied to FAFSA • 52% (12/23) [third] child applied to FAFSA From the [first child] that applied for financial aid: • 44% (456/1047) did not apply to FAFSA • 21% (124/591) applied for work study • 18% (104/591) received financial aid unrelated to FAFSA • 43% (256/591) applied for scholarships • 75% (192/256) applied for and were awarded scholarships

9. 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?	• 72.6% of all caregivers across first, second and third children answered "yes" to *if your child has not yet graduated from community college, do they plan to do so* (217/299). • Caregivers reported the number of years their child had before graduating from community college as follows: less than a year (*n=90*), 1-2 years (*n=108*), and 3+ years (*n=19*). • 95% of caregivers answered "yes" to *if your child has not yet graduated from university, do they plan to do so* (233/245). • Caregivers reported the number of years their children had before graduating from university as follows: 1 year (*n=112*), 2 years (*n=58*), 3 years (*n=31*), 4 years (*n=17*), 5 years (2) and 6 or more years (*n=2*). • 69% (113/164) of caregivers reported it took their child "4 years" or less to graduate from university.
10. What percent of ALL EL students attending a 2- and 4-year college/university will have graduated in (a) 4 years? (b) 5 years? (c) 6 years or more?	99.2% of all students ever-designated as ELs currently attending community college and university at the time of survey data collection associated with data related to 'anticipated years until graduation' were expected to graduate in 4 years (354/357).
11. Which concepts that were presented to you during the PIQE 8-week program were the most impactful for you?	Of the 1,047 caregivers surveyed, the following concepts were reported as the most impactful during the PIQE 8-week program: • Knowledge and understanding of Financial Aid, comprising 36% (*n=381*); • Communicating with School Counselor, comprising 15% (*n=161*); • Knowledge and understanding of A-G Requirements, comprising 13% (*n=134*); • Knowledge and understanding of GPA (grade point average), comprising 13% (*n=134*); • Visiting my child's school, comprising 7% (*n=74*); • Knowledge and understanding of SAT/ACT Exams, comprising 3% (*n=29*). Other responses included: all information was impactful (9%, *n=97*), and other (4%, *n=37*).

Disaggregated Analyses of Survey Data

This section presents disaggregated analyses of survey data. First, the percentage of high school graduation of students whose caregivers participated in the SFEP is presented. Next, the percentage of community college and university enrollment and graduation of students whose caregivers participated in the SFEP is presented, followed by the percentage of students who were *currently enrolled* in community college or university at the time of survey data collection. Third, the percentage of students who participated in employment and the military is presented. Last, percentages of which SFEP concepts caregivers found most impactful as well as which behaviors were reported as a result of participation in the SFEP are presented.

High School Graduation

The percentage of all *first* child students that graduated from high school was 91% (952/1,047). The percentage of all *second* child students that graduated from high school was 89% (160/180). The percentage of all *third* child students that graduated from high school was 100% (23/23). Combined, 91% (1,135/1,250) of all students whose caregivers participated in the SFEP graduated from high school. Figure 4 displays the high school graduation rates for first, second, and third child.
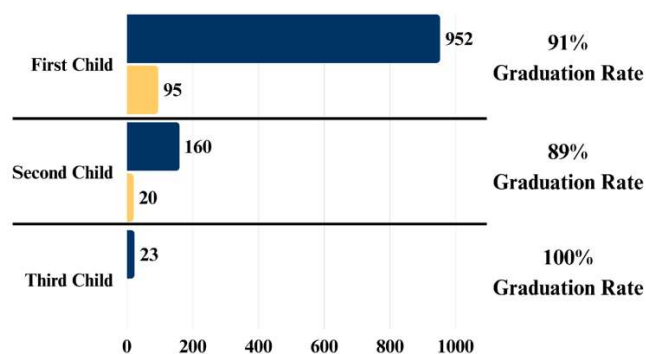
Figure 4: High School Graduation Rates by First, Second and Third Child. A total of 1,135/1,250 of all students combined [first, second and third child] graduated from high school.
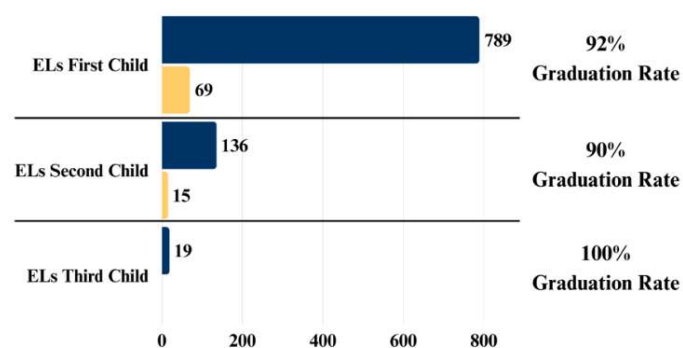
Figure 5: ELs High School Graduation Rates for First, Second and Third Child.

The percentage of all first child students ever-designated as ELs that graduated from high school was 92 percent (789/857). The percentage of all second child students ever-designated as ELs that graduated from high school was 90 percent (136/151). The percentage of all third child students ever-designated as ELs that graduated from high school was 100 percent (N=19/19). Combined, 92 percent (944/1,027) of all students ever-designated as ELs whose caregivers participated in the SFEP graduated from high school. Figure 5 displays English Language Learners high school graduation rates for first, second, and third child.

Of the 952 first child students who graduated from high school, 500 were male and 452 were female. Of the 500 first child male students who graduated from high school, 482 were Hispanic or Latina/o/x; 9 were White; 5 were Asian, Native Hawaiian or Pacific Islander; 3 were Black or African American; and 1 was American Indian or Alaska Native. Of the 452 first child female students who graduated from high school, 435 were Hispanic or Latina/o/x; 7 were White; 5 were Asian; Native Hawaiian or Pacific Islander; 4 were Black or African American; and 1 self-identified as Other. Figure 6 displays high school graduation rates for first child by race-ethnicity and gender. Figure 7 displays EL's high school graduation rates for first child by race and gender.

DESCRIPTION	BLACK OR AFRICAN AMERICAN	ASIAN	HISPANIC OR LATINA/O/X	AMERICAN INDIAN OR ALASKA NATIVE	WHITE	NATIVE HAWAIIAN OR PACIFIC ISLANDER	BLACK LATINO
FEMALE 452/952 47%	4/452 0.8%	5/452 1%	435/452 96%	N/A	7/452 1.5%	N/A	1/452 0.2%
MALE 500/952 53%	3/500 0.6%	5/500 1%	482/500 96%	1/500 0.2%	9/500 2%	N/A	N/A

Figure 6: High School Graduation Rates for First Child, by Race and Gender. Of the 952 [first] child students that graduated from high school, 500 were male and 452 were female. The following provides disaggregation by race and gender for the [first] child.

DESCRIPTION	ASIAN/ NATIVE HAWAIIAN OR PACIFIC ISLANDER	HISPANIC OR LATINA/O/X	MIDDLE EASTERN	WHITE	N/A
FEMALE CHILD 1 392/857 46%	2/392 0.5%	388/392 99%	1/392 0.2%	N/A	1/392 0.3%
MALE CHILD 1 465/857 54%	3/465 0.6%	460/465 99%	N/A	2/465 0.4%	N/A
FEMALE CHILD 2 75/151 50%	N/A	73/75 97%	N/A	1/75 1%	1/75 1%
MALE CHILD 2 76/151 50%	N/A	76/76 100%	N/A	N/A	N/A
FEMALE CHILD 3 7/19 37%	N/A	7/7 100%	N/A	N/A	N/A
MALE CHILD 3 12/19 63%	N/A	12/12 100%	N/A	N/A	N/A

Figure 7: ELs High School Graduation Rates for First, Second and Third Child, by Race and Gender. Combined, 92 percent (944/1,027) of all students designated as ELs whose caregivers participated in the SFEP graduated from high school.

Of the 952 *first* child students who graduated from high school, 115 caregivers reported earning less than $20,000 annually; 266 reported earning between $20,000 and $39,999 annually; 128 reported earning between $40,000 and $59,999; 43 reported earning between $60,000 and $79,999; 28 reported earning between $80,000-$99,999 annually; 15 reported earning $100,000 or more annually; and 357 caregivers preferred not to state their annual income. Figure 8 displays high school graduation rates and parents/caregivers' annual earnings.

DESCRIPTION	LESS THAN $20,000	$20,000 - $39,999	$40,000 - $59,999	$60,000 - $79,999	$80,000 - $99,999	OVER $100K	N/A
PARENTS/ CAREGIVERS	115 12%	266 28%	128 13%	43 5%	28 3%	15 2%	357 38%

Figure 8: High School Graduation Rates, by Parents/Caregivers' Annual Earnings. Of the 952 [first] child students that graduated from high school, the above annual earnings was reported by parents/caregivers.

Of the 952 *first* child students who graduated from high school, 285 caregivers reported elementary school as their highest level of education; 247 caregivers reported middle school as their highest level of education; 232 caregivers reported high school as their highest level of education; 76 caregivers reported vocational training/trade school as their highest level of education; 34 caregivers reported some college as their highest level of education; 20 caregivers reported an associate's degree as their highest level of education; 48 caregivers reported a bachelor's degree as their highest level of education; 6 caregivers reported a master's degree as their highest level of education; and 4 caregivers reported other as their highest level of education. Figure 9 displays high school graduation rates by parents/caregivers' highest level of education.

DESCRIPTION	ELEMENTARY SCHOOL EDUCATION	MIDDLE SCHOOL EDUCATION	HIGH SCHOOL EDUCATION	VOCATIONAL TRAINING/ TRADE SCHOOL EDUCATION	SOME COLLEGE	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S DEGREE	OTHER
PARENTS/ CAREGIVERS	285/952 30%	247/952 26%	232/952 24%	76/952 8%	34/952 4%	20/952 2%	48/92 5%	6/952 0.6%	4/952 0.4%

Figure 9: High School Graduation Rates and Parents'/Caregivers' Highest Level of Education. Of the 952 [first] child students that graduated from high school, the above annual earnings was reported by parents/caregivers.

Enrollment and Graduation from Community College and University

Of the 1,047 caregivers surveyed, "*has your* [first] *child attended or graduated from a community college, university or vocational trade school?"* 372 cases (35.5% of the total sample) were excluded because their *first* child was *currently* attending a community college or a university. A total of 12.3% (*n*=83) of caregivers reported their *first* child attended or graduated from community college, 25% (*n*=169) reported university, 3.9% (*n*=26) reported vocational trade school and 58.8% (*n*=397) reported none of the above. The percentage of all *first* child students that attended or graduated from community college (*n*=83) or university (*n*=169) was 37.3% (252/675). The subsample of caregivers for this question was 675. Figure 10 displays the *first* child college enrollment by institutional type.

The percentage of all *second* children that attended or graduated from community college (*n*=12) or university (*n*=17) was 31.2% (29/93). The subsample of caregivers for this question in relation to *second* child was 93. A total of 12.9% (*n*=12) reported their *second* child attended community college, 18.3% (*n*=17) reported university, 4% (*n*=4) reported vocational trade school and 64.5% (*n*=60) reported none of the above. Figure 11 displays the *second* child college enrollment by institutional type.
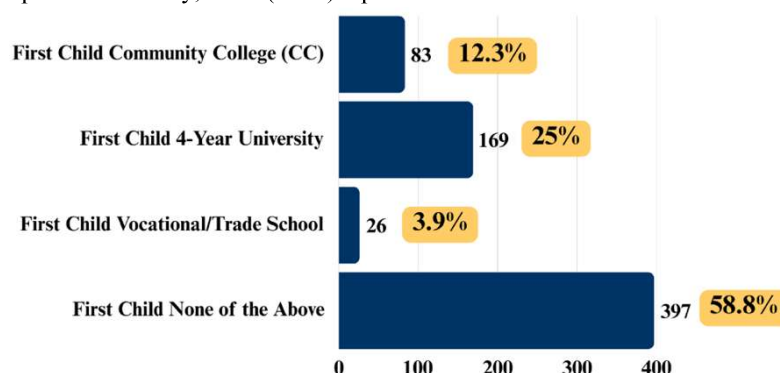

Figure 10: First Child College Enrollment, by Institutional Type. Of the 1,047 parents/caregivers surveyed, 372 cases were excluded due to [first] child was currently attending a community college, university, or vocational/trade school. This graph represents a subsample of 675 [first] children having attended or graduated.
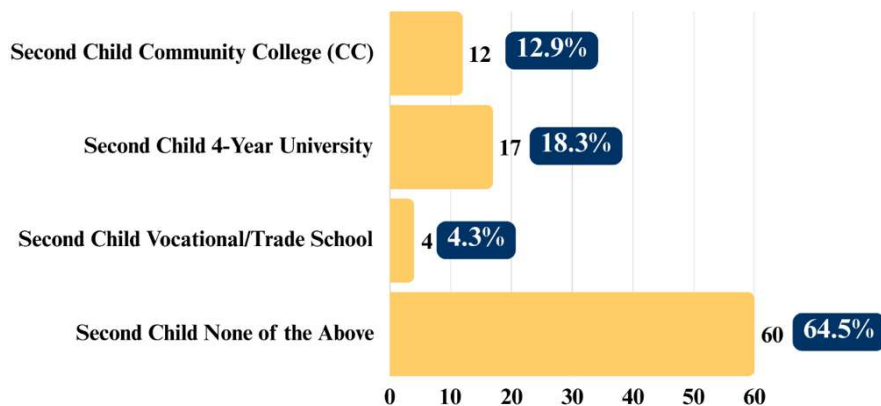
Figure 11: Second Child College Enrollment, By Institutional Type. This graphic represents a subsample of 93 [second] child having attended or graduated from a post-secondary institution.

The percentage of all *third* children that attended or graduated from community college (*n*=0), or university (*n*=1) was 16.7%. The subsample of caregivers for this question in relation to *third* child was 12. One caregiver reported their *third* child attended university (8.3%), and eleven reported none of the above (91.7%). Figure 12 displays the *third* child college enrollment by institutional type.

The aggregated number of students across all *first, second* and *third* children that attended or graduated from college or university was 282. Combined, a total of 36.2% of all *first* (*n*=252), *second* (*n*=29) and *third* (*n*=1) children attended or graduated from community college or university (282/780).[7] A total of 33.7% (*n*=95) attended or graduated from a community college and 66.3% (*n*=187) attended or graduated from a university when considering *all* children that attended or graduated from community college or a university.
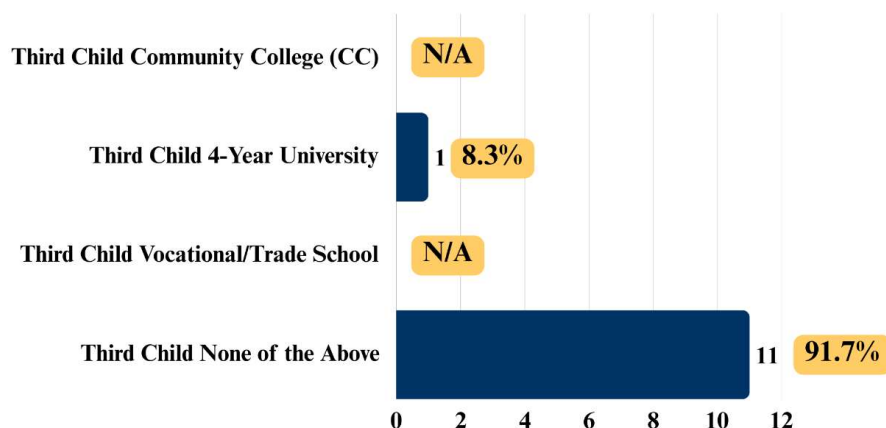

Figure 12: Third Child College Enrollment by Institutional Type. This graphic displays a subsample of 12 [third] child having attended or graduated from a post-secondary institution.

When analyzing caregiver data of children ever-designated as ELs, and "*has your* [first] *child attended or graduated from a community college, university or vocational trade school?*" (81.9% of the full sample of 1,047 caregivers), 302 cases were not applicable because their *first* child was *currently* attending a community college, university, or vocational trade school. The subsample for this question was 555. A total of 12.1% (*n*=67) caregivers reported their *first* child, also ever-designated as EL, attended or graduated community college (12.1%), 25.2% (*n*=140) reported university, 4.3% (*n*=24) reported vocational trade school, and 58.4% (*n*= 324) of participants selected N/A. The percentage of all ever-designated EL *first* children that attended or graduated from community college (*n*=67) or university (*n*=140) was 37.3% (207/555). Figure 13 displays ELs *first* child college enrollment.

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[7] This percentage does not combine the additional information from the 471 cases of children *currently* enrolled in community college, university or vocational trade school.
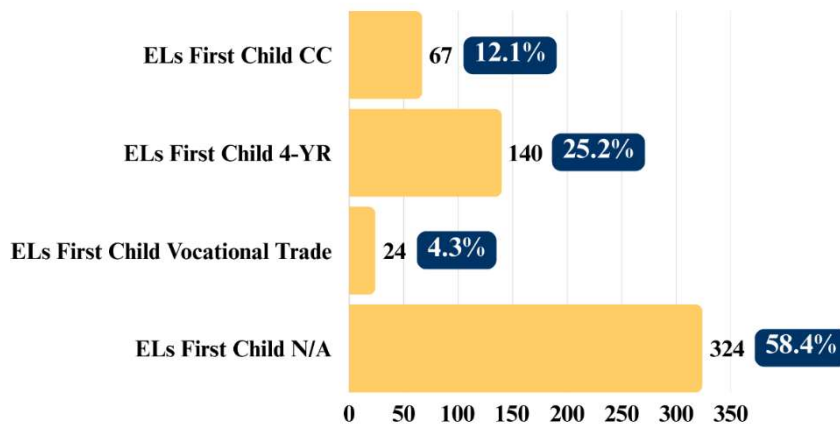
Figure 13: ELs First Child College Enrollment, by Institutional Type. *This graphic displays a subsample of 555 for [first] ELs child having attended or graduated from a post-secondary institution.*

The percentage of all ever-designated EL *second* children that attended or graduated from community college (n=11) or university (n=15) was 33.8% (26/77). The percentage of all ever-designated EL *third* children that attended or graduated from community college (n=0) or university (n=1) was 8.3%. The aggregated number of students ever- designated as ELs across all first, second and third children that attended or graduated from college or university was 234. Combined, the percentage of all ever-designated EL *first, second and third* children that attended or graduated from community college or university was 36.3.[8] Figure 14 displays the *first, second* and *third* child college enrollment by institutional type.

The percentage of all students that applied for financial aid through FAFSA was 56.8% (710/1250). A total of 56.4% (591/1,047) of all caregivers reported their *first* child applied for financial aid through FAFSA. A total of 59.4% (107/180) of all caregivers reported their *second* child applied for financial aid through FAFSA. A total of 52.2% (12/23) of all caregivers reported their *third* child applied for financial aid through FAFSA. Caregivers' responses regarding first children provided a more detailed understanding of financial aid experiences. Of the 1,047 caregivers surveyed, "*did your* [first] *child apply for financial aid through FAFSA?"* 591 reported yes (56.4%) and 456 reported no (43.6%), including work study for 124 of the 591 financial aid applications (21%). A total of 17.6% (n=104) of caregivers reported their *first* child received financial aid from any source unrelated to FAFSA. A total of 43.3% (n=256) of caregivers reported their *first* child applied for scholarships, and 75% (n=192) that applied were awarded scholarships. Figure 15 displays the financial aid totals for the *first, second and third* child.

ELs First Child CC and 4-Year

ELs Second Child CC and 4-Year

ELs Third Child CC and 4-Year

Figure 14: ELs College Enrollment for First, Second and Third Child by Institutional Type . *This graphic displays the total enrollment for ELs first, second, and third children who have attended or graduated from a community college (CC) or a 4-year institution.*

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[8] This percentage does not combine the additional information from the 383 cases of *first, second and third* children ever-designated as ELs *currently* enrolled in community college, university or vocational trade school.

Figure 15: Applied to Financial Aid Totals for First, Second and Third Child. A total of 1,250 SFEP Parents/Caregivers were surveyed, "did your [first, second, and third] child apply for financial aid through FAFSA?"
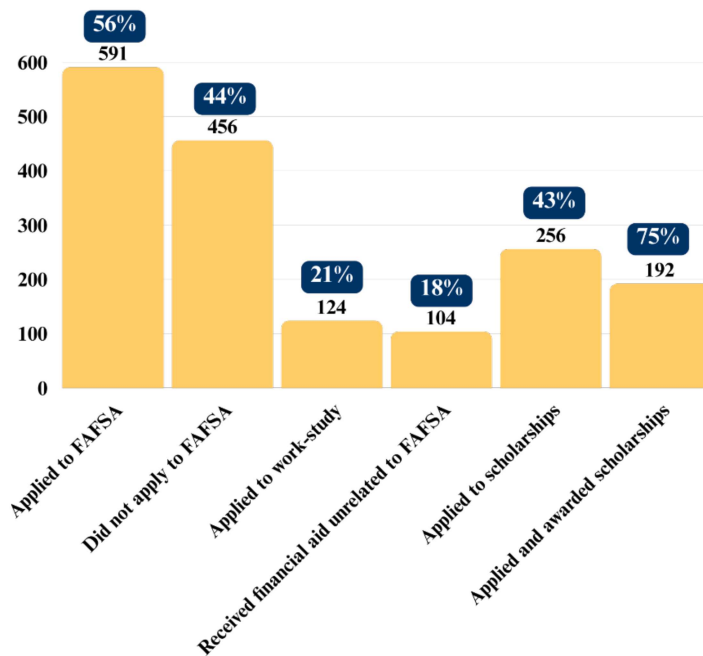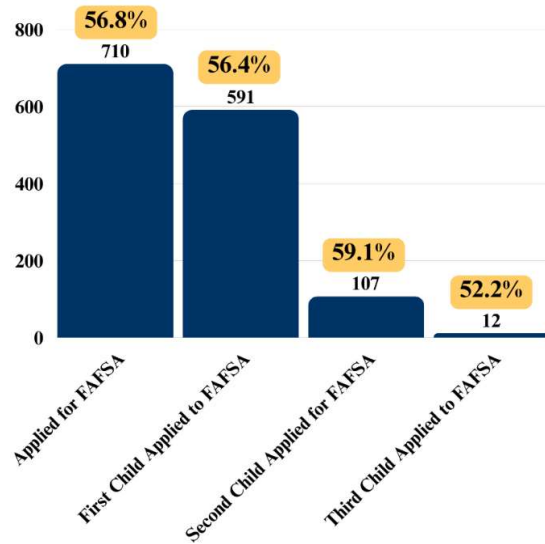

Figure 16: Financial Aid Totals for First Child. A total of 1,047 SFEP Parents/Caregivers were surveyed, "did your [first] child apply for financial aid through FAFSA?"

A total of 14.2% (n=149) of caregivers reported their *first* child had graduated from a university. Twenty caregivers reported their *first* child had not graduated from a university. One hundred sixty-six caregivers reported their *first* child was still in community college, 175 reported their *first* child was still enrolled in university and 31 reported their *first* child was still in vocational trade school.

Of caregivers surveyed, "*if your* [first] *child attended and graduated from university, how many years did it take them to graduate (including community college)?"* 72.5% (n=108) reported it took their *first* child "4 years" to graduate from university; 24.2% (n=36) reported it took their *first* child "5 or more years;" and 3.36% (n=5) reported it took their *first* child "less than 3 years." Figure 17 displays the graduation and enrollment rates of caregivers' *first* child and Figure 18 displays the number of students who graduated beyond a four-year degree.

QUANTITY REPORTED	PERCENTAGE	FIRST CHILD GRADUATED FROM UNIVERSITY	FIRST CHILD ATTENED AND GRADUATED FROM UNIVERSITY/ COMMUNITY COLLEGE IN HOW MANY YEARS?	FIRST CHILD DID NOT GRADAUTE FROM UNIVERSITY	FIRST CHILD CURRENTLY ENROLLED IN COMMUNITY COLLEGE	FIRST CHILD ENROLLED IN UNIVERSITY	FIRST CHILD CURRENTLY ENROLLED IN VOCATIONAL / TRADE SCHOOL
149/1,047	14.2%	✓					
108/149	72.5%	✓	4 YEARS				
36/149	24.2%	✓	5 OR MORE YEARS				
5/149	3.36%	✓	LESS THAN 3 YEARS				
20/1,047	0.02%			✓			
166/1,047	16%				✓		
175/1,047	17%					✓	
31/1,047	0.03%						✓

Figure 17: First Child Graduation and Enrollment Rates. A total of 1,047 SFEP Parents/Caregivers were surveyed and reported the following in regards to their [first] child's graduation and/or enrollment status.
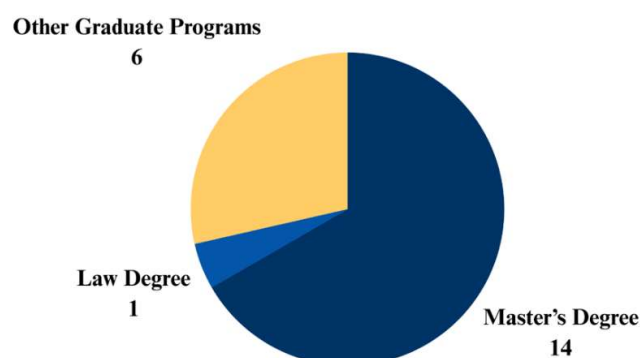

Figure 18: Graduation Beyond a 4-year Degree. A total of 21 SFEP Parents/Caregivers reported information about their child's graduate school completion.

University graduates completed their degrees between 2017 and 2024. The relationship between when students completed their university degree is as follows: 2017 (n=1), 2018 (n=5), 2019 (n=6), 2020 (n=10), 2021 (n=20), 2022 (n=43), 2023 (n=40), 2024 (n=19). Five caregivers did not report what year their students completed their university degrees. Caregivers reported the number of years in which their child graduated (including community college) as follows: less than 3 years (n=5), 4 years (n=108), and 5 or more years (n=36). Twenty-one family caregivers reported their child had completed graduate school earning master's degrees (n=14), law degrees (n=1), and other graduate programs (n=6). The following table displays the totals for programs beyond the four-year degree.

Eight family caregivers reported their child was enrolled in graduate school in the following programs of study: teaching credential, nursing, business, engineering, law, social work, and medical school. Figure 18 displays the rates of graduation beyond a 4-year degree.

Of the 175 family caregivers that reported their *first* child's university attendance, 89% (n=155) reported their child attended classes full-time (12 units or more), and 81% (n=141) reported their *first* child had decided on a major. Of the 195 family caregivers that answered "*if your* [first] *child has not yet graduated from university, do they plan to do so?*" 94% (n=184) responded "yes" and 6% (n=11) responded "no." Caregivers reported the number of years their *first* child had before graduating from university as follows:1 year (n=90), 2 years (n=48), 3 years (n=24), 4 years (n=10), 5 years (n=2) and 6 or more years (n=1).

Currently Enrolled in Community College and University

Of the 1,047 family caregivers surveyed, "*is your* [first] *child currently attending a community college, university or vocational trade school?"* 675 cases (64.5% of the total sample) were excluded because caregivers had answered a previous question regarding if their *first* child had attended or graduated from a community college, university or vocational trade school. Combined, the number of all *first* children that were currently enrolled in community college or university was 341. When considering only *first* children ever-designated as ELs, and students *currently attending a community college, university or vocational trade school*, 555 cases were excluded. The subsample of caregivers for this question was 302. A total of 49% (*n*=148) of caregivers reported their *first* child was currently enrolled in community college, 43.4% (*n*=131) reported university, and 7.6% (*n*=23) reported vocational trade school. The percentage of all *first* children *currently* attending community college (*n*=166) or university (*n*=175) was 91.7% (*n*=341). The percentage of all *second* children *currently* attending community college (*n*=33) or university (*n*=43) was 86.4% (*n*=175). The percentage of all *third* children *currently* attending community college (*n*=5) and university (*n*=4) respectively was 82% (*n*=9). The aggregated number of students across all first, second and third children that were *currently* attending or graduated college or university was 426. Combined, a total of 90.4% of all first (*n*=341), second (*n*=76) and third (*n*=9) children were enrolled in community college or university (*n*=426).[9] Considering that a total of 36.2% of all first (*n*=252), second (*n*=29) and third (*n*=1) children attended or graduated from community college or university (*n*=282), the final total percentage of all students that enrolled in college or university was 56.6% (708/1250).

The percentage of all *first* children ever-designated as ELs *currently* attending community college (*n*=148) or university (*n*=131) was 92.4% (279/302). The percentage of all *second* children ever-designated as ELs *currently* attending community college (*n*=32) or university (*n*=33) was 87.8 % (65/74). The percentage of all *third* children ever-designated as ELs *currently* attending community college (*n*=3) or university (*n*=4) was 100% (7/7). The aggregated number of students ever-designated as ELs across all first, second and third children that were *currently* attending college or university was 351. After aggregating frequencies across all first (*n*=207), second (*n*=26) and third (*n*=1) children ever-designated as ELs that attended or graduated college or university with those first (*n*=279), second (*n*=65) and third (*n*=7) children ever-designated as ELs that were currently attending college or university, the percentage of all students ever-designated as ELs that entered college or university was 57% (585/1,027).

A total of 47% (*n*=78) of the 166 caregivers that reported their *first* child currently attended community college reported their *first* child planned to transfer to a university; 63.9% (*n*=106) reported their *first* child had decided on a major; and 71.7% (*n*=119) reported their *first* child had attended classes full-time (12 units or more). A total of 73.1% (*n*=182) of the 249 caregivers that answered, "*if your* [first] *child has not yet graduated from community college, do they plan to do so?"* responded "yes" and 27% responded "no" (*n*=67). A total of 71.1% of caregivers answered "yes" to *if your* [second] *child has not yet graduated from community college, do they plan to do so* (32/45). A total of 60% of caregivers answered "yes" to *if your* [third] *child has not yet graduated from community college, do they plan to do so* (3/5). Caregivers reported the number of years their child had before graduating from community college as follows: less than a year (*n=90*), 1-2 years (*n*=108), and 3+ years (*n*=19). Caregivers reported the number of years their children had before graduating from university as follows: 1 year (*n*=112), 2 years (*n*=58), 3 years (*n*=31), 4 years (*n*=17), 5 years (*n*=2) and 6 or more years (*n*=2).

The number of ever-designated as EL students that were currently attending community college (*n*=182) and university (*n*=175) associated with data on years of anticipated graduation was 357. Most students, 99.2% (*n*=354) that were currently attending community college and university were expected to graduate in four years. Only 0.7% (*n*=2) of students currently attending community college and university were expected to graduate in five years. Lastly, 0.3% (*n*=1) of students currently attending community college and university were expected to graduate in six years or more. Two hundred seventy-nine was the number of *first* children ever-designated as ELs that were currently attending community college (*n*= 148) and university (*n*=131) associated with data on anticipated graduation. The data indicates that 99.3% (*n*=287) of students ever-designated as ELs currently attending community colleges and universities associated with data on anticipated years until graduation were expected to graduate in four years. Only 0.3% (*n*=1) of students ever-designated as ELs currently attending community college and university were expected to graduate in 5 years. Lastly, 0.3% (*n*=1) of ever-designated ELs currently attending community college and university were expected to graduate in 6 years or more.

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[9] This percentage does not combine the additional information from the 780 cases of children that had attended or graduated from community college or university.

Enrollment in Vocational Trade School, Employment, Military Service and Living Situation

A total of 2.4% (*n*=30) of the students enrolled in vocational trade school. Thirty-eight percent (*n*=397) of the *first* children whose caregivers participated in the SFEP were not associated with having attended, graduating from, or being currently enrolled in community college, university, or vocational trade school. Table 4 displays an overview of the students that did not enroll in community college, university, or vocational trade school (values labeled as not applicable refer to cases where caregivers do not report information). Figure 19 displays the percentage of students that were reported as being in military service.
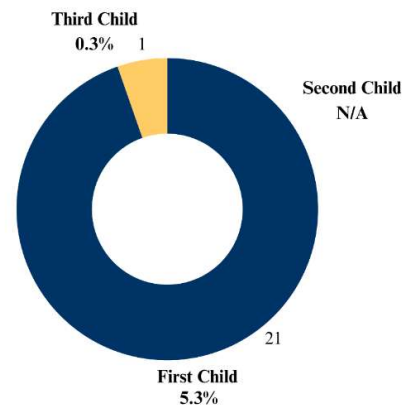

Figure 19: Military Demographic for First, Second and Third Child. This graphic displays the total for military service for first, second and third child.

Table 4. Students that Did Not Enroll in College, University or Vocational Trade School

Did your first child graduate from high school?			
Variable	**HS Graduation**	**Frequency**	**Percentage**
1st Child's High School Graduation	Yes	306	77.10%
	No	91	22.90%
Where is your first child currently living?			
Variable	**Living Situation**	**Frequency**	**Percentage**
1st Child's Living Situation	Living at home with parents or relatives	291	73.30%
	In a home or apartment, they rent or own	95	23.90%
	Armed Forces	7	1.80%
	Deceased	2	0.50%
	Other	2	0.50%
Is your first child serving in the armed forces?			
Variable	**Military Service**	**Frequency**	**Percentage**
1st Child's Military Service	Yes	21	5.30%
	No	376	94.70%
Did your second child graduate from high school?			
Variable	**HS Graduation**	**Frequency**	**Percentage**
2nd Child's High School Graduation	Yes	63	15.90%
	No	13	3.30%
	Not Applicable	321	80.90%
Where is your second child currently living?			
Variable	**Living Situation**	**Frequency**	**Percentage**
2nd Child's Living Situation	Living at home with parents or relatives	63	15.90%
	In a home or apartment, they rent or own	10	2.50%
	Other	3	0.70%

	Not Applicable	321	80.90%

Is your second child serving in the armed forces?			
Variable	**Military Service**	**Frequency**	**Percentage**
2nd Child's Military Service	No	76	19.10%
	Not Applicable	321	80.90%

Did your third child graduate from high school?			
Variable	**HS Graduation**	**Frequency**	**Percentage**
3rd Child's High School Graduation	Yes	15	3.80%
	Not Applicable	382	96.20%

Where is your third child currently living?			
Variable	**Living Situation**	**Frequency**	**Percentage**
3rd Child's Living Situation	Living at home with parents or relatives	12	3.00%
	In a home or apartment, they rent or own	2	0.50%
	Other	1	0.30%
	Not Applicable	382	96.20%

Is your third child serving in the armed forces?			
Variable	**Military Service**	**Frequency**	**Percentage**
3rd Child's Military Service	Yes	1	0.30%
	No	14	3.50%
	Not Applicable	382	96.20%

Of the 1,047 caregivers surveyed, *"Was your* [first] *child working at the time you participated in the SFEP?"* 95.4% reported "no" (*n*=999), 4.5% reported "yes, part-time" and 0.1% reported "yes, full-time." Figure 20 displays the percentage for *first* child reported as either not working, working part-time or full-time.

The 95 caregivers of the complete sample of 1,047 parents that reported their *first* child did not graduate from high school were surveyed, "*What is your [first] child doing now?*" and 62% reported their *first* child was employed; 20% reported their *first* child was unemployed, 15.8% reported their *first* child was studying, 1% reported their *first* child was a homemaker; 1% reported their *first* child was deceased; and less than one percent of the 95 caregivers did not provide additional data for this group (*n* = 4). A total of 5.3% (*n*=21) of caregivers surveyed, "*Is your* [first] *child serving in the armed forces?"* replied "yes." No caregivers responded "yes" to "Is *your* [second] *child*
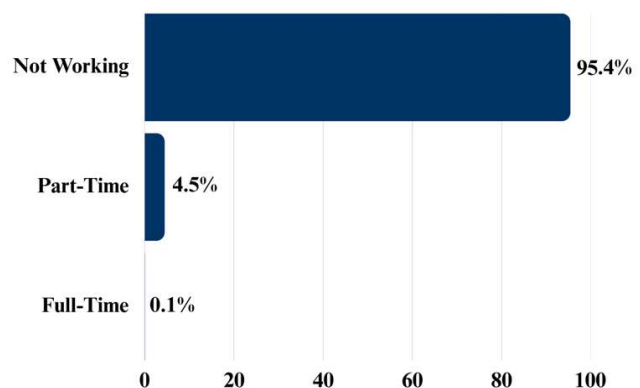

Figure 20: Work Status for First Child. *The 1,047 parents/caregivers surveyed represented a total of 1,250 children due to some caregivers having multiple children: 1,047 first child, 180 second child, and 23 third child.*

serving in the armed forces?" and one caregiver replied "yes" to "*Is your* [third] *child serving in the armed forces*?" A total of 73% (*n*=764) of caregivers surveyed, *"Where is your* [first] *child currently living?"* reported their *first* child was living at home[10] with parents or relatives. A total of 23% (*n*= 241) of caregivers reported their *first* child was living in a home or apartment they rent or own. A total of 2.4% (*n*=25) of caregivers reported their *first* child was living either in off-campus or on-campus housing. Seven caregivers reported their *first* child lived in a military base and four caregivers reported their *first* child was deceased.

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[10] Data for second or third children was not reported; only information regarding the first child was provided.

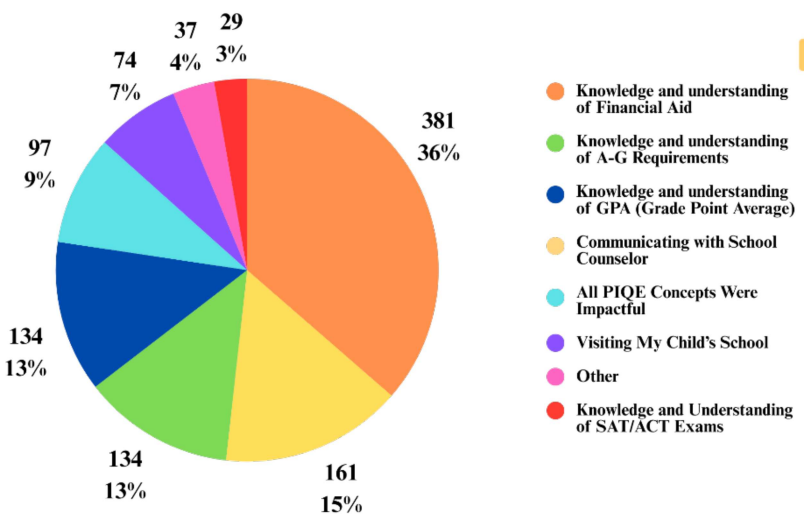| Impactful PIQE Concepts |
| --- |
| • Knowledge and understanding of Financial Aid, comprising 36% (*n*=381);
• Communicating with School Counselor, comprising 15% (*n*=161);
• Knowledge and understanding of GPA (grade point average), comprising 13% (*n*=134);
• Knowledge and understanding of A-G Requirements, comprising 13% (*n*=134);
• Visiting my child's school, comprising 7% (*n*=74);
• Knowledge and understanding of SAT/ACT Exams, comprising 3% (*n*=29).

Other responses included: all information was impactful (9%, *n*=97), and other (4%, *n*=37).

Figure 21 displays the percentage distribution of impactful PIQE concepts |

Figure 21: Most Impactful PIQE SFEP Concepts: Of the 1,047 caregivers surveyed, these concepts were reported as the most impactful concepts during the PIQE eight – week program (SFEP).
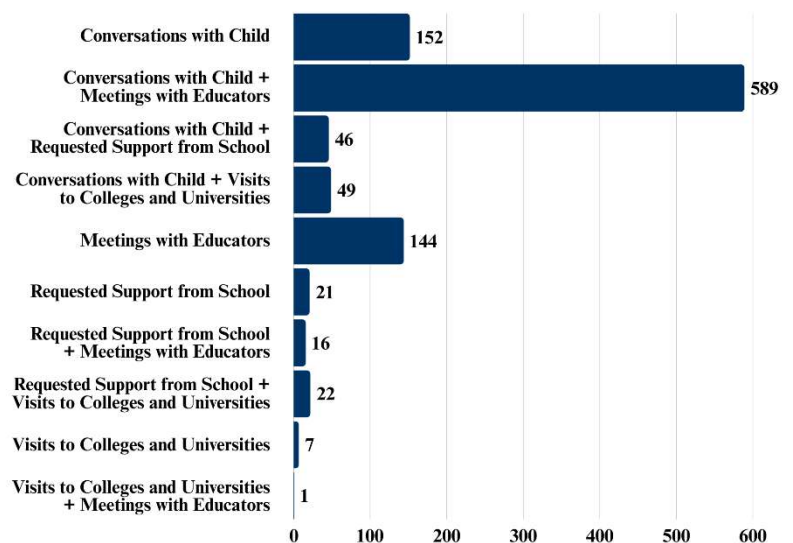
Parent Behaviors
• Conversations with Child + Meeting with Educators, comprising 56% (*n*=589); • Conversations with Child, comprising 15% (*n*=152); • Meeting with Educators, comprising 14% (*n*=144); • Conversations with Child + Visits to Colleges and Universities, comprising 5% (*n*=49); • Conversations with Child + Requested Support from School, comprising 4% (*n*=46); • Requested Support from School + Visits to Colleges and Universities, comprising 2% (*n*=22); • Requested Support from School, comprising 2% (*n*=21); • Requested Support from School + Meetings with Educators, comprising 2% (*n*=16); • Visits to Colleges and Universities, comprising 1% (*n*=7); and • Visits to Colleges and Universities + Meetings with Educators, comprising less than one percent (*n*=1). Figure 22 displays the frequency and percentage distribution of caregivers' behaviors associated with learning and applying PIQE concepts.

Figure 22: Frequency and Percentage Distribution of Caregivers' PIQE Behaviors

Analysis of Audio/Video Interviews

The passage below presents how interview results were used to answer the final guiding question: "*In what ways, if any, have your own academic and/or professional opportunities changed after completing this workshop*?" Table 5 displays an overview of how interview results were used to answer the last (1 of 12) guiding question.

Table 5. Overview of Interview Results for Guiding Question (1 of 12)

Guiding Question	Results
12. In what ways, if any, have your own academic and/or professional opportunities changed after completing this workshop?	Parents/family caregivers who participated in PIQE's eight-week Signature Family Engagement Program (SFEP) reported feeling more confident discussing academic goals and school-related topics with their children, teachers, and counselors. This increased confidence fostered stronger communication and unity within families, contributing to improved academic and professional outcomes for secondary school students. The most impactful SFEP concepts were understanding that college is possible for their children and learning about GPA, A-G requirements, as well as financial aid and scholarships opportunities (FAFSA). These insights gave parents the tools for self-empowerment to better support their children's higher education goals with knowledge and confidence. After completing the SFEP, some parents said they started their own businesses or went back to school. This shows how the program gave them the knowledge, confidence, motivation, skills, and community support to improve their own lives while helping their children succeed in school.

CEBER researchers analyzed data using Creswell's (2014) qualitative analysis framework, which emphasizes systematic and iterative steps. Qualitative methodologies aim to provide a comprehensive panorama of phenomena through detailed, minute analysis of the discursive and communicative features of collected data. Initially, audio and video interviews were reviewed alongside the SFEP curricula for middle and high school students to ensure contextual understanding. A structured spreadsheet was developed to systematically document observations, comments, and quotes. Observations, comments, and quotes from entries were categorized in alignment with specific topics outlined in the curricula.

A thematic analysis was conducted to identify recurring themes and patterns within the data. This approach facilitated the identification of core ideas that emerged across the dataset. The study analyzed families' self-reflection accounts of their experience in the SFEP with respect to the academic outcomes for their children. The study examined the underpinnings of their proposed learning outcomes. Four central themes were identified: (1) knowledge, (2) communication/confidence, (3) motivation, and (4) community. These four phenomena were explored in relation to the proposed learning outcomes of the families' participation in the SFEP. These themes reflected central aspects of family engagement as expressed by participants in the interviews. Thematic analysis, guided by Creswell's iterative coding and interpretation process, ensured that the data analysis was comprehensive and meaningful, revealing insights into the dynamics of family engagement in their child's education. Accounts of the tensions perceived between the education codes of power versus personal beliefs and knowledge about education were a central part of the interviews conducted for this study. The SFEP participants recalled experiences that marked their decisions to participate and graduate from what they considered a life transforming program. The four central themes are described below.

1) Knowledge

Knowledge holds a principal place in epistemology as it relates to epistemic virtues such as open-mindedness and intellectual humility, as well as properties of belief like being rational and justified. Epistemology has largely been an investigation into the nature, significance, sources, and extent of human knowledge. The SFEP participants repeatedly discussed how their new and expanded knowledge about how the U.S. educational system works opened their eyes and allowed them to realize the importance of intentionally and strategically engaging in their children's current and future academic success.

The quote above was taken from an interview where a parent can clearly articulate how this new and expanded knowledge opened up doors for their entire family. In so many words, this SFEP graduate shared that the knowledge and discussions provided in the SFEP are vital for human survival, cooperation, and flourishing similar to what Harro (2000) describes as the cycle of change, transformation, and liberation. Knowledge is understanding and using the tools for transformation and the codes of power (Freire, 2007; Olivos & Ochoa, 2024; Solórzano & Delgado Bernal, 2001) in life and education.

Although the interview questions did not specifically inquire about the knowledge participants gained through the SFEP, it is important to include this information as part of the critical consciousness development that ensued as a result of expanded and new knowledge and dialectal relationship between the determination of limits and their freedom (Darder, 2015). The knowledge gained and the dialectical relationships of parents and the SFEP facilitators are foundational to the themes that follow.

To further illustrate the theme of knowledge, Figure 23 presents the frequencies with which parents/caregivers mentioned key topics during interviews. These topics are grouped into three categories, A-G pathways and classes, Financial Aid and Scholarships, and GPA and grades.

Of the 122 interviews that were conducted in English and Spanish, three topics were mentioned by parents/caregivers:

1. A-G Classes
2. FAFSA/Scholarships
3. GPA/Grades

Figure 23 depicts that out of 122 interviews conducted in Spanish and English, 26 parents specifically mentioned A-G requirements and/or the classes needed to transfer to college. Regarding FAFSA or scholarships, 27 parents mentioned this in the interviews.
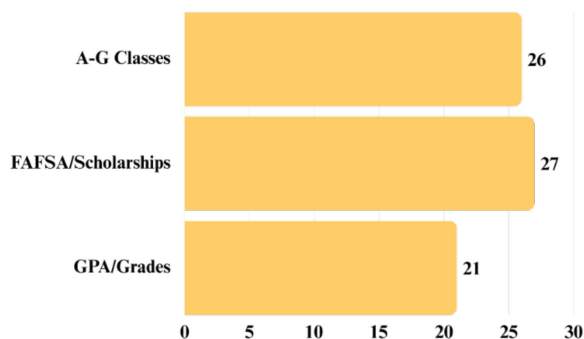

Figure 23: SFEP Interviews Key Topics Mentioned by Parents/Caregivers. This graph highlights the most mentioned areas of knowledge; some parents/caregivers also described growth in other important areas.

Lastly, 21 parents mentioned GPA and/or grades. While Figure 23 highlights the most mentioned areas of knowledge, some parents/caregivers also described growth in other important areas. For example, some parents shared that they gained a better understanding of educators' roles, such as recognizing that counselors are not therapists. Furthermore, some parents/caregivers became more aware of vocational and trade school options. Although these topics were mentioned less frequently, they highlight the SFEP's broader impact in expanding parents/caregivers' understanding of educational pathways.

Several parents were able to provide detailed insights into the educational system, despite having participated in the SFEP several years ago, in some cases, a decade ago. The retention of this information suggests that the SFEP had a lasting impact, boosting parents' confidence, motivation, and agency. Furthermore, the knowledge gained and retained by these parents motivated and inspired many to share their insights with others, non-SFEP participants, in the community.

2) Communication and Confidence

As a result of parents' new and expanded knowledge and confidence gained through their participation in the SFEP, there was an increase in meaningful conversations with their child (approximately 90%) when all quantitative categories are combined. This increased effective communication with confidence is an interrelated and crucial skill in both personal and professional life. It allows parents/caregivers to engage in conversations where they can use their knowledge to express their thoughts clearly, understand others better, build stronger relationships and navigate personal, academic, and professional matters. Qualitative data indicated that program graduates attributed their increased confidence to the PIQE vision and mission engendered by the SFEP facilitators. They highlighted how their increased level of confidence helped them exercise better communication, including deeper conversations with their child, entire family, and school personnel. Parents' confidence served as the catalyst for conversations about college; it opened up opportunities for deeper and relevant dialogue which enhanced understandings regarding their children's dreams and goals, along with new shared insights and interests (Covarrubias et. al., 2018, 2020).

Over half of parents (61%) expressed that the knowledge they gained not only boosted their confidence but also empowered them to have more efficacious conversations with their children about college readiness and future aspirations. Covarrubias et al., (2020) found that for first-generation students, conversations about college with their parents predicted more positive self-concepts, which predicted higher grades and a college going culture. The following quote illustrates how the confidence gained through the SFEP yielded the knowledge and skills needed for parents/caregivers to engage in meaningful conversations and interactions with their children, counselors, teachers, and others.

"Sé hablar mejor con mis hijos, empujarlos a seguir adelante, platicar con los maestros…antes me daba pena…yo tengo derecho de preguntar cómo van mis hijos…ya no soy cerrada. Soy indígena, y ya no tengo pena, esto me impactó la confianza en mí misma" (I know how to speak with my children better…push them to keep going, talk to their teachers…I used to feel embarrassed…I have the right to ask how my children are doing, I am no longer closed-minded. I am Indigenous, and I am no longer ashamed, this has impacted my self-confidence [SFEP graduate personal communication, [2024]).

The quote above highlights the profound impact that the SFEP had on building this parent's confidence and communication. The parent reflects on how she can now effectively communicate with her child, counselors, and teachers, which in turn created a positive relationship and the ability to advocate for her child's education. The quote also underscores how this parent was able to overcome her feelings of embarrassment and gain the confidence to then ask questions unapologetically in an academic setting. Furthermore, the parent expressed how she was no longer ashamed of her Indigenous identity, indicating that her participation and knowledge gained through the SFEP fostered both personal and cultural confidence.

Other parents shared similar experiences, such as developing *orgullo* (pride) after earning a certificate upon completion of the SFEP. The certificate symbolized their hard work, dedication, and knowledge gained. Another parent mentioned how the SFEP helped validate their international studies in the U.S. and become a model for their children. These experiences serve as powerful examples of the growth in confidence and communication by parents, which is further supported in the data below (Figure 24).
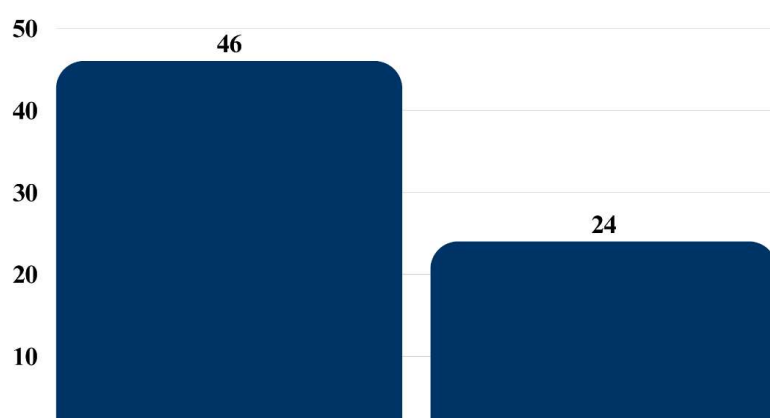

Figure 24: Communication and Confidence. As a result of participating in the Signature Family Engagement Program (SFEP), parents/caregivers expressed an increase in confidence and communication.

Increased confidence emerged as a key theme, with 24 parents specifically highlighting it in their responses. This newfound confidence also strengthened their relationships with their children, fostering deeper connections and mutual understanding. Throughout the interviews, 46 parents highlighted improved communication with their children and school staff emphasizing how the SFEP facilitated more open and effective dialogue. In the following quotes, several parents shared that they felt empowered to engage directly with school personnel such as principals, teachers, and counselors, demonstrating their agency and ability to

advocate for their children's education with assurance and clarity.

"It helped me to have more confidence about myself" (SFEP graduate personal communication, 2024).

"I was able to better explain them [California graduation requirements] to my child" (SFEP graduate personal communication, 2024).

"Para darme cuenta de que yo me sentiría confiada en que mis hijos estaban recibiendo la educación"(To make me realize that I would feel confident, that my children were receiving a good education [SFEP graduate personal communication, 2024]).

"Como yo también ya estaba familiarizada con el tema de todo [A-G requisitos] lo que yo aprendí, ya se me hizo más fácil como con la consejera hablar, y ya los pasos que ella [mi hija] tenía que seguir." (Since I was already familiar with the topic of everything [A-G requirements] I had learned, it became easier for me to speak with the counselor, and understanding the steps she [my daughter]) needed to take [SFEP graduate personal communication, 2024]).

The quotes above demonstrate how the SFEP fosters parents/caregivers' confidence and ultimately improves their communication skills in various educational contexts. Parents shared that they felt confident having conversations with their children about topics such as grade point average, A-G, and graduation requirements. Parents correspondingly stated that this new level of confidence made it easier to engage in conversations with school personnel such as counselors to navigate next academic steps for their child. The SFEP curriculum and facilitators provided the necessary knowledge, academic tools, and support for parents/caregivers to take an active role in their children's education and future generations, including grandchildren and beyond.

3) **Motivation (Echándole Ganas)**

Motivation serves as the driving force behind parents' pursuit of upward mobility. Motivation works as a catalyst for individuals to enhance their knowledge and agency. During interviews, 27 parents underscored the theme of motivation (*echándole ganas*) and how it influenced various aspects of their lives. For instance, 16 parents shared that PIQE activities inspired and supported their academic growth, helping them continue their education or even learn practical skills like driving. Additionally, 11 parents noted how the SFEP energized and empowered them professionally, enabling them to enter the workforce or launch their businesses. To this end, the SFEP facilitators presented information in a way that instilled motivation, constructive collaboration, hope, and encouragement which provided parents with a clearer understanding of their opportunities and potential paths forward. The following quotes illustrate the numerous ways parents experienced and expressed motivation:

"Estaba tomando clases para terminar la preparatoria" (I was taking classes to complete high school [SFEP graduate personal communication, 2024]).

"I know if I want to go back to school, I will be able to do it and there's help from you guys to pursue my dreams" (SFEP graduate personal communication, 2024).

"PIQE me ayudó a tener grandes metas y expectativas" (PIQE helped me set big goals and expectations [SFEP graduate personal communication, 2024]).

"Empecé a ir a la escuela a aprender inglés, me motivó a ir a la escuela" (I started going to school to learn English; it motivated me to go to school [SFEP graduate personal communication, 2024]).

"Abrió mi mente más de ver qué hay" (It opened my mind to see what 's out there [SFEP graduate personal communication, 2024]).

"Me he superado para tener mi propio negocio" (I improved myself to have my own business [SFEP graduate personal communication, 2024]).

The quotes above provide a profound insight into how parents embraced and acted on the motivation they acquired from the SFEP. For some, it meant taking the next step to furthering their education and immersing themselves in a new language, not only for their own benefit but also to support their children in achieving their goals. Others expressed employment or entrepreneurship by opening their own business. Lastly, parents expressed how the SFEP opened their minds to possibilities and inspired them to achieve higher goals and expectations. This motivation fostered a sense of self-empowerment and resilience to confidently face challenges and opportunities. Parents also emphasized the importance and memorable influence of the facilitators during the SFEP, stressing the lasting impact the *maestros* (facilitators) had in their lives. The facilitators provided detailed information and constant encouragement, helping parents "*echándole ganas*" (use their strength; make the effort) to achieve their goals.

4) Community

Community plays a pivotal role in creating an inclusive environment where parents feel welcomed, valued, and supported (Warren et al., 2009). Through the SFEP, parents had the opportunity to share their successes and challenges as they navigated the education system; fostering a sense of mutual support and unity. In fact, 26 parents mentioned community throughout the interviews highlighting how the SFEP provided a space for parents to engage in meaningful dialogues, build trusting relationships, and networks. The knowledge gained rendered parents' self-empowerment and agency to become allies and advocates within their communities, enabling them to support and uplift those they care about while contributing to broader efforts to improve educational outcomes. The following quotes show how parents/caregivers formed meaningful relationships and fostered a sense of community.

"One of things that stood out in my mind was the friendships from the other parents that participated in the sessions I was in. I really valued that." (SFEP graduate personal communication, 2024).

"I was able to connect with other parents and hear other peoples' sides of things and resources available" (SFEP graduate personal communication, 2024).

"Better able to have a better connection with the school and the resources available to us" (SFEP graduate personal communication, 2024).

"Supe cómo convivir" (I knew how to interact with others [SFEP graduate personal communication, 2024]).

"Después de la clase, nos quedamos a platicar más de los temas" (After class, we stayed to talk more about the topics [SFEP graduate personal communication, 2024]).

"Being able to connect with other people" (SFEP graduate personal communication, 2024]).

"¡Es bueno ir, tiene que ir!" (It's good to go, you have to go! [SFEP graduate personal communication, 2024]).

"It helped me give advice [to other students] about the opportunities that you guys have to offer to the students [to enroll for college]" (SFEP graduate personal communication, 2024]).

The quotes above underscore how parents/caregivers felt a sense of community. The first quote illustrates how this sense of community fostered friendships, while others mentioned staying after class to discuss the SFEP themes and sharing resources. In addition, the SFEP provided a supportive network that was formed through these connections and trusting relationships. The last quote explains how the SFEP fostered the development of social capital. For example, one parent expressed how she would give other students advice about enrolling in college. Other parents/caregivers described their development as advocates of their children's educational experiences. For instance, one family caregiver described their courage to request their children be enrolled in an algebra course. Parents also described their development as advocates for themselves. In particular, one caregiver described their interest in volunteering at school, being denied, and feeling unapologetic to advocate for their participation in their child's education. In building social capital, many parents/caregivers stated that the SFEP courses need to be obligatory for all families. This emphasis on advocacy and inclusion set the stage for broader reflections on the impact of the SFEP.

Signature Family Education Program Impact

CEBER researchers found that the SFEP design and implementation of curriculum are well informed by the research and critical literature on family engagement. Most significantly and as evidenced by the data, the SFEP curriculum implemented by the facilitators had a direct correlation to the successful outcomes of students whose families participated in the SFEP. For example, 91% (*n*=1,135) of all students whose parents/family caregivers participated in the SFEP between 2012 and 2017 graduated from high school. This high school graduation outcome is noteworthy considering that the current high school graduation rate in California for all students is 86.4%, and 84.9% for Hispanic or Latina/o/x students (California Department of Education, 2024). Further, the national high school graduation rate in the 2011-2012 school year was 80%, while the most recent national high school graduation rate is 87% for all students, and 83% for Hispanic or Latina/o/x students (Irwin et al., 2024).

Importantly, results from this report demonstrate equitable outcomes for students ever- designated as ELs. For instance, 92% (*n*=944) of all students ever-designated as ELs whose caregivers participated in the SFEP graduated from high school. The high school graduation outcome of students ever-designated as ELs with parents that participated in the SFEP is remarkable considering that the current high school graduation rate in California for English learners is 72.5% (California Department of Education, 2024) and the national high school graduation rate is 72% for English learners (Irwin et al., 2024). Figure 25 displays all high school graduation rates compared to state and national rates.
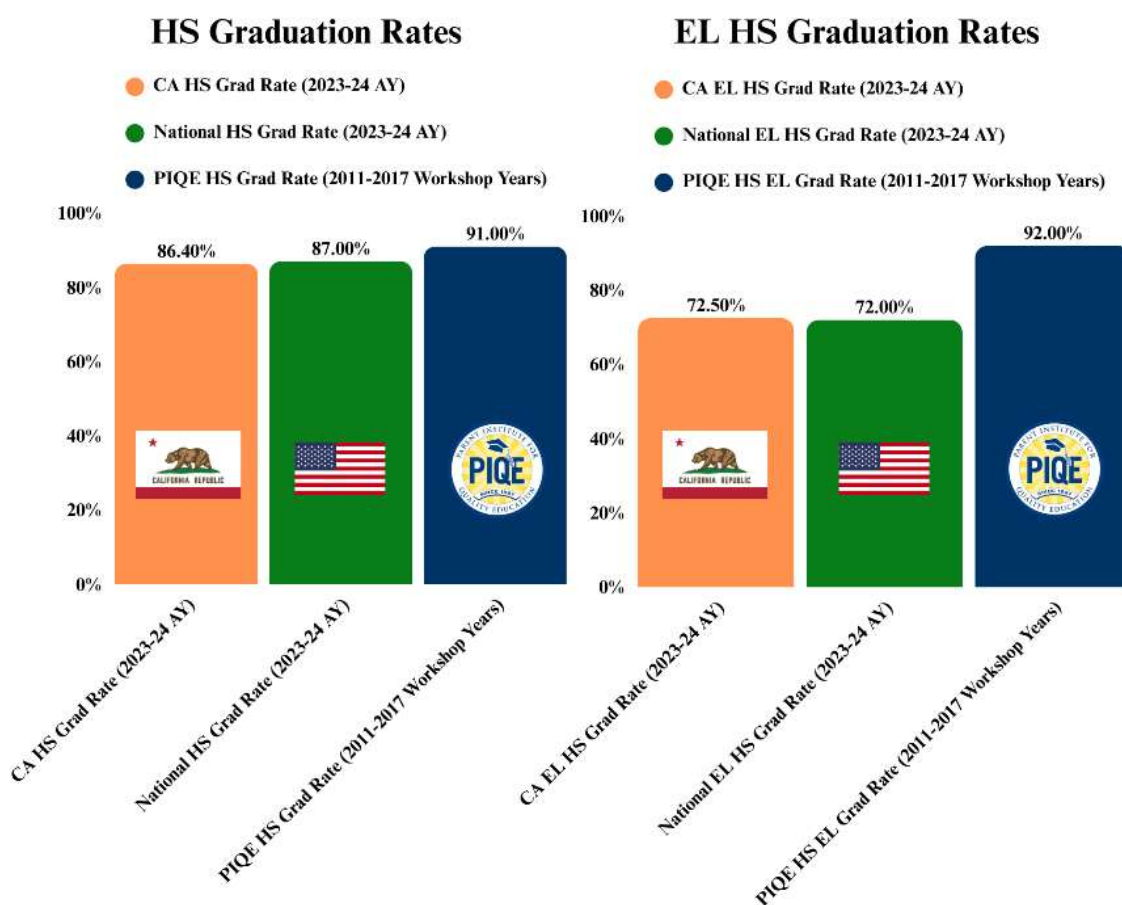

Figure 25: High School Graduation Rate Impact At a Glance. *The high school graduate percentage of El students for parents that participated in the SFEP program compared to state (CA) and current national high school graduation rates.*

This equitable outcome for students ever-designated as ELs is also evident in community college, university, and vocational trade school attendance and graduation. The percentage of all children that attended or graduated from community college or university was 56.6% and the percentage of all ever-designated EL children that attended or graduated from community college or university was 57%. California's community colleges and universities serve

students with demographic backgrounds that include factors such as first-generation college students, adult English learner designation, military service and foster youth status (California Community Colleges Chancellor's Office, 2024). Figure 26 displays the state EL's and all community college and four-year college graduation rates.
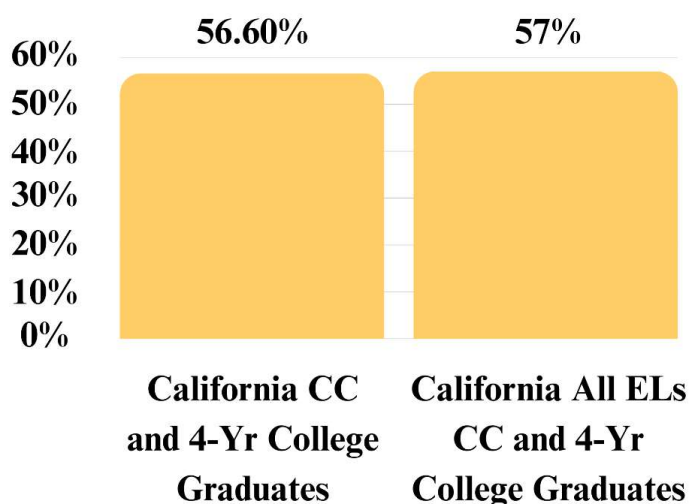

Figure 26: State ELs and State All CC and 4-Yr College Graduation. *This chart compares the community college and 4-year graduation rates of all ELs students to the state (CA) community college and 4-year graduation rates.*

The community college and university outcomes of students whose caregivers participated in the SFEP is significant considering that the national postsecondary completion rate for the 2014-2015 cohort was 31% for students entering community college and 53% for students entering universities (Irwin et al., 2024).

The successful academic outcomes of students whose parents participated in the SFEP are associated with the SFEP concepts and knowledge caregivers learned and value as well as the deepened and impactful conversations and relationships developed between caregivers, children, and educators (Covarrubias et al., 2018, 2020). The four SFEP concepts that caregivers reported most impactful on the survey were: knowledge and understanding of financial aid, (36%); communicating with school counselors (15%); knowledge and understanding of grade point average (13%); and knowledge and understanding of A-G Requirements (13%). The three most frequent behaviors that caregivers reported on the survey were: deepened conversations with their child combined with meeting with educators (n=56%); conversations with child (n=15%); and meeting with educators (14%). All this data taken together indicates that PIQE is a family-serving and family engagement organization that provides actionable strategies for building partnerships with families, fostering inclusive environments, and addressing the diverse needs of students, families, and communities. From leveraging families' strengths to expanding knowledge, the SFEP offers valuable insights and lessons for parents/caregivers committed to creating spaces where their children can succeed and life transformation and liberation can take place (Harro, 2000; Olivos & Ochoa, 2024; Warren et al. 2009). In the current research little attention has been given to the possibility that parent/caregivers' engagement may serve as a context for the development and the benefits of their personal and, in some instances, academic and professional growth. PIQE has developed a place for building community solidarity as a vital political tool anchored with an ongoing commitment to collective emancipation. In this report, CEBER researchers found that SFEP graduates embraced their knowledge, motivation, and confidence as a tool for self-empowerment and as a means for elevating their children's goals and their own life opportunities. Building on these experiences, participants also offered suggestions to strengthen the program further.

Participants' Suggestions

The SFEP graduates shared that they had a positive experience and highly valued all that PIQE offers. Moreover, they presented thoughtful suggestions for future programming. Based on the interview data, 14 parents suggested that the SFEP should be offered earlier to families, starting in the elementary grades. Furthermore, 13 parents/caregivers stated there was a need to increase awareness, recruitment efforts, and the importance of the program because not all schools and districts offer this type of family education support. These suggestions were followed by nine parents/caregivers recommending that PIQE provide continued support and/or follow-up convenings so that families could have easy access to resources and support as they move through the education system. Program graduates also suggested it would be important for PIQE to offer additional programs, beyond the PIQE graduation. For instance, one parent shared how she had participated in SFEP three times because she appreciated being in community with other parents seeking a quality education for their children.

Lastly, some parents mentioned that there should be more workshops on the following topics: social emotional learning, applying for scholarships, filling out documents and financial support for graduate school. Other SFEP topic suggestions from parents included: engaging in more interactive activities versus giving information, making it mandatory for both

parents to participate [when appropriate], providing caps and gowns when completing the program, [they recalled a time when PIQE loaned them caps and gowns and how proud that made them feel] and most importantly, well-prepared facilitators in order to make a significant impact.

Altogether, it is important to note that graduates shared an abundance of gratitude and discussed how the SFEP "*maestros*" (facilitators) designed a positive learning climate where caring and trusting relationships were prevalent among all teachers and learners. Given this feedback, it is evident that the SFEP facilitators organized collaborative learning opportunities around the instructional core, which built trusting relationships and community solidarity between students, facilitators, and curriculum (City et al., 2009).

Recommendations

The data analyzed in this report is specific to a sample that is primarily female (78.9%), Hispanic or Latina/o/x (96.5%) as well as Spanish-speaking (59%) or Spanish-English bilinguals (35.2%).[11] Considering the PIQE framework aims to help families gain the knowledge and skills to work with schools and communities to support their children's success, results from this report do not fully reflect the diversity of caregivers' racial and ethnic backgrounds. For example, Mesoamerican Indigeneity is not included in survey items. PIQE team members may consider introducing a follow-up survey item for participants that identify as Hispanic of Latina/o/x that inquires, "*Are you part of an Indigenous heritage, lineage, or cultural group, such as Mixtec, Incan or Mayan*?" (Pew Research Center, 2015). PIQE team members have shared that future data collection efforts (e.g., interviews) will consider specific strategies for the inclusion of participants from more racially and ethnically diverse participants. Future reports may also consider if there are differences in academic outcomes for students where two or more languages are spoken in their home.

Another future consideration for PIQE is the relationship between the survey and the interview data collection. Of the 1,047 caregivers that completed the survey, 11.7% (n=122) participated in follow-up interviews. A larger interview sample of 20% would have allowed more robust insights into parents' experiences. Considering the time and personnel demands required to collect interview data, PIQE team members may consider using demographic survey data as a guide to capture a broader range of experiences and perspectives from parents regarding how their academic and professional opportunities changed after completing the SFEP. For instance, in addition to language (i.e., Spanish or English), proportional considerations across which PIQE regional office completed the SFEP, year the parent/caregiver completed the SFEP, gender, race-ethnicity, education level and income would provide more representative interview samples.

Considering that PIQE's goal is to promote social and economic equity through education for all, an interview sample that is proportionally distributed across demographic groups identified in the survey would contribute more generalizable results. Another consideration for future interview samples is to include representative proportions of caregivers with middle school as well as high school students; and intentionally recruiting caregivers with two and three children during their SFEP participation. Finally, a few of the interview participants encountered difficulties in understanding the questions being asked, often because they perceived their role in the SFEP as being focused on their children rather than on themselves.

Conclusion

According to Blankstein & Noguera (2015), "equity and excellence are not at odds, and that the highest level of excellence will actually be obtained through the pursuit of equity"(p. 5). It is clear from both the qualitative and quantitative data that parents/caregivers consider PIQE the "gold standard" of equity and excellence in education. Parents/caregivers articulated, time and time again, that the SFEP helped them understand the critical interconnectedness of home, school, and community. Furthermore, SFEP graduates shared how their new and expanded knowledge helped them braid their self-identity, confidence, language, and culture, with respect to their personal and professional growth, beyond their child's academic success and college-going culture. Altogether the SFEP profoundly breaks the cycle of generational, racial, and gender inequity in terms of academic and professional outcomes.

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[11] In 1987, Rev. Vahac Mardirosian and Dr. Alberto Ochoa were concerned about the learning conditions of Latinx children in San Diego. They partnered with the school district superintendent and created a series of workshops designed for K-12 parents. This historical context underscores PIQE's commitment to serving Latinx families. https://www.piqe.org/about/

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Appendix A. PIQE's Eight-week Signature Family Engagement Program (SFEP)

PIQE Eight-Week Parent Engagement in Education Program

The SFEP is an eight-week series of workshops designed to educate, empower, and inspire families to take an active role in their students' education while fostering community networks. The SFEP includes weekly 90-minute workshop sessions, either in person or virtual, covering topics such as Social Emotional Learning (SEL), digital literacy, and educational advocacy.

The middle school workshop SFEP topics include:

- Week 1: PIQE Orientation – Introduction to Family Engagement and PIQE's mission.
- Week 2: Supporting the Academic Achievement of Students – Focus on Social Emotional Learning and digital literacy.
- Week 3: Self-Management, Academic Standards, and Standardized Testing – Understanding academic expectations and communication tools.
- Week 4: Building Relationship Skills and Accessibility Resources – Addressing special education processes and fostering relationship skills.
- Week 5: Fostering Social Awareness and Educational Advocacy – Advocacy tools for positive change in schools.
- Week 6: Preparing for College and Post-Secondary Options – College admissions, financing education, and post-secondary pathways.
- Week 7: Community Dialogue – Open forum with school representatives to address family concerns and questions.
- Week 8: Graduation Ceremony – Celebrating completion and recognizing families' commitment to their students' education.

The high school SFEP workshop topics include:

- Week 1: Orientation – Families are introduced to PIQE's mission, the importance of family engagement, and pressing issues affecting students. They gain tools to support their students both academically and emotionally.
- Week 2: Social-Emotional Learning and Steps to College – Families learn about Social Emotional Learning (SEL), the importance of self-awareness, and key college admission requirements, including "A-G" courses, GPA, and dual enrollment.
- Week 3: Key Academic Concepts – Participants explore self-management, California's Common Core State Standards, and standardized testing (CAASPP). They also develop skills to communicate with teachers or counselors via email and the ParentSquare app.
- Week 4: Building Relationship Skills and Accessibility Resources – Families learn about the ELPAC reclassification process, IEPs, 504 plans, and special education resources. They also focus on relationship skills and navigating accessibility tools.
- Week 5: Fostering Social Awareness and Educational Advocacy – This session introduces advocacy tools such as the Local Control Accountability Plan (LCAP), the California School Dashboard, and strategies to engage in parent committees at the school.
- Week 6: Preparing Students for Higher Education and Post-Secondary Options – Families learn about financial aid options, including FAFSA and the California Dream Act, California's higher education systems, and vocational opportunities. They also gain tips for digital safety, such as recognizing phishing attempts.
- Week 7: Community Dialogue – Families engage in a dialogue with school principals, vice principals, and counselors to address concerns, access resources, and receive referrals to school services. This session emphasizes the importance of active family participation in school events and committees.
- Week 8: Graduation Ceremony – The program concludes with a ceremony recognizing families' commitment to supporting their students' education. Certificates of completion are awarded, and participants share their experiences, creating a memorable milestone.