

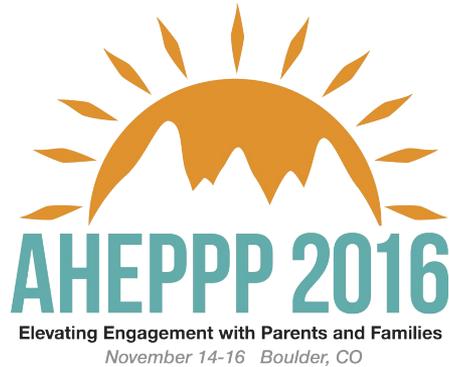
# EXTENDING OUTREACH, SIGNALING INCLUSION

Partnering to achieve bilingual family communications

**Liza Purvis,** | **AND** | **Sharon Brownlow & Team,**  
*CollegiateParent* | *Kennesaw State University*



# Session Background & Overview



- AHEPPP 2016 keynote
- Kennesaw State University and CollegiateParent partner on Spanish/English resources
- Commit to share experiences in joint 2017 presentation
- Multiple phone conversations
- **Research**
  - Parent Focus Group
  - Interviews – DHSI, HACU, Excelencia etc.
  - Data/Reports – NCES, Judy Kiyama
- The Kennesaw Experience
- Tips for getting started
- School and parent/family feedback – lessons learned to date

*"I don't even know how many Spanish speaking families we have, so how can I start?"*

*"My department is so stretched for time and money. I'd love to do something but just don't know how we can take on anything else."*

*"We tried having translators and even parent/family orientations in Spanish but the turnout was poor."*

## What's your story?

*"I don't speak Spanish or have access to Spanish speakers, and translation is so expensive."*

*"Spanish is not the only other language. Wouldn't it be unfair not to help everyone?"*

*"Isn't this all handled by specialists in diversity or admissions? I don't want to step on their toes."*

# About us

## Liza Purvis

*Director Partner Relations, CollegiateParent*

- Experience with K-12 bilingual outreach
- Involved in communications, design and media for 25+ years
- CollegiateParent – started bilingual in 2016
- Hosted Spanish speaking college parent focus group
- Liaison with DHSI, HACU, Excelencia in Education etc.



# About us

## KSU Team

### Sharon Brownlow

*Director Parent and Family Programs*

### Danelle Dyckhoff

*Learning Communities, First Generation Specialist*

### Marcela Cadavid

*Enrollment Services Hispanic Specialist*

- Involved in Atlanta area Latino/Hispanic high school outreach and First Generation and KSU Transfer success programs
- Launched bilingual enews and content in partnership with CollegiateParent in 2017



# Spanish speaking parents Focus group

## Parent Experience

*"They do everything for the student but don't think about the parents."*

*"It's a different system than the one I grew up in so I feel badly my daughter has to do most of it alone."*

*"My daughter is a Sophomore now and I still feel lost."*

*"FAFSA was so foreign to me."*

*"I had a lot of questions. It was very confusing."*

*"The parents we met who don't speak any English, their kids were having to guide them through it. I could see how tough it was."*

*"It's not just the practical stuff, it's the emotional things like worrying if she will be safe."*



# Spanish speaking parents Focus group

## University Communications and Events

*“I felt good about the school because they emailed telling us about special classes for students who grew up speaking Spanish.”*

*“They offered to help because they saw the fear in our faces.”*

*“The websites are so huge and complicated you can never find what you need.”*

*“CU offered a week long diversity program and that made a huge difference to our comfort factor.”*

*“There was a group for Latinos at orientation — but nothing written in Spanish.”*

*“Attending the orientation and family weekend made such a difference. I felt connected and understood so much more.”*

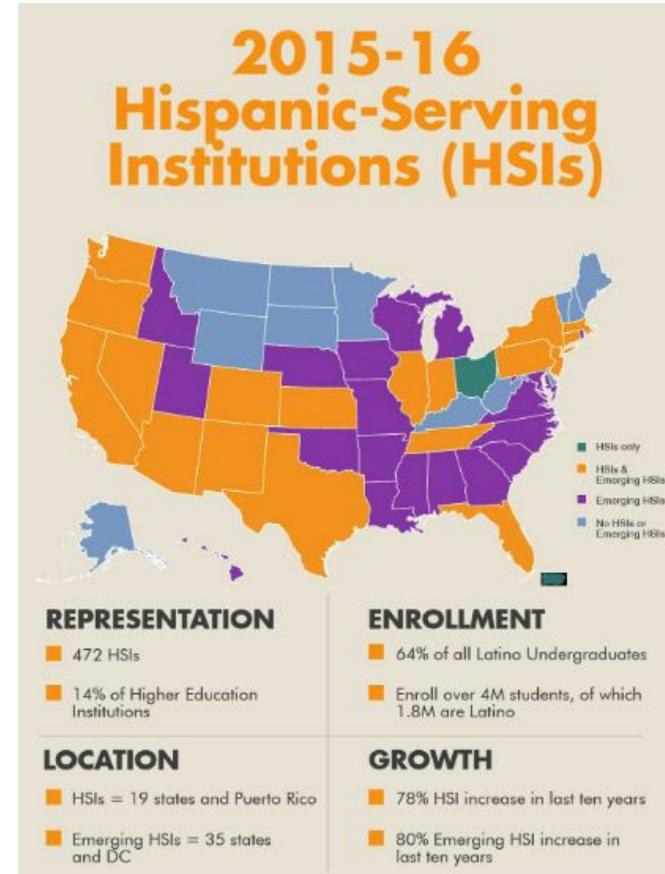




# Latino students and HSI's The facts

- 2.8 million Latino students (2015/16 DOE)
- 64% of Latino undergraduates attend HSIs (1.8m)
- HSIs enroll about 14% of all US students
- DHSI grants typically \$550,000 per year for 5 years
- 50% of Latino students are also First Generation (Reyes/Nora 2012)
- Second lowest college completion rate of any cultural group after African Americans — both 2- and 4-year college

**That means at least 1 million current Latino students and families are NOT attending HSIs**



# The transfer issue

- Hispanics most likely to start HE in Community College (60% 2016). Over 50% of 472 HSI's are 2-year colleges
- 85% start aiming to transfer to 4-year — only 15% actually do within 3 years v. 25% of all CC students (Horn)
- Up to 80% do not complete CC



## Difficulties students face (*Rendon, Juiz and Resta*)

- Lack of academic preparation
- Unfamiliarity with costs and benefits of HE
- Find it hard being separated from community/family
- Necessity of working
- Lack of understanding of transfer process/poor academic credit planning
- Lack of guidance and support from CC and 4-year institution
- Cultural integration issues at 4-year college — including language barriers

# Kennesaw State University Experience Context

- 1-2 person parent program office
- Fast university growth — 18K–35K (2004–2017)  
issues with student preparation, retention and graduation. Large transfer population.
- 30% of student body is First Generation, 9.4% Latino
- Mission critical: “A welcoming and inclusive climate is critical to attaining Kennesaw State University’s research, scholarship, teaching, and engagement goals.”
- Grant funded **R**etention **P**rogression **G**raduation program for Latino families and outreach to local High Schools — single employee



# The Kennesaw State Experience

*"Most have not gone to college themselves. It's scarier for them than their students. There is a lot of self-doubt."*

*"If I had to sum it up, I'd say completely overwhelmed."*

*"Students won't even ask parents to come if there won't be translation and translated materials."*

## Observed Barriers

*"Since so many students commute, it's harder to engage them and their families."*

*"It's culture shock, especially for the students and their parents who've been at the top of their class in Hispanic majority High Schools."*

*"It's exhausting juggling between two different worlds. The gap between college and their community, makes it so much harder all the way through."*

# The Kennesaw State Experience

*"What can I put in their hands to show Spanish speaking families I care, to make them feel welcome and part of our community?"*

*"What can I offer in Spanish when I don't have a translator or Student Ambassador available?"*

*"Hey majority ... I want you to be aware that there is another community here and we care about them too."*

## Drivers to Bilingual

*"What can we do that is high impact but low effort and cost effective?"*

*"Yes, it's nice to be green and save money, but if going digital ends up excluding these families, then there is a good case for printing and mailing."*

*"We've seen, when we do manage to reach, and involve families, they become a key factor in helping their students to persist and succeed."*

# Tips for getting started

## If budget lacking:

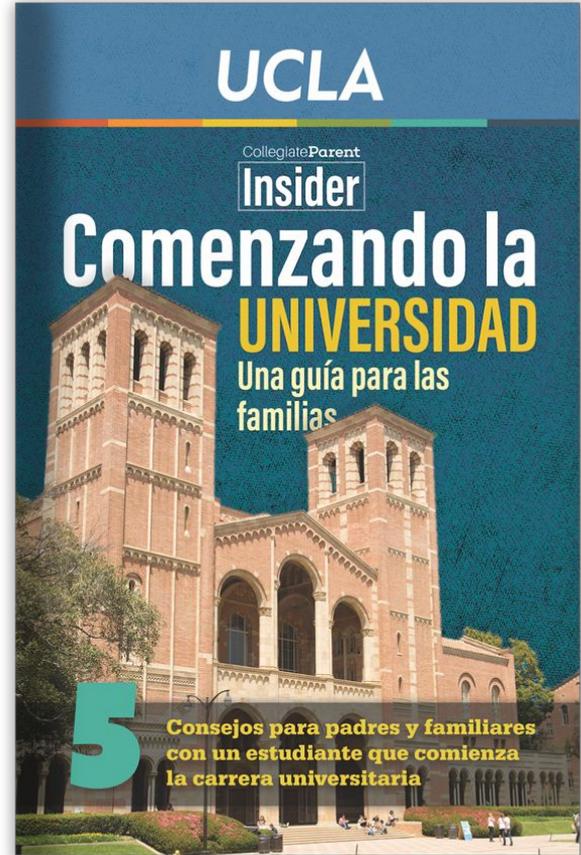
1. Make the case with data — research at local and national levels
2. If HSI find Public Record award number via business/finance department to identify Project Director on campus and approach
3. Identify departments to jointly fund (diversity, admissions, orientation), or Corporate grants/foundations focusing on education/Latino issues
4. Get Creative! Find cost-effective content, partner with other schools, outsource



# Tips for getting started

## If budget available:

1. Determine split of resources: events, digital, print
2. Consider adding Spanish sections to existing resources or creating new bilingual resources
3. Identify program owner
4. Evaluate program to retain budget for next year and expand if possible



# Different schools/different programs

School name	State	Undergrad. enrollment	HSI Status % Hispanic students	Digital bilingual products with CP	Print products with CP	Source of funding
	Georgia	32,166	<b>Not HSI</b> 9%   2,894 students			Parent program
	Utah	8,407	<b>Not HSI</b> 5%   420 students			
	Florida	64,318	<b>HSI 2018</b> 25%   16,079			Parent program
	California	30,760	<b>Emerging HSI</b> 20%   6,152			Parent program

# Partner feedback Kennesaw State, SUU, UCLA, UCF

*"Folks have really appreciated the dual-language print and have been excited to see an offering for our Spanish-speaking families." — UCLA*

*"The topics boil it down and make no assumptions. It's so easy to get caught up in our own jargon or else talk down." — KSU*

*"The articles are very relatable and we were able to select the most relevant ones." — UCF*

*"A no brainer!" — KSU*

*"High impact for that amount of money — and so quick and easy." — KSU*

*"A tremendous response from High School and Freshman families and administration too. I'm very proud of this program." — SUU*



## Economizar y controlar el costo de la educación universitaria



**Los padres de un estudiante universitario saben que el costo de la colegiatura es mucho. El costo de la vivienda, alimentos, libros, ropa y diversión sigue en aumento. A continuación, le ofrecemos consejos que le ayudarán a economizar y controlar el costo de la educación universitaria.**

**Llene la Forma FAFSA cada año**  
La solicitud de ayuda federal para estudiantes, conocida por las siglas en inglés como FAFSA, se debe llenar año tras año y si su estudiante no la ha llenado recientemente hágalo este año. Su desempeño académico puede ayudar para calificar para algunas becas y subsidios. Otra razón para llenar la solicitud será en el caso de que la situación familiar haya cambiado: pérdida de empleo, tone que cuidar de sus padres enfermos, otro miembro de la familia se ha mudado en la universidad o los ingresos han cambiado. Y aun cuando su familia no solicita para la ayuda del gobierno, las universidades usan el FAFSA para otorgar sus propios fondos por mérito.

**Aproveche las becas disponibles**  
El estudiante debe visitar la oficina de becas o forma de ayuda financiera de la universidad, ya que esta mantiene una extensa lista de becas que pueden estar disponibles. Continúe su

busqueda de becas por internet. Debe también preguntar a sus profesores o amigos porque ellos podrían tener información relevante o puede también utilizar los siguientes sitios:

- [Scholarships.com](mailto:Scholarships.com)
- [MyScholar.com](http://MyScholar.com)
- [Scholarships360.org](http://Scholarships360.org)
- [College.com](http://College.com)

### Graduarse a Tiempo

Graduarse en cuatro años o menos podría ahorrar muchísimo dinero tanto al estudiante como a la familia, pues se ahorrarían los gastos de colegiatura, vivienda, útiles y demás. El graduarse a tiempo, tiene el beneficio de que se puede comenzar a trabajar y empezar a recibir el salario. Ayúdese a su estudiante a hacer un plan para graduarse en cuatro años y recoméndale mantener una buena relación con su consejero académico para asegurarse que el plan marche bien semestre a semestre.

### Otras estrategias para ahorrar dinero

- Asegurarse que los cambios de libros que se hayan tomado a nivel colegial sean relevantes en el expediente académico. El consejo académico o la oficina de registro o admisiones pueden ayudarle.
- Si el estudiante vive en los dormitorios, podrá solicitar el puesto de Asistente RA (consejero del dormitorio). Es común que los RA no paguen por su vivienda, lo cual reduce el costo.
- Reevaluar el plan de alimentos pues es probable que su estudiante no esté utilizando las tres comidas por día que se ofrecen en el comedor universitario.
- Aprovechar todos los descuentos en estudiantes y los cupones. Muchos negocios ofrecen descuentos para los estudiantes.
- Rentar o comprar libros usados en vez de comprarlos nuevos. Se puede encontrarlos fácilmente en la biblioteca o en línea en sitios como [Chegg](http://Chegg.com), [Barnes & Noble.com](http://Barnes & Noble.com) y [Amazon.com](http://Amazon.com). También los [Ray de Intercomunicación de StudentStreet.com](http://Ray de Intercomunicación de StudentStreet.com) puede ayudar con un amigo en clase.



# Spanish speaking parents

## Our bilingual products

*"This is exactly what's missing. It's so concise and down to earth."*

*"I love that it's in Spanish but even more I like having the English and Spanish together as we use both."*

*"I wish I had had this last year. It would have reduced the stress so much."*

*"I like the print version. I would read it when waiting and make notes."*

*"I feel empowered now!"*

*"I'd love to get a newsletter in Spanish every month."*

*"If a school gave this to me it would definitely give me a better impression."*



# What would your advice be?

*"Give it a try! It's easier and costs less than you think — especially with a partner."*

*"You need to be ahead of the game for your families and your own personal development."*



*"Even if it's just one family whose college experience you improve, don't you think it's worth it?"*

*"You can't ignore this important and fast growing population, and bilingual resources and content work for English speaking and first generation families too."*

*"If we question the value of doing this, we should remember that sometimes colleagues question the value of our departments and activities."*

*I'm still thinking about it.  
You've given me some ideas  
to explore on campus.*

*Translation is so costly.  
It's great to know there are  
other options.*

*We are already very active in  
bilingual communications and  
can help others.*

## What's your story?

*I like the idea of signaling  
inclusion and doing something  
for our broader first generation  
community — even if not that  
many speak Spanish.*

*My administration has been  
asking what we can do for  
Spanish speaking parents.  
This is a starting point.*

*We're an emerging HSI so I'm  
going to approach administration  
about the role P&F programs can  
play to improve outcomes for our  
incoming and transfer students.*