

# The Arsht-Cannon Fund Fellowship at LCD Report (Phase 1)

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# The Arsht-Cannon Fund Fellowship at LCD Report (Phase 1)

## I. Introduction

As an experienced educator, I have seen first-hand the impact of parent and community engagement on students' achievement and success. A curriculum designed with high standards and expectations for all students, a well thought out instructional design, a well-developed assessment program, and effective school personnel with great leadership in place, is most successful with a high level of parental and community engagement. It is notable to say that when there is high parental engagement, students perform better academically, they engage more in challenging programs, they earn more credits, their attendance improves, their behavior is more desirable at school and at home, and they develop good habits and social skills with peers and teachers. Having led parental and community engagement in my previous teaching post, I wanted to bring this model to my current community. First, it is crucial to understand the community needs and community resources available to assist families in helping students pursue higher education goals.

The work of this fellowship entails learning directly from partner organizations about the work they are currently engaged in. This report details the activities conducted thus far. It also expresses a desire to continue the conversation with partners about designing a Parental Engagement Pilot Program based on the research of Dr. Joyce Epstein, Center on Family, School, and Community Partnerships at Johns Hopkins University. The pilot would align and use a variation of Dr. Epstein's framework of the six types of parental involvement.

## II. Project Objectives

At the outset, the project aimed to document existing parental engagement activities and resources as well as needs as defined by families. High schoolers and parents of high school students already avail themselves of existing resources, and this project intended to probe to what extent these services were accessed by Hispanic families. Do they know their child's college counselor, for example? While parental engagement and higher education resources exist in distinct spheres, this project aimed to document to what extent one supported the other. Are parents more likely to be informed of their child's higher educational aspirations if they were more actively involved in parental engagement activities in their child's school? Were they aware of said aspirations by their child? Did parents themselves

wish to learn more about the options available for higher education or training available to their child?

Given the low number of Hispanic students pursuing training or higher education, the purpose of this study is to identify the gap or gaps that impede Hispanic students from continuing on a path to higher education beyond high school. As these gaps are identified, the project hopes to identify resources—existing or recommended—that would support students to continue to complete a college/university education or job training. Whether a student enrolls in higher education or a training program is up to them. However, availing themselves of existing resources to facilitate decision making must not be left up to chance. Therefore, identifying gaps in accessing information for higher education attainment is key to this project.

To probe some of these issues, this project will develop a parental engagement pilot program that would facilitate guidance to parents and parent figures so that they can support their students as they navigate the process of obtaining additional training and/or higher education beyond high school completion.

The project objectives include:

1. Identify barriers that impede Hispanic students to pursue a higher education beyond high school (use survey together data).
2. Collaborate with La Colectiva partners to gather information about resources currently available and how these reach families.
3. Develop a Parental Involvement Pilot Program to implement with families of high school students.

### **III. Research and Methods**

#### **CENSUS DATA**

Research began with a close look at census data for Sussex County. Accessing data with a certain level of specificity required scheduling a training session with a regional Census representative. A breakdown of the population by country of provenance follows in **Appendix I**.

## Sussex County Population

Total: 230,249

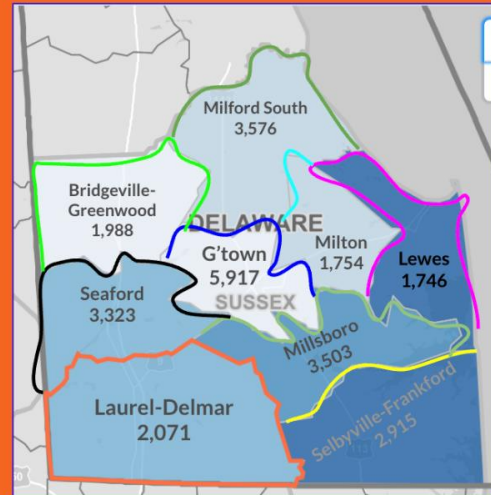
## Total Hispanic Population is 26,793

Median age between 24 and 25 years old.

Majority of immigrants are mainly from Central America, with **Guatemala having the largest representation (6,713)**. Followed by Mexico (7,551) and Puerto Rico (3,124).

U.S. Census 2020. Hispanic population estimates vary between 21,000-26,000.

## Hispanic Population in Sussex County



## SCHOOL POPULATION DATA

Census data is helpful to look at overall population numbers in Sussex County. However, a different source was needed to gather school population data. For school district and school-level data, I turned to the National Center for Education Statistics and its mapping tool, the American Community Survey Education Tabulation (ACS-ED). This data tabulation relies on Census data and lends greater specificity to school-based data. By far, Indian River School District has the largest population of Hispanic students, with Sussex Central High School having a representation of 41 (740+ students) percent Hispanic population. A breakdown of student population per school district and per high schools is available in **Appendix II**.



## PARENT QUESTIONNAIRE

A questionnaire was developed to gather data from parents about aspirations/expectations for the higher education of their children. This survey was distributed and completed during the Hispanic Festival during summer of 2022 in Georgetown. The questionnaire was designed for the specific audience of Hispanic parents to be administered in conjunction with La Colectiva members. 24 parents were engaged one-on-one in completing the questionnaire.

A survey for high school administrators and a survey for students were also developed but not administered at this juncture. If administered, the results will be included in future reports. In the future, the survey could be administered to gather information in the various high schools, especially in the schools with a high number of Hispanic student population. A copy of the survey instrument is included in **Appendix III**.

Survey results show that parents believe their students will benefit from workshops offered to guide them on planning for college and graduation requirements for both, parents and students. Parents report 70 percent of students want to pursue higher education, either a 2- or 4-year program. Speaking one-on-one with parents, it is apparent that they are interested, involved, and knowledgeable (with limited vocabulary in terms of higher education) about their student's education beyond high school. Their knowledge of their student's educational aspirations demonstrates there is a supportive environment at home and a bias toward educational attainment—parents use language such as “they have to” when expressing themselves about their desire for their student to continue studies beyond high school.

Parents feel there is a disconnect between college readiness and parental/student engagement with college counselors. They report a gap in knowledge about college counseling for their students. Such environment can be conducive to educational interventions. Potential opportunities for direct parental engagement such as funding sources, college fairs, college visits, information nights, etc. Detailed results are included in **Appendix III**.

Recommended next steps include:

- Conversations with high school college counselors to gather their insights
- Coordination with affinity groups and sharing findings and resources
- Brainstorming for possible pilot program

#### **INTERVIEWS WITH PARTNER ORGANIZATIONS/INDIVIDUALS**

I conducted one-on-one interviews with the following:

- Mr. Javier Ortiz, College Counselor/Mentor, Beyond High School.
- Mr. Edwin Santos, College Counselor/Mentor, Stand By Me.

Beyond High School and Stand By Me are two programs that support the Hispanic families and their students in their higher education goals.

#### **BEYOND HIGH SCHOOL**

Mr. Javier Ortiz is a self-funded volunteer who mentors first generation and immigrant high school students and families since 2016. He serves as a mentor and student advocate for academic and immigration issues. He conducts outreach workshops for students throughout the various high schools in the county. During the 2022 school year, he has served more than 100 high school and college students who live in Sussex County. Some of Mr. Ortiz's successes include:

1. An increase in immigrant and first-generation students attending Delaware Tech Community College. The increase in number of students is a direct result of Mr. Ortiz's ongoing outreach to both students and families. His workshops help demystify the process for applying, securing funding, paying, and attending a higher education institution.

**School Year**

2022-2023

2021-2022

2020-2021

2019-2020

2. An increase in students who completed the ESL Certificate Program
  - a. 2019 (5)
  - b. 2020 (8)
  - c. 2021 (9)
  - d. 2022 (14)
3. Four (4) students earned an associate degree in 2022.
4. Coordination of the DTCC Level of English Proficiency test at the local high schools in 2021-2022, with 58 ELL students tested at five different high schools.

Mr. Ortiz's ongoing mentorship goes beyond academics. He assists students avail themselves of typical services that help students establish themselves as productive citizens, such as:

- Number of students who acquired a passport for the first time (10+)
- Number of students who acquired a Driving Privilege Card or Driver's License (6+)
- Number of students who opened a bank account (10+)

Mr. Ortiz wishes to remain independent in his work supporting students. The support he provides students has been refined over time and is both crucial, detailed, and effective. He has acquired a deep understanding of the barriers students may face as they work to achieve their higher education goals. His knowledge of such barriers can prove influential and informative to La Colectiva and partner organizations as they embark on outreach. Mr. Ortiz also works with school representatives to provide instruction, guidance, and information on various educational paths. One recommendation is to support his outreach by engaging parents and parent figures in their students' higher education planning. Having parental support is a key component for the success of the students.

Another recommendation is to study closely what Mr. Ortiz sees as barriers to outreach. A greater understanding of these barriers may be helpful in supporting Mr. Ortiz's outreach. Some of the barriers he has identified include lack of flexibility and accommodation from academic organizations in meeting the needs of the students and families. He calls for a greater understanding of students':

- use of technology: using their phone as a tablet, using emails and text messages for communication
- home and work environment and often regularly changing contact information
- knowledge of the college processes for admission, registration, and financial aid
- citizenship or immigration status and the role this plays in their decision making
- additional needs and assistance needed to help the immigrant student, such as acquiring a passport, an ITIN, a driving privilege card, or immigration status and services.

A description of Mr. Ortiz's most recent workshop for students is included in **Appendix IV**.

#### **STAND BY ME**

Mr. Edwin Santos is the Sussex County Program Facilitator for Stand By Me, a statewide organization located in Millsboro. Stand By Me is a non-profit organization that receives funding from grants, the state of Delaware, and donations. Mr. Santos supports students and families in College Career and Financial information courses. Stand By Me has also provided post-secondary access assistance to 500 plus students and families. Stand By Me has also assisted with the College Funding Project for 400+ students. One of the organization's major accomplishments is the \$160,000 federal Pell grant awarded to 30+ first generation students in 2021.

Mr. Santos sees communication, effective marketing, and trust-building among students and families as major obstacles to continue to support students. The Organization will continue to track and analyze data, adjust accordingly, and continue to be available to support families and students. I would recommend a more elaborate campaign in Spanish to target the parents or parent figures via

different media such as radio, TV, Facebook, annual community events, and churches.

#### **IV. Meeting Goals for Collaboration in the LCD Network**

The interviews with partner organizations demonstrate there is a variety of approaches to outreach currently underway. As I continue to embark in the work of the fellowship, I will do so with the goal of gathering and sharing knowledge with partner organizations for closer coordination of services and outreach. A starting point for knowledge sharing includes a meeting organized and coordinated with La Colectiva. In attendance were partner organizations. The meeting served as an opportunity to introduce the work of the fellowship, to brainstorm outreach opportunities, and as a forum for each participant to share information about their work in helping Hispanic students pursue higher education opportunities. The initial meeting is a starting point which I hope will lead to future sharing sessions. The meeting agenda with a list of participants and the meeting notes are included in **Appendix V**.

During the work of the fellowship, I have engaged in activities and events in the community. I have met with members of La Colectiva to learn more about their work with the community. I have also participated in meetings with members to discuss and brainstorm ideas for this project.

I also had the opportunity to engage with the community in two different events this past summer. I engaged with the community during the Annual Feria Internacional Tacaná in Georgetown, Delaware. I was able to engage with some community leaders and learned more about this annual event. I see this event as a great potential to conduct future engagement with the community. Another event I attended was the Annual Hispanic Festival in Georgetown. I was able to engage and implement the questionnaire with parents during this event.

As next steps, I am in the process of coordinating one-on-one meetings with the director of Poly Tech Adult Education and the Supervisor of Adult Education from Sussex County Vocational Technical School District to learn more about their programs and outreach.



## V. Project Outcomes

One of the most significant outcomes in terms of the research and personal development is the implementation of the survey to the parents. I learned that all of the parents surveyed, except for one, have a great interest in learning and pursuing an education beyond high school for their children. There was great commonality in their expression about the importance of their children pursuing training and/or professional career. One parent expressed this as: “going to college is not a question, it is a must.” It is notable to say that parents want a better future for their children even in instances when the process is unknown to them.

Another significant outcome of the research and personal development was being able to attend one of the Mr. Ortiz’s workshops for students at one of the local high schools. Experiencing the interest and the engagement of the students instills the feeling that we should do all we can to provide more information and resources so that they can find their path to education beyond high school. The orientation and information provided by Mr. Ortiz to the students is one that should be copied and implemented across the community and school districts. He provides valuable information that guides students to make better decisions regarding their academic path. He offers different pathways to reach their potential and aspirations for a better future.

Beginning to establish ongoing sharing sessions among partner organizations engaged in similar activities. The initial meeting served as a starting point. More work towards generating knowledge and resource sharing and collaboration is an animating undertaking during the work of the fellowship.

## VI. Future Plans and Follow-ups

I intend to continue meeting with other La Colectiva partners and other institutions to gather more information and resources and construct an informational chart describing their services or resources available to the community. Driving this work will be the desire to build relationships between school staff and families. Building partnerships for student outcomes and seeking input for decision making.

Collaborating and meeting with Mr. Ortiz has given me a better understanding on how to design a parental engagement program pilot. Mr. Ortiz's approach is direct, specific, and effective, and sometimes personal, something that the students and families appreciate. I feel that I would be able to connect his work with the parental involvement components: Parenting, Communicating, Volunteering, Learning at Home, Decision Making and Collaborating with the Community. It would be ideal to collaborate closely with the high school counselors and/or administrators to implement a well-designed, inclusive program where parents and parent-figures can be included in the process.

I will continue the conversation with partners about designing a Parental Engagement Pilot Program based on the research of Dr. Joyce Epstein, Center on Family, School, and Community Partnerships at Johns Hopkins University. The pilot would align and use a variation of Dr. Epstein's framework of the six types of parental involvement.

## APPENDIX I

### Hispanic Communities in Sussex County, Delaware (U.S. Census, 2020)

Label	Estimate
<b>Total</b>	<b>230,249</b>
<b>Hispanic</b>	<b>21,229</b>
Country of Origin	
<b>Mexico</b>	<b>7,551</b>
<b>Puerto Rico</b>	<b>3,124</b>
<b>Cuba</b>	<b>310</b>
<b>Dominican Republic</b>	<b>465</b>
<b>Central America:</b>	<b>7,857</b>
<b>Costa Rica</b>	<b>24</b>
<b>Guatemala</b>	<b>6,713</b>
<b>Honduras</b>	<b>409</b>
<b>Nicaragua</b>	<b>150</b>
<b>Panama</b>	<b>8</b>
<b>El Salvador</b>	<b>553</b>
<b>South American: Argentina, Bolivia, Chile, Colombia, Ecuador, Paraguay, Peru, Venezuela,</b>	<b>969</b>
<b>Spaniard/Spanish</b>	<b>359</b>
<b>All Other Hispanic/Latino</b>	<b>594</b>

#### Sussex County Population

Total: 230,249

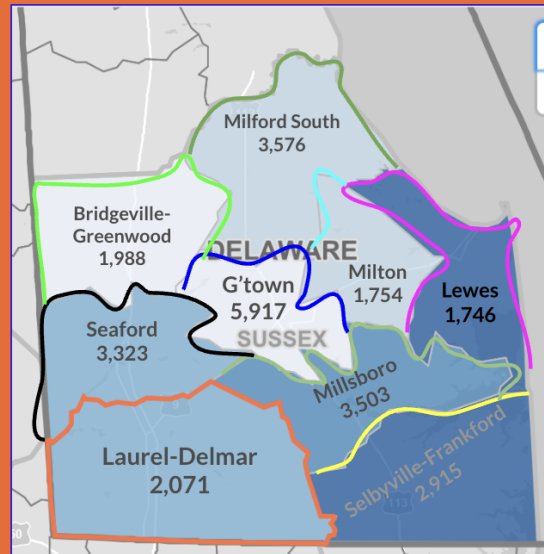
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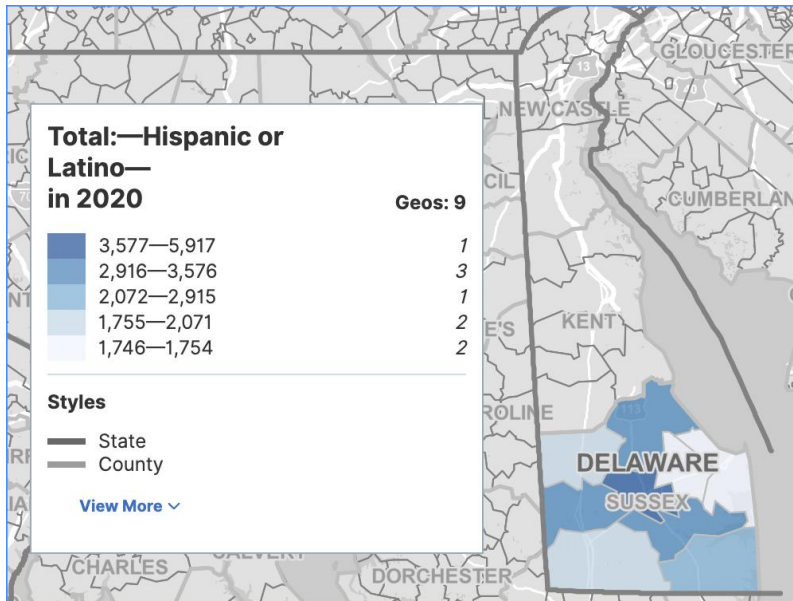
U.S. Census 2020. Hispanic population estimates vary between 21,000-26,000.

#### Hispanic Population in Sussex County



## APPENDIX I CONTINUED

### Sussex County Total Hispanic/Latino Population

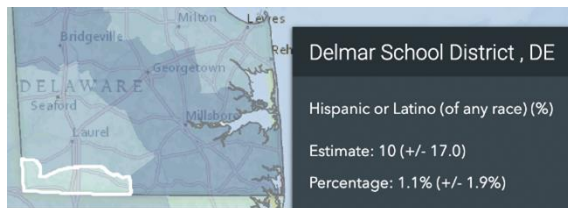
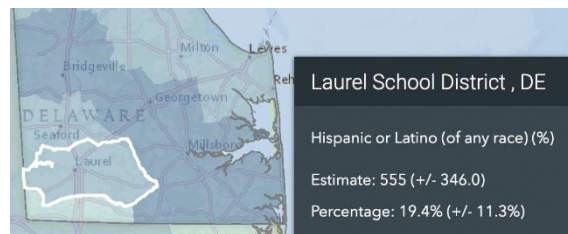
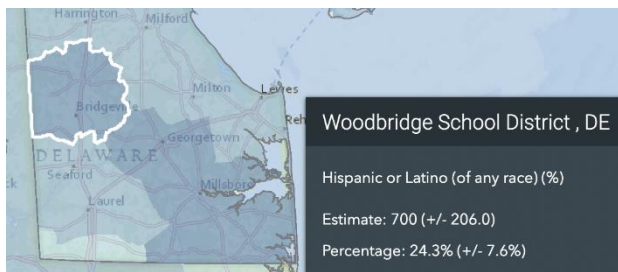
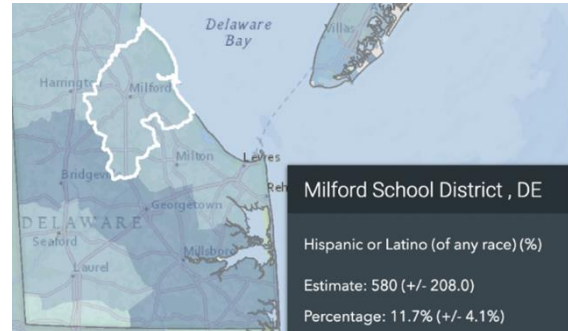
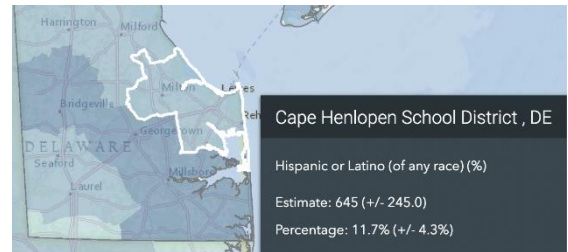
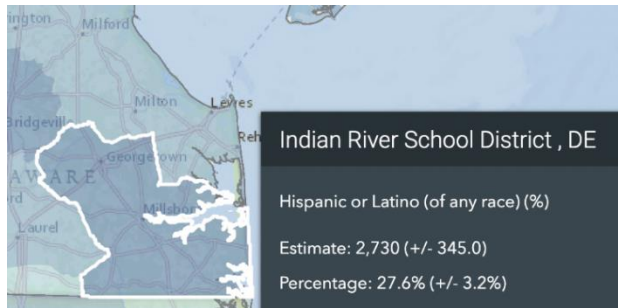


Geography	Total Hispanic Population
Georgetown CCD, Sussex County, Delaware	5,917
Milford South CCD, Sussex County, Delaware	3,576
Millsboro CCD, Sussex County, Delaware	3,503
Seaford CCD, Sussex County, Delaware	3,323
Selbyville–Frankford CCD, Sussex County, Delaware	2,915
Laurel–Delmar CCD, Sussex County, Delaware	2,071
Bridgeville–Greenwood CCD, Sussex County, Delaware	1,988
Milton CCD, Sussex County, Delaware	1,754
Lewes CCD, Sussex County, Delaware	1,746

## APPENDIX II

# Hispanic Student Population in Sussex County Public School Districts

<https://nces.ed.gov/programs/maped/ACSMaps/>



**APPENDIX II CONTINUED**

**Hispanic Student Body in Sussex County Public Schools  
(as a percentage of total student body population)**

Date recorded January 5, 2022

School/District	Total Enrollment	# Of Hispanic Students	School Rank	SAT Lang. Arts SAT Math SAT Essay	College Acceptance Rate (TBD)
<u>Sussex Central HS Indian River SD</u> 26026 Patriots Way, Georgetown, DE 19947	1,821	41% 746 students	23	41.9% 23.5% 37.3%	
<u>Cape Henlopen HS</u> 1250 Kings Hwy, Lewes, DE 19958	1,637	15.4 % 252 students	12	53.2% 27.9% 53.2%	
<u>Sussex Tech HS</u> 17099 County Seat Hwy, Georgetown, DE 19947	1,239	17.4% 215 students	15	50.5% 28.5% 41.4%	
<u>Indian River HS</u> 29772 Armory Rd, Dagsboro, DE 19939	968	25.3% 245 students	11	53.3% 32.1% 59.9%	
<u>Delmar School</u> 200North Eight Street, Delmar, DE 19940	627	9.6% 60 students	25	37.3% 26.8% 30.5%	
<u>Seaford Senior HS</u> 399 North Market St Ext Seaford, DE 19973	797	27% 215 students	33	28.1% 9.9% 23.3%	100%
<u>Laurel High School</u> 1133 south Central Avenue Laurel, DE 19956	671	14.6% 98 students	36	24.8% 9.7% 19.9%	
<u>Woodbridge High School</u> 14712 Woodbridge Road, Greenwood, DE 19950	670	26.9% 180 students	34	30% 13% 15.5%	

## APPENDIX III

[Results](#) of questionnaire administered to parents of high school students.

# Latinx Student Population's Educational and Parental Engagement Needs - a snapshot

By Mauricio J. Salinas, 2022 La Colectiva Fellow

## The Takeaway

Overall, there is overwhelming positive response:

- Parents believe their student will benefit from workshops offered to guide them on planning for college and graduation requirements for both, parents and students.
- Parents report 70 percent of students want to pursue either a 2- or 4-year program.



### 1. Survey Administered

**Approach** a survey designed to be administered in conjunction with La Colectiva members

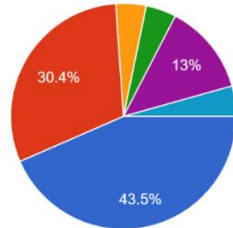
- Survey designed for specific audience of Latinx parents
- Administered during The Hispanic Festival in Georgetown
- 24 parents engaged one-on-one in completing survey

## APPENDIX III CONTINUED

### SURVEY RESPONSES

1. I am the \_\_\_\_\_ of a student(s) enrolled in high school.

23 responses



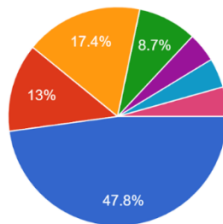
- Parents Mother and Father
- Parent: Mother
- Parent: Father
- Other family member
- Aunt
- Self

- Close to 80 percent of survey respondents are parents.
- Speaking one-on-one with parents, it is apparent that they are interested, involved, and knowledgeable (with limited vocabulary in terms of higher education) about their student's education beyond high school.

### SURVEY RESPONSES

2. My student is studying in the \_\_\_\_\_

23 responses



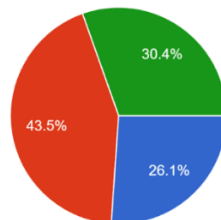
- 9th grade
- 10th
- 11th
- 12th
- 2nd year in college
- Graduated high school
- 8th Grade

- Good representation from 9th graders - close to 50 percent.
- Opportunity to engage them early in their high school trajectory.
- Parents expressed strong desire for their student to continue into higher education, using words like "they have to" when expressing themselves.

### SURVEY RESPONSES

3. My student is interested in continuing his/her college or university studies. My student is interested in:

23 responses



- 2 years
- 4 years
- No
- Not sure

- Most students want to continue on to 2 years and 4 years of higher education.
- Those students who responded "not sure" all reported that financial barriers prevent them from considering higher education.

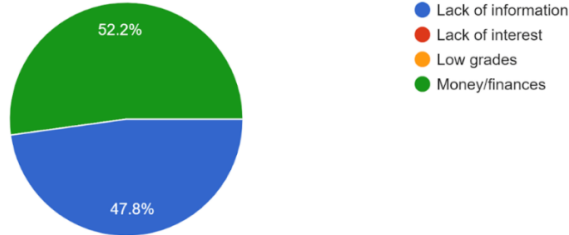
## APPENDIX III CONTINUED



**SURVEY RESPONSES**

4a. If your student does not wish to continue with their studies, what prevents him/her from not wanting to enroll in a college or university program?

23 responses

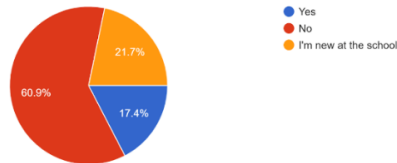


- Both finances and lack of information play a major role in students' consideration of higher education.

**SURVEY RESPONSES**

5. I know who my student's counselor is.

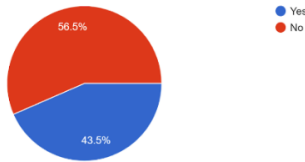
23 responses



\*Parents report not understanding the college enrollment requirements from the counselors\*

7. The counselor helps my student understand the requirements for their high school graduation.

23 responses

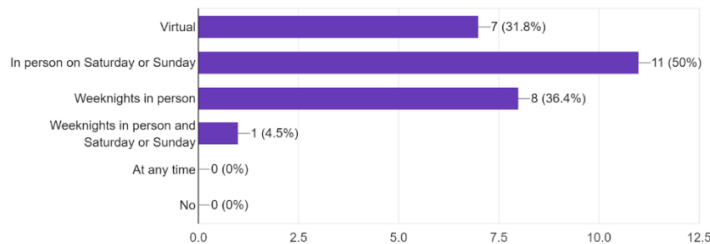


- There is a disconnect between college readiness and parental/student engagement with college counselors.
- Parents report a gap in knowledge about college counseling for their student.
- Potential opportunity for direct parental engagement, i.e., colleges fairs, visits, information nights, etc.

**SURVEY RESPONSES**

13. Would you willing to participate in these lessons if they were offered:

22 responses



- Parents express interest in participating in parental engagement workshops on the topics of high school completion requirements and college enrollment requirements.

## APPENDIX III CONTINUED

### The Need

- Growing population representation across all high schools in Sussex County
- Engagement with parents regarding high school pathways and college readiness
- Improved dissemination of educational attainment guidance
- Closer coordination of services offered by affinity groups

#### Sussex County Population

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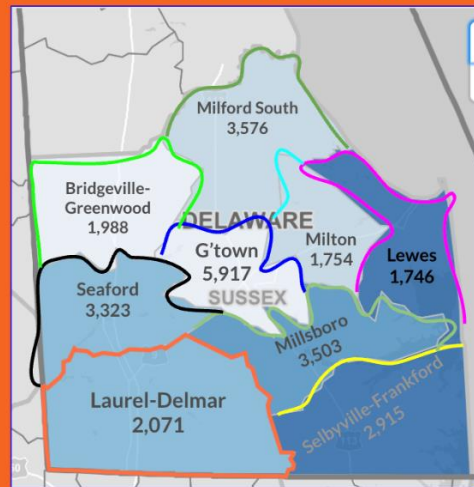
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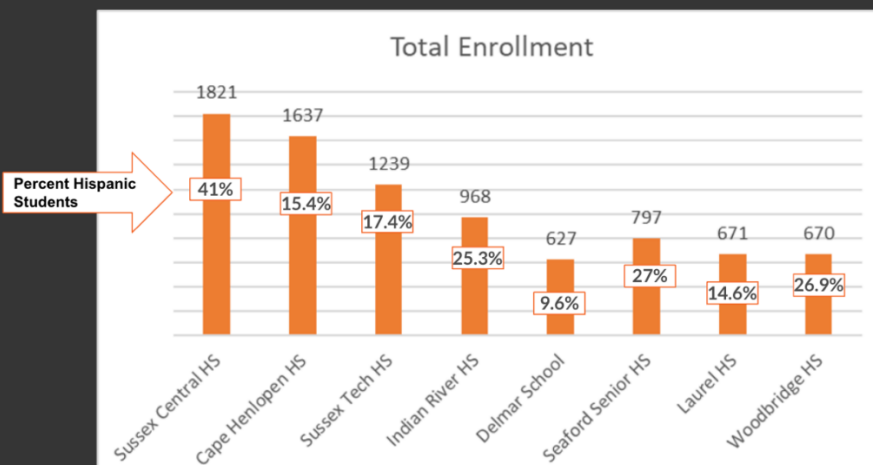
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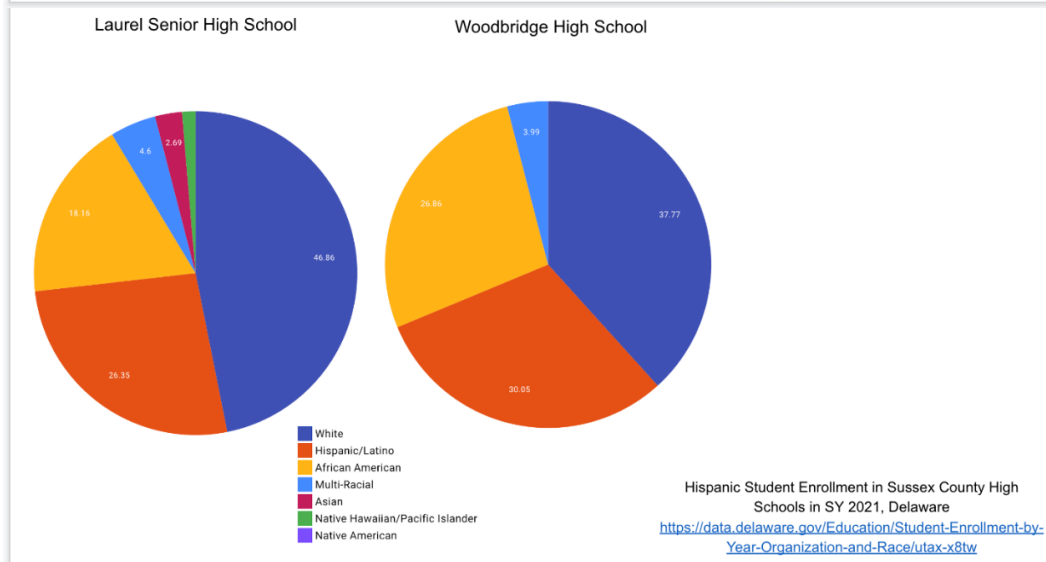
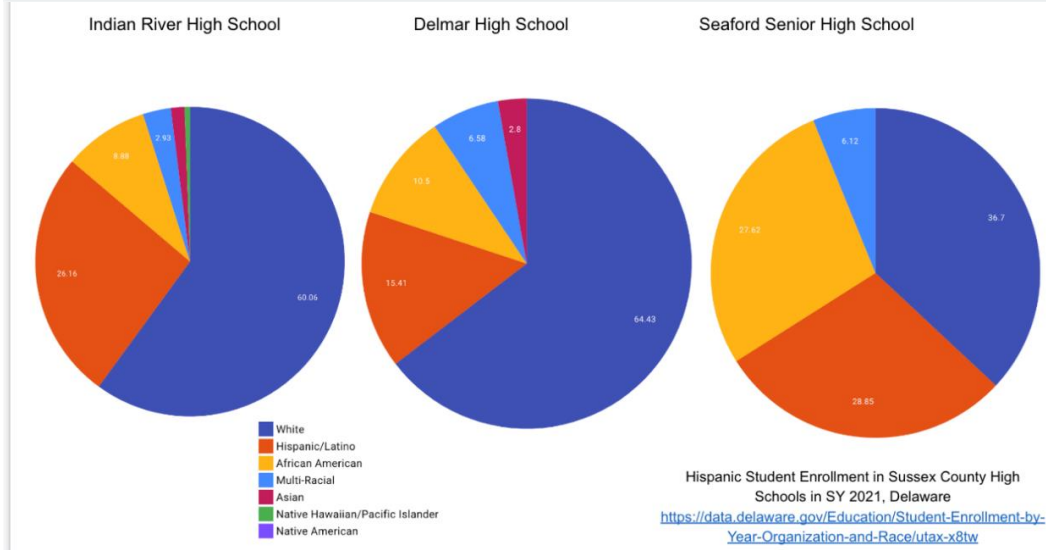
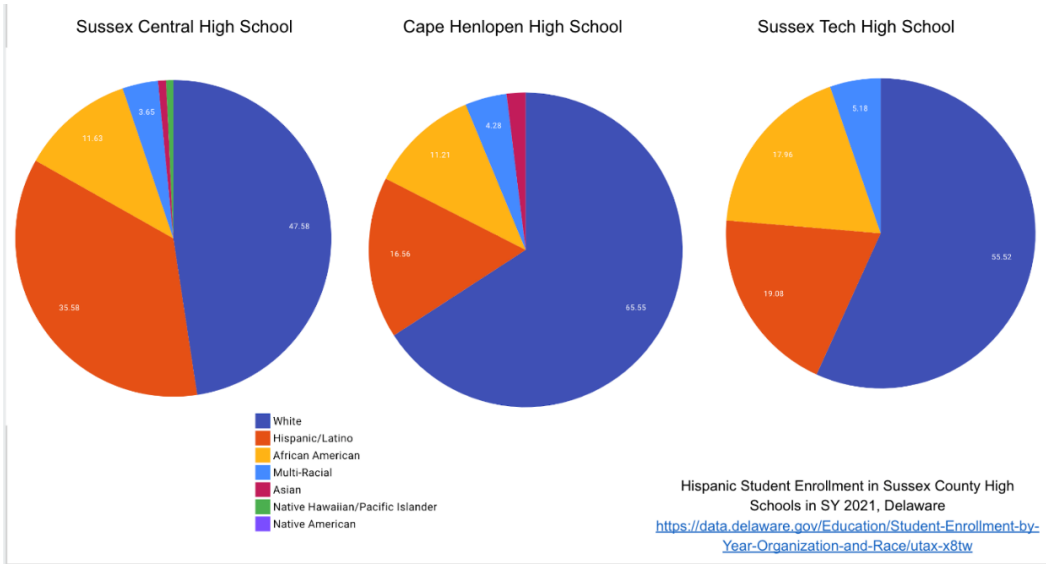
#### Hispanic Population in Sussex County



#### High School Student Body in Sussex County Public Schools, Delaware



**APPENDIX III CONTINUED**



**APPENDIX III CONTINUED**

# Recommendations

Conversations with high school college counselors to gather their insights

Coordination with affinity groups + sharing findings

Brainstorming for possible pilot program

## APPENDIX IV

### Beyond High School

Workshop by Mr. Javier Ortiz at Sussex Tech High School For First Generation and Immigrant Students  
By Mauricio Salinas, La Colectiva Fellow

As part of the Fellowship through La Colectiva de Delaware and La Esperanza, I have had the opportunity to learn more about the Hispanic Community in Sussex County, especially in the Georgetown area. I have learned that the Hispanic community plays a significant role in the economic development of Sussex County in Delaware. As a Fellow and as an educator, I am learning and working on gathering information on ways to support our Hispanic students and families in their aspirations to achieving a higher education and identifying a path to a college and university degree.

During my work, I met Mr. Javier Ortiz. He has served as an independent volunteer and mentor for immigrant high schoolers, mostly seniors and college students from Sussex County. He has been a mentor in the county for seven years. He has served students from Cape Henlopen, Delmar, Delcastle Technical, Indian River, Seaford, Sussex Central, and Sussex Technical. In addition, he also mentors students at DTCC.

One characteristic of his work is that he concentrates more on students with the most needs such as undocumented, asylee, DACA, special immigrant juvenile. His work is independent and started in 2016 and continues up to this date. Last school year, he met one-on-one with 112 graduating seniors from seven different high schools in Sussex County, with most of them going to DTCC this past fall.

For the current school year, he has started doing his round of informational sessions throughout the high schools in the county. I had the opportunity to see him in action at Sussex Central HS in the Indian River School district session and I had the opportunity to interact with the students during the session. His initial informational sessions are about 45 minutes long and cover basic but crucial information about options for higher education, financial aid according to their migratory status, application process and preparing for the fall semester, scholarship options, application completions including FAFSA, and important dates to keep in mind.

Sr. Ortiz focuses on making sure the students understand the importance of taking the first step to prepare to go to college and explore their options for higher education and training. His approach is to guide students to prepare and “be ready” to avail themselves of financial support available and avoiding instances where if they are not fully ready, they may lose said financial support. Preparation is key, he informs students, and counsels them that they want to avoid having to pay back any financial aid granted. Sr. Ortiz presents options: graduate from high school and work, 2-year college, Adult Education-Apprenticeship Programs, 4-year college, trade school-continuing education, and military options-active duty, reserves, National Guard.

The students also learn about the financial aid options based on their migratory status. They learn who is eligible for FAFSA and who is not. They also learn about financial aid eligibility and the SEED scholarship fund. Mr. Ortiz clarifies that “as a Delaware high school graduate, there is a financial aid available if you meet GPA and residency requirements, regardless of your citizenship status. For SEED, undocumented students must have attended a Delaware high school for at least two years, and SEED will fund the third year of a four-year program at DTCC or UD.” As part of the financial aid process, Mr. Ortiz also makes a distinction between the two types of social security cards and the ITIN card and their usage and emphasizes that when applying for college, they need to use their official names as they appear on the cards or birth certificates and/or passports. He provides a timeline and step-by-step on how and where to go to complete the enrollment process and the scholarship applications. Many times, he

accompanies the students to provide hands-on-support and to make sure the process is completed successfully.

#### **APPENDIX IV CONTINUED**

Mr. Ortiz clarifies that attending DTCC is not completely free. He explains that the SEED scholarship only pays for tuition, and that the students are responsible for paying enrollment fees, books, class materials, and transportation. He makes a quick comparison between Pell Grant (FAFSA) and the SEED Scholarship. He explains that only US citizens, permanent residents, and asylees are eligible for the Pell Grant, and that it is based on financial need that can cover tuition, fees, and books. It is applied for first tuition and will pay for retaking a course. Students must complete at least one course for the semester to avoid having to pay back the funds., and it can be used to attend universities or other institutions, such as cosmetology training.

The SEED scholarship is designed to support undocumented students who have attended and graduated from a high school in Delaware. It is based on merit and pays only tuition and any remaining tuition. SEED will pay for a course only once, and it can be used at DTCC for an associate degree, diploma, credit certificate, bachelor's degree, or workforce training programs. It can be used at UD Associate of arts Program as well. If a student loses the funding, he or she cannot get it back. Undocumented students who graduate from any Sussex County high school and attended for at least 3 years, enrolled in a program of study offered by Georgetown Owens Campus, accumulates a minimum GPA of 2.00 with good academic standing and completes the application by the due date, May 15, can apply to three other scholarships: Neila D. Block Memorial Endowed Scholarship, Marvin Karl Feldman Foundation Scholarship, and Future Citizens Scholarship.

Since the students are all English as Second Language students, ESL, Mr. Ortiz says it is imperative to know the importance their English level and the role it plays during their learning in college. He recommends that if anyone has 6 or fewer years of schooling in the United States, that they take the level of English proficiency test to measure their reading comprehension, writing, and writing competency. He also mentions other options in the county such as the DTCC Continuing Education, ESL Certificate Program, Program Diploma, Program Certificate, Associate Degree, and bachelor's degree. Mr. Ortiz understands that higher and continuing education may include different options; therefore, he recommends students to look at and inform themselves about the Sussex Technical Adult Education Apprentices Programs. Students can choose from auto technology, carpentry, plumbing, restaurant cook, welding, electronic service technician, heating, ventilation, air conditioning, and refrigeration. These programs flexibility and do not inquire about immigration status and are offered during evening hours.

Mr. Ortiz recommends the students to stay in contact, check emails and information pertaining to their enrollment process, and to update personal information such as home address, current phone number, and email addresses with the institution they are planning to enroll. He tells them that "you are not too busy! Understand what is important." He also advises them to be safe and

follow the laws if they are going to drive. "If you are driving without a license or insurance, it will cost you a lot of money. Do not drink and drive. You could be deported if you are caught! He recommends taking the DART Connect services to transport themselves from home-to- school or use the Ride Share Delaware to avoid any confrontation with the law. "But if they are going to drive, make sure you have a current registration and proper insurance, a valid driver license or a Driving Privilege Card, and obey the traffic laws and don't drive under the influence of alcohol or drugs," Mr. Ortiz tells the students. He wants to make sure they understand the importance of making good decisions to achieve their higher education goals. His workshops serve to provide ESPERANZA (hope) to the students to attain their educational aspirations.

## APPENDIX V



# La Colectiva Team Meeting Agenda

Wednesday, August 10th, 2022 / 1:00 PM / Zoom

<https://us02web.zoom.us/j/85199107946?pwd=a1VYZIRIUmFvOFBtMxdWRmhOc1orUT09>

## Attendees

Name, title & organization	Contact Information
Mauricio Salinas, 2022 La Colectiva Fellow, Elementary School Teacher at Cape Henlopen School District	<a href="mailto:mauricio.salinas@cape.k12.de.us">mauricio.salinas@cape.k12.de.us</a> 301-512-5909
Jennifer Fuqua, Executive Director of La Esperanza, Georgetown, DE	<a href="mailto:jfuqua@laesperanza.org">jfuqua@laesperanza.org</a>
Amal Reda, La Colectiva de Delaware Coordinator, Georgetown, DE	<a href="mailto:areda@laesperanza.org">areda@laesperanza.org</a>
Ankur Arya, Executive Director of LYTE Scholars, Wilmington, DE	<a href="mailto:ankur.arya@lytescholars.org">ankur.arya@lytescholars.org</a>
Edwin Santos, Facilitator, Stand by Me NexGen	<a href="mailto:esantos@standbyme.org">esantos@standbyme.org</a>
Javier Ortiz, Independent Volunteer High-School Counselor, Georgetown, DE	<a href="mailto:javortiz64@gmail.com">javortiz64@gmail.com</a>
Jennifer Jordan, Operations Manager, TeenSharp, Wilmington, DE	<a href="mailto:jenny.jordan@teensharp.org">jenny.jordan@teensharp.org</a>
Lisa Williams, High School Social Worker, Cape Henlopen High School, Rehoboth Beach, DE	<a href="mailto:LisaE.Williams@cape.k12.de.us">LisaE.Williams@cape.k12.de.us</a>

## APPENDIX V CONTINUED

### Agenda Continued

#### Topic 1

- Background Development of the LCD Fellowship (Jennifer Fuqua)

#### Topic 2

- Member Introductions

#### Topic 3

- To gain an understanding of each others' outreach efforts within the Hispanic community
- To initiate conversations on how to collaborate and explore the viability of establishing partnerships to serve the Community better
- To discuss the next steps in collaboratively implementing a pilot program

### Discussion Items

1. Identify parent engagement and programs in Sussex County.
2. Parent engagement in the Hispanic community
3. Design a parental engagement pilot program for high school families

### Next Meeting Agenda



## APPENDIX V CONTINUED

### LCD Community Partner Fellowship Meeting Notes

8/10/2022

Attendees: Mauricio Salinas, Jennifer Fuqua, Lisa Williams, Javier Ortiz, Ankur Arya, Amal Reda

#### 1. Background Development of the LCD Fellowship

The executive director of La Esperanza, Jennifer Fuqua, welcomed all attendees and shared an overview of the fellowship. The 6-month fellowship is intended to execute a parent engagement project for Hispanic families in Sussex County. The fellowship was designed to identify existing programs and gaps to create a pilot program based on collected data.

#### 2. Member Introductions

- Amal Reda, the LCD Coordinator, introduced herself and asked LCD Fellow Mauricio Salinas to introduce himself.
- Mauricio Salinas shared details about his background in education and immersion education. Mauricio's real passion is community service. He decided to apply to the LCD fellowship program because his goal is to serve his community. He believes that with the guidance of partners in the group, he will be able to produce enough data and, potentially, create a program that will benefit the Hispanic families of Sussex County.
- Javier Ortiz was introduced. Javier is not affiliated with any organizations. He is a mentor for first-generation and second-generation students. His mentorship starts when they are seniors in high school and can continue until they graduate from college. He has almost 120 students enrolled at Delaware Technical Community College and acts as an advocate, sometimes as a parent and counselor. He helps students with immigration and whatever is needed that will allow them to continue to pursue education after high school. Javier notes that a factor that must be taken into consideration is that many kids don't have a parent to represent them.
- Lisa Williams is the first social worker Cape Henlopen High School has ever had. She works with many Hispanic students at Cape and is happy to offer therapy in their primary language. She loves working with HS students and is willing to do any work to assist the Hispanic community.
- Ankur Arya, executive director of LYTE, shared some details about the Leading Youth Through Empowerment program. The organization focuses on working with low-income, underrepresented students to access better academic opportunities after high school. They start by preparing middle school students to attend rigorous high school programs and colleges. LYTE helps students transition from Middle School to High school through mentoring, free tutoring services, and offering guidance through the college admission and financial process. Ankur noted that Sussex academy is their only partner in Sussex County, and they would like to grow their presence in Sussex County.

## APPENDIX V CONTINUED

3. Understanding Partner Outreach Efforts
  - Mauricio initiated a conversation on how to establish partnerships and explore the viability of collaboration. He is trying to bring everyone together to have a conversation and become more knowledgeable about what programs are available to the community. His priority is understanding who is doing parent/parent figure engagement, if at all.
  - Mauricio defined parental engagement, noting that the focus cannot be solely on parents but parent figures. Many high school students do not have a parent in their lives, so his goal is to identify who the parent figures in these students' lives.
  - Jennifer asked if any programs are currently being implemented that advocate for parental engagement.
    - Javier stated that parent interactions with the schools vary by the school district in Sussex County. He is only aware of one program currently advocating for parental engagement. The program's name is Pathways. Jen suggested that Mauricio reach out to them for information about their services.
    - Jennifer shared that the Indian river school district has just contacted LE to propose a partnership to implement a parent engagement specific to the Hispanic community this semester. La Esperanza will offer new and existing teacher orientations and conduct a monthly workshop for parents while their children get tutored.
    - Lisa is unfamiliar with existing programs but is trying to organize events to engage Hispanic families at Cape. She is working on an event tailored to multicultural families to bring these families into the school. Her goal is to offer them access to information about resources available in the community. Lisa suggested contacting the district office to ask how they are reaching out to Latino families in Sussex County and what resources they are offering parents. Mauricio offered to develop a questionnaire to ask school districts about their efforts in trying to engage parents.
  - Mauricio shared an anecdote about how moving to the US when he was in high school. He noted that no one ever approached him, intending to counsel him on his options after high school. He shared his frustration about how this is a common practice in high schools regarding minorities.
  - Mauricio suggested targeting Hispanic HS students to go into specific programs offering scholarships and other incentives.
  - Mauricio shared some insights based on the extensive research on best practices for parent engagement he has conducted. He spoke about how providers must identify what Hispanic parents are attracted to and how to engage them. Mauricio explained that he follows the six pillars of parental engagement religiously:
    1. Parenting: Assisting parents with parenting skills, setting home conditions to support children as students, and encouraging and teaching parents fundamental parenting principles.

## APPENDIX V CONTINUED

2. Communications: Conduct effective communications from the school to home and from home to school about school programs and student progress beyond translating a piece of paper.
  3. Volunteering: Organizing inclusive events that provide volunteer opportunities to Hispanic parents.
  4. Learning at Home: Involve families with their children in homework and other curriculum-related activities.
  5. Decision Making: Include families as participants in school decisions, and develop parent leaders and representatives
  6. Collaborating with the community: Coordinate resources and services from the community for families, students, and the school and provide services to the community.
- Jennifer noted that the goal is not to duplicate services and to find out what will benefit the Hispanic community. She pointed out that we may identify that what's needed isn't something that was expected. Perhaps advocacy will be the gap that needs to be filled rather than an after-school program. It's essential to keep an open mind about the final product.
  - Javier asked if programs designed to engage parents at the local churches exist. He believes parental engagement needs to occur consistently and continually, and Sunday church is an ideal place to engage with the parents weekly.
  - Jen suggested that future orientation for young people should happen at churches. She agreed that churches are great venues to help parents understand the transition from HS to college. She thinks it's essential to include churches in the parent engagement piece.
  - Jen also pointed out the importance of distinguishing between having a parent and having a parent figure. She thinks it would be great to create a model that can be used at churches, schools, or anywhere. Based on research findings, a good model will define effective parent engagement tailored to the Hispanic community and should be easy to implement anywhere.
  - Jen invited partners to join us during Hispanic heritage month for the festival. She asked the group about their expectations from this partnership. Mauricio suggested that after more data is collected, the group should meet again so that they can use that data to see where students and their families are and what areas need to be targeted. Jen encouraged partners to think about what they feel is missing in their work and what they believe will make a difference.
  - The group agreed to reconvene sometime at the end of September during afterschool hours.