Assessing the value of helping enhance human capital through Community Development

Tayna Belyeu-Camacho

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Assessing the value of helping enhance human capital through Community Development

Tayna C. Belyeu-Camacho

2020

Master Professional Report submitted to the Faculty of the Iowa State University, Ames in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE IN INTERDISCIPLINARY GRADUATE STUDIES
With a Community Development Emphasis

Advisory Committee:
Tim Borich, Major Professor
Biswa Das
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THE AUTHOR

My name is Tayna Castro Belyeu-Camacho. I am a Northern Marianas Islands (NMI) descent living on the island of Saipan the capital of the Commonwealth of the Northern Mariana Islands (CNMI). My passion for working with the community was ignited early in my career. Working at public health and now at the Northern Marianas College afforded me with countless opportunities to work with various organizations such as the Public School System (PSS). Over the years, I have partnered with the PSS in providing experiential learning opportunities to develop the capacity of our youth through the 4-H program. As we continue to help build the capacity of our students, it is equally important to enhance the skills of parents. Hence, this project was focused on helping to enrich parents’ abilities to support their child/children succeed in middle school.
ABSTRACT

The Pacific region of the United States is experiencing a rapid population and economic growth. In small developing countries, like Saipan, rapid development can cause rippling affects. With increased economic activity and the proposed phasing out of the Commonwealth Only Transitional Worker (CW-1) program in 2029, the island must be able to respond to meet the industry needs. This includes added infrastructures, additional public services and human capital.

Human capital is one of the key ingredients to economic development. The knowledge and skills of the labor force plays a significant role in the development of the region’s economy. Research suggests that regions grow faster and are economically stronger if they have a larger proportion of skilled workers within their communities. In order to achieve this in the Commonwealth of the Northern Mariana Islands (CNMI), there is a need to address the systemic issue of developing a well-educated and skilled workforce for developing communities across the region. “Education is the premise of progress, in every society, in every family” - Kofi Annan.

Prior research reveals that engaging adolescents during their middle school years through parental involvement increases their probability to graduate high school and seek post-secondary or vocational education. Using an existing parent-based curriculum that focuses on enhancing the capacity of middle school-aged parents, this research evaluates the relevance and effectiveness of the curriculum working with Asian / Pacific Islander families at the Tanapag Middle School on the island of Saipan. A mixed methods approach was used for this project. The quantitative process encompassed a pre and post survey to gauge parents’ perception about the importance of their role in their child’s education, the level of involvement in their child’s learning, and level of confidence they have in their ability to help their child succeed. The qualitative process included the participants’ responses reflected on the “Tree of Knowledge and Reflection”.

Based on the findings, there are significant difference in the participants’ view about the importance of education, their involvement and confidence level. In addition, it appears the content and educational materials were culturally relevant and resonated with Asian/Pacific Islander participants. The findings are used to prescribe a set of recommendations including making the program available to all middle schools on Saipan and perhaps extending it to the outer islands of Rota and Tinian to further test its relevancy with a larger participant base.
CHAPTER 1: INTRODUCTION

The Commonwealth of the Northern Mariana Islands (CNMI) is a commonwealth of the United States of America and is comprised of 14 islands of which three islands are currently inhabited – Saipan, Tinian, and Rota (Central Intelligence Agency, 2016). The CNMI lies between the Philippine Sea and the North Pacific Ocean about 1,000 miles south of Japan (Central Intelligence Agency, 2016). The CNMI is located approximately 7,000 miles from the Continental U.S. in the middle of the Western Pacific. The CNMI is closer to Philippines than it is to the closest U.S. State of Hawaii. The total land area is 464 sq. km, which is 2.5 times the size of Washington, DC (Central Intelligence Agency, 2016).

The CNMI was governed by various administrations: Spanish, German, Japanese and American government. Spain occupied the Mariana Islands from 1688 to 1899. The Northern Mariana Islands (NMI) was then sold to Germany, which ruled over the islands for the next fifteen years until Japan took possession in 1914 followed by the United States of America in 1945 to present. The current state of our natural resources was shaped by these administrations (CNMI Statewide Assessment and Resource Strategy, 2010, pg.6). The natural resources under the Spanish and German occupations gradually changed through farming and copra production, the introduction of plants and exotic animals, and further attempts to utilize more land for agricultural purposes (CNMI Statewide Assessment and Resource Strategy, 2010, pg.6). During the German administration, the coconut plantations were encouraged in an effort to establish the copra industry. During the Japanese rule, the forest was cleared to create accessible areas for agricultural production which was mainly sugarcane (CNMI Statewide Assessment and Resource Strategy, 2010, pg.7). This endeavor allowed Saipan to export 1,200 tons of sugar to Japan.
resulting in sugarcane becoming the economic pillar of the islands during the 1930’s (Don Farrel, 1991). Today, with the assistance of the U.S. federal government, many forms of development have taken place to help diversify economic growth.

The Commonwealth of the Northern Mariana Islands is quite unique from most places. The CNMI, specifically Saipan and Tinian, played a key role in our history particularly World War II. During World War II, the Battle of Saipan was fought from June 15 to July 9, 1944 (World War II: Battle of Saipan Website). American forces secured the island of Saipan then overtook Tinian August 1, 1944 during the Battle of Tinian (Battle of Tinian). Being designated a “strategic area”, the CNMI became part of the Trust Territory of the Pacific Islands (TTPI) in 1947. In 1975, the CNMI became a territory of the United States of America adopting its constitution in 1977 and its first government took office in 1978 (U.S. Department of the Interior, Office of Insular Affairs). In 1986, the citizens of the NMI were given U.S. citizenship and four years later became a Commonwealth of the United States of America resulting in the termination of the trusteeship. The Federal minimum wage regulations were enacted in 2007 and immigration law in 2008. The U.S. Department of Homeland Security took over immigration and border control in 2009.

Today, the CNMI relies on the tourism and casino industries as its main source of economic development. Over the years, the CNMI experienced population growth especially on the island of Saipan. The reason for the increase was due to the influx of foreign workers migrating to Saipan for employment opportunities. According to the 2002 CNMI Statistical Yearbook, 90% of the total population lived on the island of Saipan, which 58% of those had migrated into the Commonwealth in 2000 (pg.2). These foreign workers were issued employment visas allowing them to be temporary residents of Saipan. There was a shift in the
population concentration from the western side of the island to the eastern side. Majority of the people lived in villages such as Susupe, Garapan, Chalan Kanoa, and San Antonio; however, by 2000, other villages such as Koblerville, San Vicente, Kagman, and Tanapag saw an increase in their populace.

Table 1: Timeline of Population Growth

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
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<tbody>
<tr>
<td>1920</td>
<td>2,449</td>
</tr>
<tr>
<td>1925</td>
<td>2,639</td>
</tr>
<tr>
<td>1930</td>
<td>2,915</td>
</tr>
<tr>
<td>1935</td>
<td>3,194</td>
</tr>
<tr>
<td>1958</td>
<td>6,654</td>
</tr>
<tr>
<td>1967</td>
<td>9,035</td>
</tr>
<tr>
<td>1973</td>
<td>12,382</td>
</tr>
<tr>
<td>1980</td>
<td>14,549</td>
</tr>
<tr>
<td>1990</td>
<td>38,896</td>
</tr>
<tr>
<td>1995</td>
<td>52,698</td>
</tr>
<tr>
<td>2000</td>
<td>62,392</td>
</tr>
<tr>
<td>2010</td>
<td>48,220</td>
</tr>
</tbody>
</table>

Based on the whole population of Saipan – 2002 CNMI Statistical Yearbook, pg. 5

According to the 2005 CNMI Household, Income, and Expenditures Survey, 79% of the estimated total (44,743) of 16 years and older were in the labor force (pg. S-8). The employment rate was about 92% (35,500) with over 79% of total employed were non-US citizens and 21% being a US citizen. This high percentage of non-US citizen was a direct result of the apparel manufacturing industry that was established in 1983 which ballooned through the 1990s eventually closing down by the year 2009 (Saipan Factory Facts).

The CNMI relies heavily on the tourism industry. Aside from the Continental U.S., tourists come from China, Korea, Japan, Taiwan, Russia and Australia. Investors from all parts of the world are interested in investing in the CNMI. The most recent industry that was established was the casino. This new venture has increased the volume of people not only as
tourists but employees. Many of the positions being filled requires special skillsets that are lacking in the CNMI, therefore, many people are being brought in from the outside. With the current law, U.S. citizens are given preference over foreign workers. If there are no qualified U.S. citizens, then companies can employ contract workers through the CNMI-only Transitional Worker classification (CW visa). “This visa classification enables employers in the CNMI to apply for temporary permission to employ nonimmigrant workers who are otherwise ineligible to work” (U.S. Citizen & Immigration Services).

Research Problem

As a result of having an insufficient number of U.S. citizen workers to meet the current business demands within the CNMI, amendments to the Northern Mariana Islands U.S. Workforce Act was passed to extend the CW program to December 2029 (Northern Mariana Islands U.S. Workforce Act, March 20, 2018, pg.15). While this extension had been granted, the number of contract workers will continue to decrease until such time it is completely phased out. The reduction of CW-1 permits will have a devastating impact on multiple levels within the local and regional economy. With the ten (10) year extension of the CW-1 program, efforts toward developing our human capital is crucial in order to minimize the degree of impact and end the cyclical systemic issue of having a skilled and educated labor force.
The high reliance on outside labor coupled with limited education of the workforce places our economic stability in a vulnerable position. The 2010 Census revealed 82.4% of the population are high school graduates while 20.4% have a baccalaureate degree (pg.86). According to the 2017 Labor Force Survey, 55% of the population on Saipan has a high school degree or higher while 45% of the population has less than a high school diploma.
Businesses report that it is challenging to find competent and creative workers that are necessary to compete in the global economy. “Post-secondary education is becoming increasingly important” (Hynes and Hirsch, 2012, pg.2). According to Hynes and Hirsch (2012), “having a well-trained workforce is necessary for a healthy economy, productive citizens and strong
families” (pg.1). Governor Walker of Wisconsin emphasized the importance of providing the next generation of workers with the practical skills and knowledge they need to thrive in the 21st century workforce. The lack of basic skills combined with the growing shortages of workers with particular skillsets places our U.S. economy in a precarious situation referred to by economists as “low skills equilibrium” (Meisinger, 2004, pg.1). The skills base of the labor force will continue to erode without a concentrated method to education and the training and retraining of U.S. workers (Meisinger, 2004, pg.1). In order to meet the increasing requirements of the contemporary workplace, workers’ skills must be updated, better opportunities for career training and engaging students early through general education is critical (Gordon, 2015, pg.66).

Since 2009, there are a total of 7,936 graduates from the Public School System (6,444) and the Northern Marianas College (1,492) combined (2018 CNMI Education Summit Data Overview, Galvin Guerrero). According to the 2016-2017 PSS Annual Report, 49% of graduates enter college while 51% go to the military, local workforce or others. According to the Society of Human Resources Management (SHRM), “Because of the upswing in investment in the Commonwealth, the demand for skilled and unskilled labor presently outpaces the available labor pool” (Chan, 2016, Saipan Tribune). This demand is currently being filled by contract workers. With the substantial dependency of foreign workers, finding creative solutions to assist with building the local capacity is of high priority.

In today’s world, the quality of human capital is extremely important as we shift into a technology era. With this change, having a knowledge-based workforce is vital. Human capital plays a significant role in the overall economy. The knowledge and skills an individual possesses is critical to helping businesses and organizations achieve success. As communities continue to increase their investments in developing their human capital, this will lead to economic growth
and enable for more economic development to take place. This can be achieved by providing opportunities to develop and/or enhance the skills of the community. In doing so, people will have a better chance at finding jobs as well improving their quality of life.

“No other investment yields as great a return as the investment in education. An educated workforce is the foundation of every community and the future of every economy” - Brad Henry.

Human capital is a key ingredient in a thriving economy. It is a community asset that is essential; however, in most localities, it is underused or underdeveloped (Green and Haines, 2016, pg. 3396). There are four critical efforts to improving the local labor quality of a community. Those efforts are reducing high school dropout rates, increasing high school graduation rates, enhancing student preparation for college, and increasing college attendance (Flora and Flora, 2013, pg. 90).

Therefore, the purpose of this study was to implement and evaluate the relevance and effectiveness of the Education: Our Best Legacy curriculum working with Asian / Pacific Islander families at the Tanapag Middle School on the island of Saipan.

An additional purpose of the study was to help reduce the gap of parental involvement within middle school years to aid in increasing graduation rates and enrollment in post-secondary education. Given these purposes, the project objectives were to:

1. Collaborate with middle school counselor (or program facilitator) to identify strengths and challenges in the implementation process for parents with children in middle school.
2. Conduct a survey with participants (parents) to identify components that were useful and areas that need to be modified.
3. Make recommendations to strengthen the implementation of a parent-based curriculum.
CHAPTER 2: LITERATURE REVIEW

Increasing investments toward improving the education and skills of current and future workforce is crucial to ensuring economic stability. Businesses are facing an increasing number of vacant jobs that they cannot fill (Gordon, 2015, pg. 69). A study looking at workforce in the U.S. indicated that the vacancy will grow from 7.4 million jobs to about 14 to 25 million by 2022 (Gordon, 2015, pg. 69). The workforce must have the necessary skillsets to meet the labor market demands. Research has shown that young people are four times more likely to be unemployed than adults (Golden, N., 2015, pg2). The limited opportunities for youth to engage in meaningful employment coupled with the lack of knowledge and skills to match the labor market needs exacerbates the issue of having a skilled workforce. “Workforce development is influenced by (i) education; (ii) apprenticeship and early work experience, (iii) labor market programs – including nonformal training programs that facilitate the operation of labor markets and address the needs of those encountering problems therein – and (iv) labor market policies that influence the investment climate and job creation” (Gordon, N., 2015, pg.2). Aside from opportunities and qualifications, other factors that shape the transition to work are the home environment, the community and economy.

“Society places great emphasis on jobs and the community’s supply of labor is one of its greatest resources” (Shaffer, Deller & Marcoullier, 2004, pg.102). Saipan does not have an adequate pool of skilled labor, therefore, the island relies heavily on contracting labor from overseas. Given the current educational attainment level and the imminent elimination of the CW-1 permits, enhancing existing efforts within the educational system by focusing on providing additional support for adolescents to be academically successful is vital. Research has shown that engaging adolescents during their middle school years through parental involvement increases

Early adolescence is the most tumultuous developmental stage for children (Kelly, J.A., 2014, pg. 12). The middle school years are the most difficult yet fragile state in molding the young minds of students. During adolescence, the changes that occur within the brain is similar to that of prenatal and after birth – an explosion of connectivity between neurons (Young & Michael, 2014, pg.9). The process of change within the brain “has been equated to having new wiring in a computer” (Young & Michael, 2014, pg.9). During this period of plasticity, there is a significant learning potential which should be seized. Parental involvement during adolescent years has been identified as a critical element contributing to students’ school attainment as it influences the students’ educational engagement and performance (Mo & Singh, 2008, pg. 1). “Academically, student performance and achievement in the middle school years often determines their future academic placement and career paths, making the middle school years a turning point in a child’s education” (Kelly, J.A., 2014, pg. 12). Establishing scholastic engagement early, prior to high school, will afford students more opportunities to plan and prepare for college (Fleming, 2011, pg. 1).

It is critical to engage middle school students and their parents in creating pathways early as it will increase the likelihood of our youth to successfully graduate from high school, enter the workforce and/or attend college or trade school. With such transformation taking place during this critical point in adolescent years, having a solid support system of administrators, teachers and parents is essential. The literature suggests that children tend to achieve at higher levels when there is collaboration and parental involvement (Heaton, R.R., 2016, pg.21). This can be done
through school sponsored programming that help enhance parents’ knowledge and/or skills in unfamiliar topic areas.

Human capital is defined as the knowledge, skills and experience an individual or a population has that contributes toward the creation of goods and services. “Human capital includes those attributes of individuals that contribute to their ability to earn a living, strengthen community and otherwise contribute to community organizations, their families, and self-improvement” (Flora and Flora, 2013, pg. 84). It is an essential community asset that is underused or underdeveloped in many localities (Green and Haines, 2016, pg. 3396). Flora and Flora (2013) citing Becker (2002) categorically stated that “education and training are the most important forms of human capital” (pg.85). Gaining knowledge through experience and learning skills are equally important.

*Figure 4: The Relation between Human Capabilities, Human Capacity, Healthy Community and Empowered Community.*

*(Sail and Abu-Sumah, 2010, pg. 65).*

Schools have been looked at as perhaps being best suited for community development through its capacity in bringing people together, mobilizing community members, and creating linkages between parents, educators, community members and organizations (Robinson and
Green, 2011, pg. 246). “Community development is a process that leads to change in many aspects of community living which include social, economic, cultural as well as environmental. It is about continual improvement, first with the help of change agents and later, by the people themselves to bring about change in their lives, which ultimately improve their quality of life.” (Sail and Abu-Sumah, 2010, pg. 63).
CHAPTER 3: METHODOLOGY

Analytical Framework

Prior to the study, I explored different curriculums that focused on enhancing parental involvement during middle school years. One of the curriculums I looked at was the Juntos Program which is made up of four components: 1) family engagement – series of workshops, family nights and events; 2) 4-H clubs – tutoring, life skills, community service and public speaking; 3) monthly one-on-one Success Coaching/Mentoring – an adult monitoring academic progress and coaching students to achieve their goals; and 4) Summer Programs – students attend a week long summer academy at the university and other 4-H summer programs. The Juntos program brings community partners together to help provide 8-12th grade Latino students and their parents with skills, knowledge, and resources to prevent adolescents from dropping out of school (Juntos Program website). It also encourages families to work together to increase their access to college. This is accomplished by working with different cohorts of 8th grade students to help support each other for the next 3-5 years. The students work together while in the 8th grade and as they enter high school they work together to prepare themselves for higher education. The Juntos Program seemed very comprehensive; unfortunately, the curriculum was not accessible as it was fully under the ownership of North Carolina State University. This meant that in order to use the curriculum, one must have a contract with the university.

The other curriculum I reviewed was “Education: Our Best Legacy”. This is a parent-based curriculum designed to help parents of middle school-aged children to actively engage in their child’s education, in and out of the classroom, with the partnership of schools and community organizations. This is accomplished by engaging in meaningful and culturally
respectful ways as well as sharing ownership of the child’s academic success and challenges while collaboratively working toward high school graduation, seeking postsecondary education or training, and pursuing career opportunities (Education: Our Best Legacy Facilitator Guide, pg. 207).

The “Education: Our Best Legacy” was created from years of research conducted by the University of Minnesota. Based on the literature review conducted by Dr. Sandra Christenson in 2000, she identified six core factors for school success. These six factors are expectations, structure, learning, support, relationships, and modeling. As a result of the study, a parent handbook was published. Through the years as reports increased about students of color not doing well academically, the University of Minnesota in 2006 conducted three multicultural focus groups to determine the validity and usability of the publication. Through this process, it became apparent that “many examples used in the publication were not culturally appropriate for those individuals who did not originate from the dominant English-speaking Western European countries” (Education: Our Best Legacy Facilitator Guide, pg. 209). This finding led the University to seek funds in 2007 to conduct a series of culturally-specific focus groups working with Latino and African American cultural groups including agencies serving families of these groups in order to develop appropriate educational resources to encourage school success (Education: Our Best Legacy Facilitator Guide, pg. 209). In 2008, the information gathered from the focus group was used to update the parent handbook which was published in the same year. Additional focus groups working with Somali and Hmong cultural groups were conducted in 2009 with similar focus groups working with American Indians a year later in 2010.

The University of Minnesota team worked closely with cultural guides who were individuals contracted from within each cultural group to assist with steering the process. These
guides helped with: 1) establishing the focus group process; 2) interpreting focus group results; 3) presenting the results to the community; 4) identifying any next steps needed for the community; and 5) identifying and assisting in development of education resources for the community to help raise awareness of the issues and improve school success (Education: Our Best Legacy Facilitator Guide, pg. 210).

The findings from the Latino focus groups were used to create the “Education: Our Best Legacy” curriculum. The curriculum was piloted and tested with Latino families. The research confirmed Dr. Sandra Christenson’s six core factors for school success were indeed important. Based on the research working with Latino families, three additional elements were included: how to navigate the school system, how to help children graduate from high school & seek higher education, and how to achieve self-efficacy resulting in nine (9) content areas. The topics covered in the sessions are: 1) Expectations; 2) Structure; 3) Learning; 4) Support; 5) Relationships; 6) Modeling; 7) How to navigate the school system; 8) How to help children graduate from high school & seek higher education; and 9) How to achieve self-efficacy.

Lesson 1: Foundation for School Success

An overview of the current educational landscape pertaining to high school dropout rates and the projected trend of higher education enrollment among people of color is shared to illustrate the key areas of concern which helps put the issues in perspective. The statistical data shows the importance of parental involvement in achieving academic success. Participants are asked to reflect on their own aspirations for their child and evaluate whether their actions matched the priorities they identified. This helps participants to understand the significant role they play in addressing the various factors that affect their child’s education.

Activities:
• **Jar of Life** – this activity demonstrates values and priorities. Participants identify their priorities and compare it to their actions to gauge if their actions match their priorities. If not, participants need to reevaluate their actions to align it with their priorities.

• **Hopes & Dreams Worksheet** – identifying hopes and dreams for their children

• **Do Your Actions Match Your Priorities Worksheet** – identifying priorities and indicating actions that will support priorities

• **“Conversation Starters” Worksheet** – list of questions to help initiate conversation with children about school success

*Lesson 2: Expectations and Structure Help Children Learn*

Participants learn to set and communicate expectations, outline clear consequences when expectations are not met, and create structure within the home to help the child succeed in school. When children understand what is expected of them, are held accountable for their actions, and are provided with the consistent support, they will be better prepared to learn and succeed academically. This helps to build a positive parent-child relationship.

Activities:

• **Demonstration: Baking a Cake Scenario Handout** – two volunteers act out a scene portraying of a mother telling the daughter to bake a cake without providing guidance. Participants then engage in a discussion answering a few questions: 1) How do you think the daughter felt in this situation?; 2) Did the daughter have a clear understanding about what she was supposed to do?; 3) What difference would having a recipe have made in this situation?; and 4) What else could the mom have done to help clarify her expectations in this situation?
• Your Family’s Expectations of Education Worksheet - participants work in small groups to discuss expectations.

• Homework Checklist for Parents Worksheet – participants check off the actions they currently do for their child to help provide structure. The actions not marked will be the areas to be worked on.

• “Conversation Starters” Worksheet - list of questions to help initiate conversation with children about school success

*Lesson 3: Learning Opportunities In and Out of School*

Participants learn ways to increase learning opportunities and structure in their children’s lives. Parents learn ways to enforce learning and support of their children’s school success by: 1) Supporting their children’s learning at home, after school, and in the community; 2) Giving positive praises for their effort in school; 3) Getting involved with their children’s school; and 4) Maintaining constant communication with teachers and school staff, not only when problems arise.

Activities:

• Identify Resources to Support Learning Worksheet – participants work in small groups to identify resources that help children learn within the home, school and community setting.

• Praise Your Children Worksheet – participants pair up to practice giving positive descriptive phrases. After doing the activity, participants are asked a couple of questions: 1) How did this activity make you feel?; and 2) How do you think your children would feel if you used positive descriptive phrases with them?
• Become More Engaged in Your Children’s School Worksheet – participants mark the areas in which they would like to get more involved in their children’s school.

• Role-Play: Parents Provide Support for Learning – participants volunteer to act out two different scenes. The first scene involves a child needing help with homework - parents are too busy to help. Questions posed after the scene: 1) How do you think Sue feels?; 2) What message did her parents give about homework when they didn’t respond to Sue’s request for help?; 3) Remember the rock we saved from the first class? What choices did Sue’s parents have? What should have been a priority for Sue’s parents? The second scene involves a child being bullied and the parent supports the child. Questions posed after the scene: 1) How do you think Carlos feels?; 2) How could this incident affect Carlos’s success in school?; and 3) What other things could his parent do in this situation?

• “Conversation Starters” Worksheet - list of questions to help initiate conversation with children about school success

Lesson 4: Positive Relationships and Setting a Good Example Matter

Participants learn the importance of positive relationships and setting a good example. Parents learn how they can enforce relationships and modeling for their children’s school success by: 1) balancing love, boundaries and respect; 2) establishing positive parent-school relationships; 3) being a good role model and showing good behavior; and 4) when problem solving, the process is often more important than the outcome.

Activities:

• Listening Activity – participants pair up and take turns being the speaker. During the first scenario, the listener does not actively listen. In the second scene, the listener is very
attentive. After the activity, each participant is asked: 1) How did it make you feel when you realized that you were not being listened to?; 2) The second time you were the speaker, what made you realize that the listener was listening to you?; and 3) How did it make you feel when you realized that you were being listened to?

- Put Communication into Practice Worksheet – participants check the skills they would like to work on and use more often.
- Use Discipline to Teach Your Children Worksheet – participants check the strategies they would like to work on
- Model the Importance of Education Worksheet – participants list down other ideas for modeling the importance of education
- Relationships and Modeling Case Study Handout – participants work in small groups and discuss the scenario and practice using the problem solving steps listed on the Problem Solving Difficult Issues with Your Children Worksheet.
- “Conversation Starters” Worksheet - list of questions to help initiate conversation with children about school success

Lesson 5: Understanding the School System

Participants learn the essential components to understanding and navigating the school system by learning about what their children need to succeed and graduate from school; knowing how to contact, get information from, and communicate with the school; and practicing how to talk to teachers and other school staff. A panel of speakers comprised of school teachers and staff address important topics such as attendance and homework policies, grade level expectations and graduation requirements, communication policy, special school programs and services, what
parents should do when there’s problem and expectations of parents, students and teachers. This helps to improve the parent-teacher relationship and communication.

Activities:

- School Teachers and Staff Panel – guest speakers share important information about the school system. This helps to clarify any misconceptions parents may have about school or their children’s teachers. Participants are given an opportunity to ask questions afterwards.

- Parent-Teacher Conference: Time to Practice – to further enhance learning, participants are broken into smaller groups to simulate a parent-teacher conference. This helps participants apply new strategies while increasing their confidence.

- Navigate Your Children’s School Worksheet – participants indicate what they learn about navigating their children’s school.

- Parent-Teacher Conferences Worksheet – participants list other ideas they may have for preparing for a parent-teacher conference as well as possible discussion topics to be had with their children’s teacher.

- Important School Contact Worksheet – participants create their own personalized contact listing of school personnel. This helps to open lines of communication with the appropriate individuals within the school system to support their children’s academic success.

- “Conversation Starters” Worksheet – list of questions to help initiate conversation with children about school success
• Parent-Teacher Conferences: A Tip Sheet for Principals, Teachers and Parents
(supplemental handout) is given to parents, teachers and principals to help with ensuring a meaningful interaction.

Lesson 6: Striving for High School Graduation and Beyond

Participants learn the financial benefits of graduating high school, differences in median weekly earnings and unemployment rate of young adults with different levels of educational attainment, importance of higher education, requirements and costs of seeking post-secondary education, and financial resources available such as scholarship opportunities. A guest speaker from the institution of higher learning shares additional insights about the application process, additional support and resources available to students such as scholarships and academic support, and how to make an appointment and what to ask for when visiting a campus.

Activities:

• Plan for higher Education Worksheet – participants identify the action steps they plan to take to help their children plan for higher education.

• Paying for Higher Education Worksheet – participants identify the options they plan to take to better prepare themselves for paying for post-secondary education.

• Role-play – To bring all the components together, participants engage in role-play utilizing all the different information they have gained to help encourage their child to pursue higher education

• “Conversation Starters” Worksheet - list of questions to help initiate conversation with children about school success
Lesson 7: Celebration and Planning for the Future

Participants reflect on what they have learned throughout the weeks by revisiting the “Tree of Knowledge and Reflection”. Utilizing all the strategies and techniques, participants develop an action plan to help sustain current efforts to help their children succeed academically beyond the program. A support network is formed within the cohort to help provide constant encouragement and share progress and/or challenges. A guest speaker (college student) shares his/her college experience including the factors that motivated him/her to pursue higher education as well as the type of support needed to make that final decision a reality.

Activities:

- **Group Activity** – participants work in smaller groups to discuss ways to utilize all the information they have gained to help better their family, children’s school, and their community. Questions posed: 1) What do you do to help your children succeed in school?; 2) What will you do differently?; 3) How have your trust and confidence increased to navigate the school system and plan for higher education?; and 4) What new resources have you learned about?

- **Your Action Plan for School Success Worksheet** – participants create goals, list action steps, identify timeline of completion, person responsible and what is needed to accomplish it. The practical and realistic action plan will increase the participants’ ability to help their children succeed in school.

- **“Conversation Starters” Worksheet** - list of questions to help initiate conversation with children about school success

In 2016, a non-culturally-specific version of the curriculum was created for and piloted with mixed or non-Latino groups of families. The Education: Our Best Legacy was finalized and
distributed in 2017. The curriculum was also adapted for Hmong families and piloted in the same year. The development, implementation and evaluation of the curriculum’s resources was guided by two theories of change: Transtheoretical Model of Change and the Adaptive Change Model. The resources also incorporated “ideas from researchers in the health promotion and family strengthening arenas on adapting curricula to different cultures” (Education: Our Best Legacy Facilitator Guide, pg. 217).

With the permission of the University of Minnesota Extension, I was able to have full access to the entire curriculum including the educational resources. The comprehensiveness of the program coupled with the culturally appropriate resources and its accessibility made the program ideal to test with Asian/Pacific Islander families. The Education: Our Best Legacy curriculum utilizes various strategies helping families to actively participate in their child’s education, both in and out of school, in partnership with community organizations and schools.

**Study Area**

The total population of the CNMI is 53,883 (CNMI Census, 2010). The population size of Saipan is 48,220 with a median age range of 33.3 (CNMI Census, 2010). The population is quite diverse: 16,210 Native Hawaiian or Pacific Islander - Carolinian 2,446, Chamorro 10,411, Chuukese 1,225, Kosrean 36, Marshallese 67, Palauan 1,128, Pohnpeian 411, Yapese 219, other Pacific Islander 267; 24,562 Asia– Bangladeshi 382, Chinese (except Tawainese) 3,419, Filipino 17,285, Japanese 738, Korean 2,202, Nepalese 129, Thai 256, other Asian 151; Black or African American 45; Hispanic or Latino 46; White 1,021; other Ethnic origin or race 109; and two or more ethnic origins or races 6,227 (CNMI Census, 2010). Those between the ages of 0-to-14 is
approximately 12,895 which is about 27% of the total population. Based on the 2010 Census, majority of those who relocated to the CNMI were for employment reasons.

*Figure 5: Population born outside CNMI: Reasons for relocation*

![Population born outside CNMI: Reasons for relocation](image)

Source: 2010 Census of Population and Housing pg. 31

*Figure 6: Citizenship: 2005 and 2016*

The pie charts show citizenship of the CNMI population in 2005 and 2016. The percentage of the population born in the CNMI decreased during the period while the “other citizen” population increased considerably.

![Citizenship: 2005 and 2016](image)

2016 CNMI Household Income and Expenditure Survey Report pg. 19

The CNMI economy is experiencing a resurgence in its tourism industry. With various tourist-related projects “the envisioned development will require workforce development resources well beyond the capacity of the local U.S. population” (Report to the President on 902
Based on the 2010 Census, 44.9% of the population were non-U.S. citizens. According to the 2017 CNMI Labor Force Participation Measures, of the estimated 37,419 potential labor force population during the time of the survey, 34,001 or 91% live on Saipan. Of the estimated 25,106 in the labor force, 22,339 or 91% was in Saipan. The labor force participation rate for U.S. Citizen and Permanent Resident was 59.4% while non-U.S. Citizen was 79.6% (pg. 17). The estimated unemployed population in the CNMI was 2,646 which 2,465 or 93% was on Saipan. The unemployment rate for U.S. Citizen and Permanent Resident was 12.5% while for non-U.S. Citizen, it was 8.2%. The CNMI’s per capita income in 2016 was 42% (average income $24,500) of the U.S. per capita income (average income $58,650) in the United States (Department of Labor, Bureau of Labor Statistics).

Figure 7: Saipan Labor Force
Figure 8: Labor Force Participation Rate by Citizenship

Source: CNMI Department of Commerce, Central Statistics Division, Labor Force Participation Measures pg. 17

Figure 9: Unemployment Rate by Citizenship

Source: CNMI Department of Commerce, Central Statistics Division, Labor Force Participation Measures pg. 17
Table 2: Breakdown of job categories and industries

Data is preliminary. The CNMI Department of Labor (DOL) continuously receives data from employers throughout the year. Information is updated as needed.

The CNMI DOL collects occupation-specific data only. It does not have data by industry.

The CNMI DOL does not collect data on military occupations.

<table>
<thead>
<tr>
<th>MAJOR OCCUPATIONAL GROUP (MOG) – ALL WORKERS</th>
<th>Q1 2018</th>
<th>Q2 2018</th>
<th>Q3 2018</th>
<th>Q4 2018</th>
</tr>
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<tbody>
<tr>
<td>Life, Physical, and Social Science</td>
<td>12</td>
<td>14</td>
<td>7</td>
<td>11</td>
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<tr>
<td>Legal</td>
<td>16</td>
<td>10</td>
<td>19</td>
<td>23</td>
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<tr>
<td>Community and Social Service</td>
<td>24</td>
<td>4</td>
<td>7</td>
<td>34</td>
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<tr>
<td>Farming, Fishing, and Forestry</td>
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<td>10</td>
<td>22</td>
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<tr>
<td>Computer and Mathematical</td>
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<td>55</td>
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<td>Arts, Design, Entertainment, Sports and Media</td>
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<td>84</td>
<td>89</td>
<td>154</td>
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<td>Education, Training, and Library</td>
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<td>129</td>
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<td>Unknown</td>
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<td>Protective Service</td>
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<td>221</td>
<td>475</td>
<td>554</td>
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<td>388</td>
<td>363</td>
<td>582</td>
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<tr>
<td>Building and Grounds Cleaning and Maintenance</td>
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<td>642</td>
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<td>827</td>
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<tr>
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<td>680</td>
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<td>1054</td>
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<td>Sales and Related</td>
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<td>872</td>
<td>756</td>
<td>1244</td>
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<td>751</td>
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<td>719</td>
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<td>1527</td>
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<tr>
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<td>1056</td>
<td>750</td>
<td>1463</td>
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<tr>
<td>Food Preparation and Serving Related</td>
<td>1345</td>
<td>1141</td>
<td>761</td>
<td>1792</td>
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<td><strong>TOTAL</strong></td>
<td><strong>9266</strong></td>
<td><strong>9178</strong></td>
<td><strong>7039</strong></td>
<td><strong>13571</strong></td>
</tr>
</tbody>
</table>

Source: CNMI Department of Labor, February 2020

The educational system on Saipan is comprised of both public and private schools, community college and trade school. The CNMI Public School System provides Early Intervention, Early Head Start, Pre-K Head Start and K-12 on the islands of Saipan, Tinian and Rota. According to the CNMI Public School System SY2019-2020 Facts and Figures, the breakdown of schools and centers are as follows: Early Intervention-1; Early Head Start-5; Head Start-9; Elementary (K-5) 7; Elementary (K-6) - 2; Middle Schools-5; Jr. Sr. High Schools-2;
and High Schools-4. The current enrollment for SY 2019-2020 is: Early Learning Programs – 444; Elementary Schools – 4,179; Middle and Jr. High Schools – 2,199 and High Schools-3,180 totaling to 10,002. The yearly increase for SY2019-2020 is -0.5%.

Table 3: Breakdown of public school/centers and total enrollment

<table>
<thead>
<tr>
<th>School</th>
<th># of centers/schools</th>
<th>Enrollment</th>
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</thead>
<tbody>
<tr>
<td>Early Intervention</td>
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<td>76</td>
</tr>
<tr>
<td>Early Head Start</td>
<td>5</td>
<td>48</td>
</tr>
<tr>
<td>Pre-K Head Start</td>
<td>9</td>
<td>398</td>
</tr>
<tr>
<td>Elementary School</td>
<td>9</td>
<td>4,179</td>
</tr>
<tr>
<td>Middle &amp; Jr. High Schools</td>
<td>7</td>
<td>2,199</td>
</tr>
<tr>
<td>High Schools</td>
<td>6</td>
<td>3,180</td>
</tr>
<tr>
<td><strong>Total Enrollment</strong></td>
<td><strong>10,002</strong></td>
<td></td>
</tr>
</tbody>
</table>

Aside from regular school courses, the Office of Student & Support Services within the Public School System provides students with other opportunities such as Student Support and Co-Curricular Programs, Comprehensive School & Community Programs and Instructional Support Programs. The Student Support and Co-curricular programs provide enrichment and support curriculum to a specific group of students in all schools, centers and/or the community. Programs within this category are as follows: Cooperative Education – provides career education and on-the-job experience to high students; Early Intervention – provides comprehensive services to families of infants and toddlers with disabilities and developmental delays; AmeriCorps – provides tutoring in reading to bottom quadrant of readers in K-8th grade; Alternative Education – supports high risk high school students through alternative curriculum; Junior Reserve Officer Training Corps (JROTC) – provides leadership, character and citizenship training; and Leadership Corps (pathway to JROTC) – provides middle school students with
leadership, character and citizenship training. Other programs offered are athletics, distance education and mental health fairs.

In addition, the PSS also provides comprehensive school and community programs which provides services to all schools including curriculum, staffing and outreach to families and schools. Programs include Special Education which ensures all children with disabilities are identified, located and provided Free Appropriate Public Education (FAPE); Instructional Technology providing training and professional development (PD) to staff, teachers and students to support 21st Century learning and online courses; Family Engagement and Community Involvement to increase engagement between school, community and student; Personal Responsibility Education Program (PREP) empowering the youth ages 10-21 on prevention of teen pregnancy, sexual health and HIV/STI education; and State Prep providing alternatives to sexual activity for middle/junior high school students for positive youth development during non-school hours. The Instructional Support Programs provide support to instructional staff and schools by providing professional development, support and training to all school counselors and school librarians.

As for private schools there are ten on island. Enrollment ranges per school. Those who aspire to pursue their college education can attend the Northern Marianas College (NMC) to attain a degree or certificate in the following areas: Business Administration and Management; Education; Criminal Justice; Hospitality Management; Nursing; Liberal Arts; Natural Resource Management; Basic Law Enforcement; Fire Science Technology; Nursing Assistant and Small Business Management. The enrollment for the NMC for Fall of 2019 was 1,283 and Spring 2020 is 1,182. As for those who want to attend trade school, they can enroll at the Northern Marianas Trades Institute (NMTI). NMTI offers technical courses such as construction crafts, hospitality,
auto mechanics, culinary and other courses that deal with electro-mechanics. The trade institute currently has 619 students enrolled for SY 2019-2020.

**Study Participants**

On October 25, 2018, the island of Saipan and Tinian were devastated by a category 5 typhoon – Super Typhoon (ST) Yutu. Many homes and public infrastructures including utility poles were destroyed leaving the southern end of the island in disarray. As a result of the typhoon, majority of the schools on the southern end of the island sustained major damages. Majority of the affected schools were undergoing construction while a couple were in temporary FEMA issued tents. As a result of the ST Yutu, the research project was cancelled until the new year to allow the community to focus on recovery. Face-to-face meetings with all the middle schools on Saipan took place in early 2019, however, four of the five middle schools were not in a position to participate in the study due to the damages sustained.

The northern end of the island was not impacted as severely as the southern end. The Tanapag Middle School is located in the Northern part of the island. The school had sustained minimal damages which made the site viable to be the project site. The school administrator was in full support of the project and was interested in participating in the study. Therefore, the project was conducted at the Tanapag Middle School.

To implement the program, participants were recruited during the Tanapag Middle School open house and first Parent, Teacher, Student Association (PTSA) meeting of the school year. The program was open to any interested parent, guardian, or caregiver of a student currently enrolled at Tanapag Middle School. Those interested were able to register onsite. The first initial meeting was held on September 25, 2019 to inform participants of the project,
consent those willing to voluntarily participate, complete the demographics and pre survey forms and determine the schedule for the seven (7) sessions. A total of eighteen participants signed up; however, only nine (9) participants consented and completed the demographics and pre survey forms.

Based on participant feedback, the program was to be implemented within a two-week timeframe conducting classes three (3) times a week: Saturdays (9am-11am), Mondays and Wednesdays (5pm-7pm).

Table 4: Program Implementation Timeline

<table>
<thead>
<tr>
<th>Day of the week</th>
<th>Date</th>
<th>Class session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday</td>
<td>September 28, 2019</td>
<td>1</td>
</tr>
<tr>
<td>Monday</td>
<td>September 30, 2019</td>
<td>2</td>
</tr>
<tr>
<td>Wednesday</td>
<td>October 02, 2019</td>
<td>3</td>
</tr>
<tr>
<td>Saturday</td>
<td>October 05, 2019</td>
<td>4</td>
</tr>
<tr>
<td>Monday</td>
<td>October 07, 2019</td>
<td>5</td>
</tr>
<tr>
<td>Wednesday</td>
<td>October 09, 2019</td>
<td>6</td>
</tr>
<tr>
<td>Saturday</td>
<td>October 12, 2019</td>
<td>7</td>
</tr>
</tbody>
</table>

The program was officially implemented on Saturday, September 28, 2019; however, the program concluded a week later than scheduled due to typhoon Hagibis. On October 07, 2019 a category 4 storm, typhoon Hagibis, passed through the Mariana Islands bringing lots of rain and strong winds. As a result of the storm, the second week of class sessions were cancelled to allow participants time to clean up around their homes. The program resumed the following week Monday, October 14, Wednesday, October 16, and ended on Saturday, October 18, 2019. Out of the nine (9) who consented, only seven (7) participants completed the program. Three days later on October 21, 2019 a category 3 storm, typhoon Bualoi, passed through the Mariana Islands.
Following the recruitment procedures, there were initially seven (7) females and two (2) males consented. However, two (2) withdrew from the project resulting in five (5) females and two (2) males. Of the initial nine consented, majority of the participants were between the ages of 26-40.
Participants comprised of varying backgrounds. Majority had some college credits but no degree, working full time and earning gross income of $2,000 or less per month. (Study Demographic Form)
Additionally, three (3) or 33% of participants receive government assistance such as Supplemental Nutrition Assistance Program (SNAP) while one (1) or 11% receives disability assistance. (Study Demographic Form)

**Figure 15: Participant Income Bracket**

![Income Bracket Chart]

**Figure 16: Participant Receive Gov't Assistance**

![Receives Gov't Assistance Chart]

**Figure 17: Participant Disability Assistance**

![Disability Assistance Chart]
The participants’ involved in the study had children attending 6th, 7th and 8th grade at Tanapag Middle School. (Study pre – post survey)

Figure 18: Pre-Survey Student Grade Level

![Pre Survey - Student Grade Level](image1.jpg)

Figure 19: Post Survey Student Grade Level

![Post Survey - Student Grade Level](image2.jpg)

**Procedures**

Data were obtained through demographic forms, pre & post surveys, and the “tree of knowledge and reflection.” The forms were filled out by participants and submitted by placing completed forms in manila envelopes that were then sealed. Consent forms were collected separately to ensure participant confidentiality. To further enhance understanding, a brief explanation was given prior to the completion of the pre & post survey.
The curriculum was delivered through a series of school-based classes at Tanapag Middle School. There were seven (7) sessions that ran one (1) to two (2) hours long. Ideally the sessions would have been conducted each week for seven weeks to allow participants time to practice the lessons at home. However, to accommodate the participants’ schedules, classes were conducted three (3) times a week: Saturdays (9am-11am), Mondays and Wednesdays (5pm-7pm).

The lessons were designed to build on each other – starting from laying a solid foundation then adding different elements to provide a holistic set of tools to enhance participants’ skills. At the start of each class, participants were asked to introduce themselves while answering a different question that leads into the discussion topic. In addition to this, they were asked to write what they learned, practiced or did differently at home based on the previous lesson on a leaf which they would then place onto the “Tree of Knowledge and Reflection.”

The first session focused on laying the foundations of school success. Using the “Jar of Life” activity, parents were asked to evaluate if their actions matched their priorities in terms of their child’s education. This was an eye opener for all of the participants. The second session focused on the importance of communicating expectations and creating structure within the home while the third and fourth lessons focused on knowing the resources available within their community to help support their child’s learning and strengthening parent-child relationship through effective communication and modeling positive behavior. Lesson 5 and 6 focused on linking parents and school staff / teachers to open lines of communications while imparting tools for ensuring a productive parent-teacher conference and building bridges with the institution of higher learning to explore the opportunities available and the requirements for attending college or trade school including the type of support a student needs to be successful. And lastly, lesson
allowed participants the opportunity to create an action plan and establish a support network to help sustain their efforts beyond the program.

To avoid any biases in the delivery of the curriculum, a volunteer facilitator conducted all the sessions. For this particular project, the volunteer facilitator was IRB certified in order to uphold the integrity of the study. It is important to note that the volunteer facilitator does not need to be IRB certified. Any individual would be able to facilitate the program. The volunteer facilitator was well-versed with the Education: Our Best Legacy curriculum. All materials including securing guest speakers were organized by the Principal Investigator (PI). During each session, the PI would take notes, change slides, and assist the facilitator with distributing class materials. Weekly reminder emails coupled with calls and texts messages were done to ensure that participants showed up to each session.

The pre survey form was administered to gauge the current level of parental involvement, level of importance of helping their child succeed, and the level of confidence parents had in their ability to help their child succeed. In addition to these, the post survey also included questions regarding the curriculum to gauge the relevance and usefulness of the lessons.

During the course of the program, on Sunday, October 06, 2019, the CNMI Government issued a TROPICAL STORM “HAGIBIS” 20W BULLETIN #05A upgrading the storm to Typhoon Condition II for the islands of Saipan, Tinian, Rota, Alamagan, Pagan and Agrihan. Typhoon Condition II means that damaging winds of 74 MPH or more are expected within 24 hours. On Monday, October 07, 2019 another bulletin was issued declaring Typhoon Condition I for the islands of Saipan, Tinian, Rota, Alamagan, Pagan and Agrihan. Typhoon Condition I means that damaging winds between 75-100 MPH or more is expected. All government offices, private businesses and schools were closed until the storm passed.
Super Typhoon Hagibis spared the larger populated islands in the CNMI. The storm shifted just North enough with only the tail end of the winds and rain affecting the island. In light of the storm, the 5th, 6th and 7th class sessions were cancelled to allow the participants time to clean up some of the debris (i.e. fallen trees, plants). Fortunately, the island did not sustain much damage allowing the program to resume the following week, October 14th – 19th, 2019.
CHAPTER 4: FINDINGS

Many schools provide various programs geared toward preparing students to explore their interests by providing school enrichment programs such as 4-H. In doing so, the youth are exposed to different forms of learning that instills curiosity and a love for learning. “Adolescence is a critical time for forming aspirations for the future, especially with regard to career aspiration” (Nancy et al., 2004, pg. 1491). Engaging parents to play an active role in their child’s learning process especially during adolescence greatly contributes toward the development of career aspirations. Prior to the implementation of the Education: Our Best Legacy curriculum, participants were asked to complete a pre-survey followed by a post survey after program completion.

Participants were asked to rate the level of importance ranging from not important, somewhat important, important, and very important and the level of involvement ranging from never, daily, weekly, monthly, semester and yearly in fourteen categories: 1) setting aside a time for homework; 2) creating a designated place to complete homework; 3) providing assistance with homework; 4) Emailing the teachers; 5) calling the teachers; 6) parent initiated conference; 7) teacher initiated conference; 8) attendance at school functions i.e. family night; 9) teacher phone calls; 10) school phone calls; 11) student phone calls (discipline related); 12) participating in PTA/PTSA (including attendance at meetings, chaperoning events, participation on committee); 13) seeking out resources to assist your child (including school counselors, scholarships, clubs); and 14) taking advantage of tutoring opportunities (before or after school).
Prior to the implementation of curriculum, Education: Our Best Legacy, there were seven (7) categories that were ranked as “somewhat important”. Those categories were: creating a designated place to complete homework; emailing the teachers; calling the teachers; parent initiated conference; teacher initiated conference; participating in PTA/PTSA (including attendance at meetings, chaperoning events, participation on committee); and taking advantage of tutoring opportunities (before or after school).

After the program completion, respondents ranked all fourteen categories as “important” or “very important”. One participant wrote on the leaf “the importance with parent – teacher communication, you are your children’s advocate”. Another participant stated “be a more responsible parent, prioritize my time between my son’s education and work”.

Figure 20: Pre-Survey Level of Importance
There was a difference in the level of involvement prior to the implementation of the curriculum and after the completion of the project. Based on the participant’s response, there was a shift in the level of involvement from not being as engaged to being engaged in every category. This may have been attributed to the homework assignments that were given coupled with the “Conversation Starters” worksheet that helped parents initiate dialogue with their child regarding education and aspirations. One participant wrote on the leaf “make time to sit with my children to ask about their day i.e. how was school, review homework with them, do they need more quiet space to do homework.” Another participant wrote “continue to have a place to do homework, consistency in homework time, and limit watching on YouTube”. Another parent mentioned “instead of talking on drives, I actually make time to sit down and go over homework, school bulletin, and interests i.e. JROTC, math counts.”
Participants were also asked to rate their level of confidence as it pertains to helping their child with homework, initiating conversation with the school regarding their child’s education, and seeking out resources to assist with expanding their child’s learning experience. Initially, parents indicated being “not confident” or “somewhat confident” in the areas mentioned earlier.
However, after the implementation of the project, the confidence level increased in each category. A participant commented “it helps to sit down one-on-one with the teacher because we know more what they’re learning.” Another participant noted “communication is very vital, both with students, teachers and parents.”

*Figure 24: Pre-Survey Level of Confidence*

*Figure 25: Post Survey Level of Confidence*
At the completion of the program, participants were asked three questions: 1) did the weekly sessions meet program objectives; 2) did their knowledge, skills and understanding of how they can help their child succeed in school improve as a result of the curriculum; and 3) will they be able to use the skills and knowledge gained from the program? Using a Likert scale, strongly disagree, disagree, neutral, agree and strongly agree, all participants indicated they agreed or strongly agreed to all three points.

*Figure 26: Participant Feedback*

![Participant Feedback Graph](image)

When asked, would they recommend the program to others, 100% of the participants said yes.

*Figure 27: Program Satisfaction*
The participants expressed appreciation for the opportunity to participate in the study. They felt their involvement in the project was worth their time and effort. The strategies they acquired helped them open lines of communication and understanding with their child and the school personnel. When asked about the curriculum, participants responded:

Table 5: Participant Response

<table>
<thead>
<tr>
<th>What part of the program did you find most useful? (tree reflection, conversation starters, homework, etc…)</th>
</tr>
</thead>
<tbody>
<tr>
<td>*all of the above; Jar of life, Guest Speaker - NMC, Conversation Starters; Guest speakers, Action Plans;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Which components did you find useful (tree reflection, conversation starters, homework, etc…)</th>
</tr>
</thead>
<tbody>
<tr>
<td>*All the components were useful; Conversation Starters; Everything; homework lessons and activities; tree reflection</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Which materials were not useful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>*everything was useful; It helped me one way or another with my child; a couple conversation starters did not relate to me; less info on slides</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>As a result of what you learned in this program, what actions do you plan to take or have you taken? (more involved in homework, school related activities, etc…)</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Get more involved with my child and always let him know that I will support him 110%</td>
</tr>
<tr>
<td>*Create homework space</td>
</tr>
<tr>
<td>*Give more time for and with my child</td>
</tr>
<tr>
<td>*Be more involved with homework and school functions</td>
</tr>
<tr>
<td>*Getting more involved in this school of my child</td>
</tr>
<tr>
<td>*Be a better listener. Communicate better with teachers and staff</td>
</tr>
<tr>
<td>*I have an action plan now and will do my best to accomplish them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Has this program encouraged you to look at other ways to get more involved with your child's career pathway (college, workforce readiness, etc…)? How?</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Yes it does, I want him to know which path he wants in the future</td>
</tr>
<tr>
<td>*Yes by opening conversations about school &amp; setting goals we can achieve</td>
</tr>
<tr>
<td>*Yes, I’m more encouraged</td>
</tr>
<tr>
<td>*Yes, ways on starting to save for their education and what scholarships are being offered and continue to let them know the importance of higher education</td>
</tr>
<tr>
<td>*Yes, getting involved and volunteering more time in my child's education</td>
</tr>
<tr>
<td>*The program taught me that it’s important to share and discuss with my child that going to college is important regardless if you have a disability.</td>
</tr>
<tr>
<td>*Yes, I learned about Early Admission at NMC</td>
</tr>
</tbody>
</table>
**Are there any additional comments you would like to share with us about the program?** This may include ways to improve the curriculum to better suit our needs.

- *You should continue it and reach out to more parents
- *thank you for the opportunity to help better my relationship with my child academically
- *I like a teacher's point of view. When it comes to the point where she didn't embarrass the student at the very moment when something was wrong. But she corrects the student at the proper time
- *Yes, I love this curriculum, and I also feel that this program should be taken out to the other schools
- *Curriculum is fine the way it is
CHAPTER 5: CONCLUSION and DISCUSSION

Lessons Learned

Implementing this project was a great way to engage with the school administration and the staff with exploring other opportunities to enhance school – home – community partnerships. Implementing the project onsite at the middle school allowed parents to become more familiar with the campus as well as interact with school personnel. The Education: Our Best Legacy curriculum’s progression of the 7 classes are well laid out from the basic foundation of school success to positive parent-child relationships to striving for high school and beyond. A very holistic and practical approach. Each class provided interactive materials for parents (rather than simply reading materials) and "Conversational Starters" for parents to use as prompts to begin engaging their children. Role playing activities are essential for providing parents an opportunity to practice new skills and concepts prior to working with their children. This is a great way to build parents' confidence as they work with their children and school system.

After having the opportunity to implement this project, there are a few things I would do differently. The first would be modifying the recruitment efforts. During the recruitment phase of the project, it would have been helpful to expand the enrollment to include additional outreach days aside from the open house and the initial PTSA meeting. In addition to this, it would have been beneficial to create and post up posters with additional information about the program at the pick-up and drop-off stations as well as create an online presence through social media. This would have increased the probability of parents and/or guardians’ awareness of the project, thereby, increasing the number of potential participants. Another option would have been to extend the invitation to other middle schools on island allowing interested participants to join the program.
Introducing the curriculum earlier in the school year would have been ideal; however, due to super typhoon Yutu, schools were shut down. Given the short period of time schools were in session post typhoon, coupled with the need to make up for lost time, the timeframe of implementing and completing the program was shortened. In the future, it would be better to conduct the classes weekly allowing more time between class sessions for parents to practice new skills and concepts with their children.

**Recommendations**

Based on the participants’ feedback, the recommendation was to keep the curriculum as is. The materials, activities and homework exercises were simple, easy to understand and culturally relevant. The class sessions, however, should be spaced out so that participants can have adequate time to practice new skills and concepts with their children. This can be achieved by offering weekly sessions. Furthermore, it would be great to be able to provide this program year round perhaps conducting different sessions quarterly so that other parents can benefit from it.

The guest speakers were extremely powerful as it gave participants hope and concrete examples of how they can continue to nurture their relationship with their child while encouraging him/her to pursue higher education post high school. To enhance the overall efforts of the program, it would be beneficial to extend an invitation to the business sector to participate as guest speakers. This would broaden the exposure to possible career paths that are not typically pursued as well as create linkages to a broader network of professionals. In doing so, it increases opportunities for partnerships while reducing gaps by aligning efforts toward the development of students, parents, and overall community.
The program should be replicated at a larger scale extending it to other middle schools on island. It may be worthwhile to expand the program to the islands of Rota and Tinian. This would be a wonderful opportunity to train others within the school system and interested parents to become facilitators. This could be achieved by conducting a Train-the-Trainer session. In doing so, we continue to develop the skillsets of the community to become active players in shaping the development within their respective communities. This allows the community development process to continue moving forward with regards to strengthening the human capital of the CNMI.

One participant said “I would definitely suggest that you continue this program because it really did impact my child's education. Since we started the class, I started doing our take home conversation starters, and I saw how it really helped me to be more attentive to my child. And this made my child feel more appreciated, more open at conversations and motivated him to look forward to the next school day. It is a big help for me and my middle school child. Please, continue this great program. Thank you for your commitment to bringing this program here to our little beautiful island of Saipan. Please if you ever need helpers, I would really love to volunteer to help out.”

**Conclusion and Implications**

Human Capital is a global concern. Many industries and countries are experiencing labor and skills shortages due to an aging population coupled with a fragmented workforce (CXC Global, website). As a community struggling with having a sufficient number of educated and skilled labor force, it is imperative that we focus our efforts in addressing this systemic issue.
Creating opportunities to enhance the knowledge and skills of community members increases our ability to improve overall.

Community development is a process that helps transform communities. It supports community-driven efforts toward improving the community’s quality of life. Building the local capacity of community members to be able to help themselves and others empowers the entire community. Any investment toward developing human capital by means of informal or formal education is well worth the effort. Studies have shown the substantial positive effect higher education has on economic growth. It may be that labor force with advanced learning are able to master new technology better and have more innovative ability, which is exceptionally important in today’s world (Wang and Liu, 2016, pg. 354).

In order to transform our islands to become self-sustaining, we must redirect our resources to enhance our educational structures by aligning efforts to help our young people succeed academically. Most students become disengaged during middle school years. The achievement gap between students become more apparent during this time (Young & Michael, 2014, pg. 26). Parental involvement, during middle school years, can positively impact future high school graduation rates (Cripps & Zyromski, 2009, pg.8).

According to Young and Michael, (2014), “Education research has shown that reducing the dropout rate in a community dramatically impacts both the community and the individual student. High School graduates earn 50 – 100% more than non-graduates and save the nation significant amounts of money because they are less likely to draw on public assistance through healthcare subsidies, welfare, or the criminal justice system.” Furthermore, studies have shown there is significant difference in income earnings between a college graduate and high school graduate. College graduates are known to earn significantly more money throughout their
lifetime than those with only high school education. With more disposable income, people are able to participate in the local economy thereby helping businesses grow.

According to Laura J. Mester, President and Chief Executive Officer of the Federal Reserve Bank of Cleveland, (2015) “human capital, education and skills that make people more productive and able to contribute to the economy – is one of the fundamental factors that determine economic outcomes of communities and individuals.” Numerous studies have shown the significance to economic well-being of investments in human capital. “Cleveland Fed researchers found that over a 75-year-period, education levels were consistently one of the most reliable indicators for each state’s per capita income growth and that counties with higher levels of high school graduates tend to have lower poverty rates and higher levels of labor force participation” (Laura J. Mester, 2015 Policy Summit).

According to Gereffi, Fernandez-Stark and Psilos, (2011) “the tourism sector is labor intensive, and in 2010, global tourism accounted for more than 235 million jobs (ILO, 2010). These jobs cover a wide range of positions that vary in skills and specializations” (pg. 202). Aligning efforts and providing countless opportunities to engage our youth in their educational pursuit will greatly aid in the advancement of our community. Parents are the first and most influential teachers of our children. They play an integral role in the development of their child’s dreams and aspirations.

The implementation of the “Education: Our Best Legacy”, a parent-based curriculum geared toward building the capacity of parents of middle school-aged children in the Pacific, specifically on Saipan, provided insight into how we can help parents become better equipped with skills and knowledge to help their child succeed academically. The simplicity of the
curriculum coupled with the culturally relevant supplemental learning materials, and activities made the “Education: Our Best Legacy” very meaningful. It uses a holistic approach to addressing academic success by integrating partnerships with community-based groups as well as governmental and nongovernmental organizations.

Supporting communities to take a collective action in addressing an issue, such as human capital, will require a set of strategies and time. Their involvement in this process will be beneficial as it will enhance their knowledge and skills while experiencing enhanced social inclusion. Community development mobilizes community members to take an active role in shaping their environment. It provides a foundation that help communities build a solid base to aid in improving the lives of its citizens. This includes expanding access to opportunity and economic mobility for lower-income individuals. Research has shown how education, formal or informal, leads to improved quality of life by reducing the likelihood of being in poverty. With increased capacity and self-efficacy of community members as a result of this initial effort, perhaps this will open other partnership opportunities to further develop human capital in Saipan.

There have been many studies conducted with other minority populations in the Continental U.S. using this parent-based curriculum to build local capacity; however, the Pacific region is under studied. There is limited knowledge pertaining to the effectiveness of using this parent-based curriculum working with Pacific Islanders. The purpose of this research was to evaluate the usefulness and relevance of this parent-based curriculum with our population. It would be worthwhile to test this curriculum throughout the Pacific region. The contribution of such findings as a means toward improving the development of human capital by utilizing a curriculum that cuts across all cultures would be invaluable. This study is not only important
globally, but could benefit a large number of Pacific islanders, which is known to be a growing population.

This program has so much potential in our islands. The curriculum resonated with program participants on all levels because of the activities and educational resources being culturally appropriate. There is great interest in making this program available to all middle schools on Saipan and perhaps extending it to the islands of Rota and Tinian. A couple of the participants expressed interest in assisting with facilitating the program. This is a great example of empowering people to become part of a solution to addressing a community issue. With the potential expansion to the other two islands, this is a great way to build social capital within the CNMI.
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APPENDICES

APPENDIX A: Parental Involvement Information and Consent Form

Dear Parent / Guardian,

My name is Tayna Belyeu-Camacho, a graduate student at Iowa State University (ISU). As part of the requirements for the Master’s program, I am currently working on my creative component entitled “Partnering with Schools to Develop Human Capital: Evaluation of a parent-based curriculum geared toward parents of middle school-aged children on Saipan”. The project is focused on working with middle school-aged parents utilizing a parent-based curriculum from the University of Minnesota Extension called Education: Our Best Legacy Connecting Families and Schools. The purpose of the study will be to determine its usefulness and relevance to our population. The results of this study will be used to make recommendations to enhance the existing curriculum to meet our specific needs.

In order to accomplish this task, I am asking you to complete a short, non-invasive pre-survey, attend seven (7) two-hour sessions, and complete a post survey. There will be nine (9) content areas covered. If you miss a session, we may call (or e-mail) you to determine whether you wish to continue with the program. Your participation is completely voluntary. Should you choose to participate, no identifying information will be asked of you. Should you choose not to participate, there will be no penalty.

Confidentiality is a priority. All information gathered from this project will be presented in aggregated form. Your survey responses will be held in strict confidence and will be held in a secure and locked computer with limited access only to the facilitators. Confidentiality of your records will be protected to the extent possible under existing regulations and laws but cannot be guaranteed. All data collected will be kept in a secured, locked file cabinet and/or on a secure, password-protected computer for 3 years, as required by research regulations. Then, all information will be destroyed.

To minimize any risk, do not write your name on any of the surveys. During the two-hour sessions, we respect the privacy of all participants and will not repeat what is said in the sessions to others. Your signature on this document indicates that you are agreeing to maintain the confidentiality of the information discussed by all participants during the sessions.

CONSENT I have read this consent form (or it has been read to me). All my questions about the study and my part in it have been answered. I freely consent to be in this project. By signing this consent form, I am agreeing to all the terms stipulated in this document.

____________________  ________________
Subject name (printed)

____________________  ________________________
Signature of subject Date
SIGNATURE OF FACILITATOR I or my designee has explained project to the volunteer participant and answered all of his/her questions. I believe that the volunteer participant understands the information described in this document and freely consents to participate.

________________________________
Facilitator/designee’s signature

____________________________ ________________
Facilitator/designee’s printed name          Date
APPENDIX B: EDUCATION: OUR BEST LEGACY Demographics Form

(modified version)

Thank you for your interest in this program. Please complete this evaluation to help us learn more about you and your unique situation. Answer each question to the best of your knowledge. All information you provide will be kept confidential and will not be tied to you in any reporting.

1. What is today’s date? ______________

2. What is your gender? Check one.
   - □ Male
   - □ Transgender (Male-Female)
   - □ Female
   - □ Transgender (Female-Male)

3. What is your age? Check one.
   - □ 18 or under
   - □ 19-25
   - □ 26-40
   - □ 41-64
   - □ 65 or over

4. How would you best describe your race/ethnicity? Check all that apply.
   - □ American Indian or Alaskan Native
   - □ Asian, Native Hawaiian or Pacific Islander
   - □ Black or African American
   - □ Hispanic or Latino
   - □ White or Caucasian

5. In which village do you currently live?
   Village: ____________________________

6. What is your work status? Check one.
   - □ Working full-time
   - □ Working part-time
   - □ Not working for pay, by choice
   - □ Not working for pay, not by choice
   - □ Retired
   - □ Other: ____________________________

7. Have you (personally) been in the military?
   - □ No
   - □ Yes; active duty, reserve, or National Guard
   - □ Yes; veteran

8. What is the highest level of education you have obtained? Check one.
   - □ Do not have a high school degree

60
□ High school degree or GED
□ Some college credits but no degree
□ 2-year college degree
□ 4-year college degree
□ Post 4-year college degree (e.g., Masters, Ph.d., or M.D.)


□ $1,000 per month or less □ $2,501 - $3,000 per month
□ $1,001 - $1,500 per month □ $3,001 - $3,500 per month
□ $1,501 - $2,000 per month □ $3,501 - $4,000 per month
□ $2,001 - $2,500 per month □ $4,001 per month or more

10. Do you receive disability assistance?

□ No □ Yes

11. Do you receive food support (e.g., SNAP) or other cash assistance (e.g., energy assistance, etc.)?

□ No □ Yes
APPENDIX C: (Pre-Survey) Parental Involvement Survey

**DO NOT write your name on this survey. The answers you give will be kept private.**
This survey is voluntary. DATE ___________      □ PRE

**Parental Involvement Survey**
Demographic Information: Student Grade Level (Circle one) 6th 7th 8th

Please rate the level of importance* you feel each activity has on student success by circling the answer below.
(*Values: Not Important=1, Somewhat Important=2, Important=3, Very Important=4).

<table>
<thead>
<tr>
<th></th>
<th>Setting aside a time for homework</th>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Creating a designated place to complete homework</td>
<td>Not Important</td>
<td>Somewhat Important</td>
<td>Important</td>
<td>Very Important</td>
</tr>
<tr>
<td>3.</td>
<td>Providing assistance with homework</td>
<td>Not Important</td>
<td>Somewhat Important</td>
<td>Important</td>
<td>Very Important</td>
</tr>
<tr>
<td>4.</td>
<td>Emailing the teachers</td>
<td>Not Important</td>
<td>Somewhat Important</td>
<td>Important</td>
<td>Very Important</td>
</tr>
<tr>
<td>5.</td>
<td>Calling the teachers</td>
<td>Not Important</td>
<td>Somewhat Important</td>
<td>Important</td>
<td>Very Important</td>
</tr>
<tr>
<td>6.</td>
<td>Parent initiated conference</td>
<td>Not Important</td>
<td>Somewhat Important</td>
<td>Important</td>
<td>Very Important</td>
</tr>
<tr>
<td>7.</td>
<td>Teacher initiated conference</td>
<td>Not Important</td>
<td>Somewhat Important</td>
<td>Important</td>
<td>Very Important</td>
</tr>
<tr>
<td>8.</td>
<td>Attendance at school functions i.e. family night</td>
<td>Not Important</td>
<td>Somewhat Important</td>
<td>Important</td>
<td>Very Important</td>
</tr>
<tr>
<td>9.</td>
<td>Teacher phone calls</td>
<td>Not Important</td>
<td>Somewhat Important</td>
<td>Important</td>
<td>Very Important</td>
</tr>
<tr>
<td>10.</td>
<td>School phone calls</td>
<td>Not Important</td>
<td>Somewhat Important</td>
<td>Important</td>
<td>Very Important</td>
</tr>
<tr>
<td>11.</td>
<td>Student phone calls (discipline related)</td>
<td>Not Important</td>
<td>Somewhat Important</td>
<td>Important</td>
<td>Very Important</td>
</tr>
<tr>
<td>12.</td>
<td>Participating in PTA/PTSA (Including attendance at meetings, chaperoning events, participation on committee)</td>
<td>Not Important</td>
<td>Somewhat Important</td>
<td>Important</td>
<td>Very Important</td>
</tr>
<tr>
<td>13.</td>
<td>Seeking out resources to assist your child (including school counselors, scholarships, clubs)</td>
<td>Not Important</td>
<td>Somewhat Important</td>
<td>Important</td>
<td>Very Important</td>
</tr>
<tr>
<td>14.</td>
<td>Taking advantage of tutoring opportunities (Before or After School)</td>
<td>Not Important</td>
<td>Somewhat Important</td>
<td>Important</td>
<td>Very Important</td>
</tr>
</tbody>
</table>

**Part 2**
Select how often you participate* in the following activities by circling the answer below.

<table>
<thead>
<tr>
<th></th>
<th>Setting aside a time for homework</th>
<th>Never</th>
<th>Daily</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Semester</th>
<th>Yearly</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.</td>
<td>Creating a designated place to complete homework</td>
<td>Never</td>
<td>Daily</td>
<td>Weekly</td>
<td>Monthly</td>
<td>Semester</td>
<td>Yearly</td>
</tr>
</tbody>
</table>

62
<table>
<thead>
<tr>
<th></th>
<th>Emailing the teachers</th>
<th>Never</th>
<th>Daily</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Semester</th>
<th>Yearly</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.</td>
<td>Calling the teachers</td>
<td>Never</td>
<td>Daily</td>
<td>Weekly</td>
<td>Monthly</td>
<td>Semester</td>
<td>Yearly</td>
</tr>
<tr>
<td>20.</td>
<td>Teacher initiated conference</td>
<td>Never</td>
<td>Daily</td>
<td>Weekly</td>
<td>Monthly</td>
<td>Semester</td>
<td>Yearly</td>
</tr>
<tr>
<td>21.</td>
<td>Attendance at school functions i.e. family night</td>
<td>Never</td>
<td>Daily</td>
<td>Weekly</td>
<td>Monthly</td>
<td>Semester</td>
<td>Yearly</td>
</tr>
<tr>
<td>22.</td>
<td>Teacher phone calls</td>
<td>Never</td>
<td>Daily</td>
<td>Weekly</td>
<td>Monthly</td>
<td>Semester</td>
<td>Yearly</td>
</tr>
<tr>
<td>25.</td>
<td>Participating in PTA/PTSA (Including attendance at meetings, chaperoning events, participation on committee)</td>
<td>Never</td>
<td>Daily</td>
<td>Weekly</td>
<td>Monthly</td>
<td>Semester</td>
<td>Yearly</td>
</tr>
<tr>
<td>26.</td>
<td>Seeking out resources to assist your child (including school counselors, scholarship, clubs)</td>
<td>Never</td>
<td>Daily</td>
<td>Weekly</td>
<td>Monthly</td>
<td>Semester</td>
<td>Yearly</td>
</tr>
<tr>
<td>27.</td>
<td>Taking advantage of tutoring opportunities (Before or After School)</td>
<td>Never</td>
<td>Daily</td>
<td>Weekly</td>
<td>Monthly</td>
<td>Semester</td>
<td>Yearly</td>
</tr>
</tbody>
</table>

**Part 3**

Please rate the level of confidence* you feel in your ability to help your child succeed (*Values: Not Confident=1, Somewhat Confident=2, Confident=3, Very Confident=4).

<table>
<thead>
<tr>
<th></th>
<th>Helping your child with his/her homework</th>
<th>Not Confident</th>
<th>Somewhat Confident</th>
<th>Confident</th>
<th>Very Confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.</td>
<td>Initiating conversations with the school regarding your child’s education (including administrators, teachers, school counselors)</td>
<td>Not Confident</td>
<td>Somewhat Confident</td>
<td>Confident</td>
<td>Very Confident</td>
</tr>
<tr>
<td>30.</td>
<td>Seeking out resources to assist with expanding your child’s learning experience (including school counselors, scholarships, clubs, cultural exchange programs)</td>
<td>Not Confident</td>
<td>Somewhat Confident</td>
<td>Confident</td>
<td>Very Confident</td>
</tr>
</tbody>
</table>

Thank you for your participation. Please place this survey in the brown envelop provided.
**APPENDIX D: (Post Survey) Parental Involvement Survey**

*DO NOT write your name on this survey. The answers you give will be kept private.*

*This survey is voluntary. DATE ___________ □ POST*

**Parental Involvement Survey**

Demographic Information: Student Grade Level (Circle one) 6th 7th 8th

Please rate the level of importance* you feel each activity has on student success by circling the answer below.

(*Values: Not Important=1, Somewhat Important=2, Important=3, Very Important=4).

<table>
<thead>
<tr>
<th></th>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>32. Setting aside a time for homework</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. Creating a designated place to complete homework</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. Providing assistance with homework</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. Emailing the teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36. Calling the teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37. Parent initiated conference</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. Teacher initiated conference</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39. Attendance at school functions i.e. family night</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40. Teacher phone calls</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41. School phone calls</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42. Student phone calls (discipline related)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43. Participating in PTA/PTSA (Including attendance at meetings, chaperoning events, participation on committee)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44. Seeking out resources to assist your child (including school counselors, scholarships, clubs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45. Taking advantage of tutoring opportunities (Before or After School)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part 2**

Select how often you participate* in the following activities by circling the answer below.


<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Daily</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Semester</th>
<th>Yearly</th>
</tr>
</thead>
<tbody>
<tr>
<td>46. Setting aside a time for homework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47. Creating a designated place to complete homework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48. Providing assistance with homework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>49. Emailing the teachers</td>
<td>Never</td>
<td>Daily</td>
<td>Weekly</td>
<td>Monthly</td>
<td>Semester</td>
<td>Yearly</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-------</td>
<td>-------</td>
<td>--------</td>
<td>---------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td>50. Calling the teachers</td>
<td>Never</td>
<td>Daily</td>
<td>Weekly</td>
<td>Monthly</td>
<td>Semester</td>
<td>Yearly</td>
</tr>
<tr>
<td>51. Parent initiated conference</td>
<td>Never</td>
<td>Daily</td>
<td>Weekly</td>
<td>Monthly</td>
<td>Semester</td>
<td>Yearly</td>
</tr>
<tr>
<td>52. Teacher initiated conference</td>
<td>Never</td>
<td>Daily</td>
<td>Weekly</td>
<td>Monthly</td>
<td>Semester</td>
<td>Yearly</td>
</tr>
<tr>
<td>53. Attendance at school functions i.e. family night</td>
<td>Never</td>
<td>Daily</td>
<td>Weekly</td>
<td>Monthly</td>
<td>Semester</td>
<td>Yearly</td>
</tr>
<tr>
<td>54. Teacher phone calls</td>
<td>Never</td>
<td>Daily</td>
<td>Weekly</td>
<td>Monthly</td>
<td>Semester</td>
<td>Yearly</td>
</tr>
<tr>
<td>55. School phone calls</td>
<td>Never</td>
<td>Daily</td>
<td>Weekly</td>
<td>Monthly</td>
<td>Semester</td>
<td>Yearly</td>
</tr>
<tr>
<td>56. Student phone calls (discipline related)</td>
<td>Never</td>
<td>Daily</td>
<td>Weekly</td>
<td>Monthly</td>
<td>Semester</td>
<td>Yearly</td>
</tr>
<tr>
<td>57. Participating in PTA/PTSA (Including attendance at meetings, chaperoning events, participation on committee)</td>
<td>Never</td>
<td>Daily</td>
<td>Weekly</td>
<td>Monthly</td>
<td>Semester</td>
<td>Yearly</td>
</tr>
<tr>
<td>58. Seeking out resources to assist your child (including school counselors, scholarship, clubs)</td>
<td>Never</td>
<td>Daily</td>
<td>Weekly</td>
<td>Monthly</td>
<td>Semester</td>
<td>Yearly</td>
</tr>
<tr>
<td>59. Taking advantage of tutoring opportunities (Before or After School)</td>
<td>Never</td>
<td>Daily</td>
<td>Weekly</td>
<td>Monthly</td>
<td>Semester</td>
<td>Yearly</td>
</tr>
</tbody>
</table>

**Part 3**

Please rate the level of confidence* you feel in your ability to help your child succeed (*Values: Not Confident=1, Somewhat Confident=2, Confident=3, Very Confident=4).

<table>
<thead>
<tr>
<th>60. Helping your child with his/her homework</th>
<th>Not Confident</th>
<th>Somewhat Confident</th>
<th>Confident</th>
<th>Very Confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>61. Initiating conversations with the school regarding your child’s education (including administrators, teachers, school counselors)</td>
<td>Not Confident</td>
<td>Somewhat Confident</td>
<td>Confident</td>
<td>Very Confident</td>
</tr>
<tr>
<td>62. Seeking out resources to assist with expanding your child’s learning experience (including school counselors, scholarships, clubs, cultural exchange programs)</td>
<td>Not Confident</td>
<td>Somewhat Confident</td>
<td>Confident</td>
<td>Very Confident</td>
</tr>
</tbody>
</table>

**Part 4**

<table>
<thead>
<tr>
<th>1. Did the weekly sessions meet program objectives?</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Did your knowledge, skills, or understanding of how you can help your child succeed in school improve as a result of the curriculum?</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>
3. Will you be able to use the skills and knowledge gained from the training?  

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

4. Would you recommend this program to others?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Unsure</th>
</tr>
</thead>
</table>

5. What part of the program did you find *useful*? (For ex., tree reflection, Conversation Starters, Homework lessons/activities, Guest Speakers, etc…)

6. Which components did you find *useful*? (For ex., tree reflection, Conversation Starters, Homework lessons/activities, Guest Speakers, etc…)

7. Which materials were *not useful*? Why?

8. As a result of what you learned in this program, what actions do you plan to take or have you taken? (For ex., more involved with homework, school related activities like PTSA, etc…)

9. Has this program encouraged you to look at other ways to get more involved with your child’s career pathway (college, workforce readiness, trade schools)? How?

10. Are there any additional comments you would like to share with us about the program? This may include ways to improve the curriculum to better suit our needs.

Thank you for your participation. Please place this survey in the brown envelop provided.
APPENDIX E: Education Our Best Legacy Workbook
[refer to the attached PDF file]

APPENDIX F: Education: Our Best Legacy Facilitator Guide
[refer to the attached PDF file]