



March 10, 2015

To Members of the Grant Committee:

On behalf of the Columbus Partnership and Columbus 2020, we support the partnership of I Know I Can (IKIC), its community outreach partners, and the Columbus Chamber. Our organizations have a vested interest in the effectiveness of our community – between educators, faith-based organizations, businesses – in preparing our students to be a ready workforce. This initiative serves as a platform from which to develop future, and more targeted strategies to meet the workforce challenges in the Columbus Region.

The partnership brokered between IKIC, its outreach partners and the Columbus Chamber is a concerted effort to enhance connectivity – especially in knowledge sharing – between our business and education communities. It serves as a vehicle to support our regional economic growth strategy by bringing the supply (and the suppliers) into the fold, shedding light on the industries, occupations, and companies that will move our economy forward.

As a collaborator with the Columbus Chamber, we support this initiative through continued open communication and transparency on workforce needs and priorities. We will grant access to resources (collateral) and our economic development staff/leadership to ensure consistency in the message around our regional economic growth strategy and tactics. We will also share our network of businesses as communications tactics are developed to deliver employers' value propositions to students online through [ColumbusInternships.com](http://ColumbusInternships.com).

We support this strategy as a piece of our overall objective to address the workforce challenges faced by businesses in our community.

Sincerely,

A handwritten signature in black ink, appearing to read 'S. Lyons'.

Stephen J. H. Lyons  
Executive Vice President  
The Columbus Partnership

A handwritten signature in black ink, appearing to read 'Kenny McDonald'.

Kenny McDonald, CEcD  
Chief Economic Officer  
Columbus 2020

March 5, 2015

Dear Members of the Community Connectors Advisory Committee,

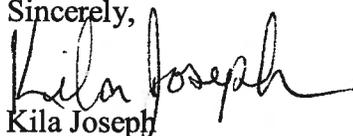
I write this letter in support of I Know I Can (IKIC) and its Community Connectors program application for support. It is with the encouragement of IKIC that I am scheduled to graduate from The Ohio State University (OSU) this December. I offer you a brief summary of my experiences with IKIC in hopes that my story will give perspective on the great work of this organization.

I was lucky enough to have an I Know I Can Advisor, Felicia Mitchell, while a student at Walnut Ridge High School. Through my years there, she was more than an advisor for college; she was a mentor and eventually a friend. The first meeting I had with Felicia was to get an ACT fee waiver. Initially, that was my only intention in meeting with Felicia, but I soon began meeting with her weekly to discuss options for college, career and just overall personal success. As the first in my family to attend college, I relied on Felicia to guide me through applying and selecting a college. Felicia supported my decisions and was there for me through the entire process. Talking with Felicia about her personal, college, and professional experiences inspired me. I look up to her for all that she has accomplished and I know I want the same for myself.

As for college, I decided to attend Columbus State Community College (CSCC) for two years and then complete my Bachelor's Degree at OSU. While attending CSCC, I had the opportunity to become a peer mentor for other I Know I Can students. I was able to be the mentor that Felicia was to me. I also had the opportunity to work in the IKIC office as a work study student where I learned a great deal about what IKIC does for CCS students and their families. Felicia and the staff at IKIC have stayed with me throughout my college experiences at CSCC and OSU. They have helped me discover my love for teaching while also enabling me to learn so much more about myself. Without the support of Felicia and the IKIC family, I most likely would not have stayed enrolled in college.

With graduation soon approaching, my plan after college is in the forefront of my mind. With assistance from the IKIC staff, I have completed my application for Teach For America. I am very thankful for Felicia and all that she has done for me. Words will never be enough to express the impact she has had on my life. With the help of IKIC, I am fulfilling my goal of graduating from college and pursuing my career in teaching. Felicia's mentorship has made IKIC's mission my reality. I dreamed big, worked hard, and she has helped me to reach my goals. This grant would enable IKIC to help more students reach their personal, college and career goals and allow more students to continue to pay it forward. Thank you for your time and consideration.

Sincerely,

  
Kila Joseph

# NEW SALEM MISSIONARY BAPTIST CHURCH

"COMMUNITY OF CARING"

March 10, 2015

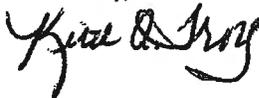
To Whom It May Concern:

This correspondence is in support of I Know I Can's (IKIC) application for the Community Connectors program. As the Pastor of New Salem Missionary Baptist Church, I believe there is significant potential to match faith-based mentors with Columbus City Schools (CCS) students through IKIC's expansion of its high school advising and mentoring services.

During my time on the IKIC board of directors, I witnessed first-hand, the impact the organization has had on CCS students and parents. Through intentional and innovative programs, IKIC helps more students dream big, work hard, and learn what it takes to put their dreams and goals into action. Given New Salem's rich tradition of support of Columbus City Schools, I see our involvement in this mentorship program as an extraordinary opportunity to expand our care for the lives of young people throughout the district.

We stand ready and able to engage more faith-based participants, including beyond the scope of our own congregation, in this effort. As a key collaborator and believer of IKIC's work in the community, I hope you will give favorable consideration to this request to significantly expand advising and mentoring services for CCC students.

Sincerely,



Dr. Keith A. Troy  
Pastor

KAT/rg



DR. KEITH A. TROY, PASTOR

3/6/2015

To the Grant Committee:

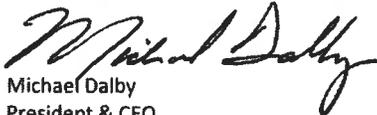
Over the past two years the Columbus Chamber has worked to address one of the most frequently cited business issues – finding, hiring and keeping talented workers. Along the way, our staff has interacted with students, job seekers, not-for-profit workforce organizations, K-12/community and technical colleges/universities, public agencies and businesses. We've gained a broad perspective on the issue – a perspective that is less about blame and finger pointing and more about the power of information and best practices to help connect youth to jobs.

The Columbus Chamber is poised to foster increased connectivity between business and education, dedicating resources and time in helping the education community understand and navigate the business/workforce landscape. We are committed to helping to build a talent pipeline responsive to our community's needs, by helping to translate business insights from regular conversations with businesses along with powerful databases to provide actionable insights for students and educators through relevant messaging, training and other experimental and innovative activities.

The partnership orchestrated through this Community Connectors grant is a public commitment and a concerted effort to foster greater connectivity between business and education. We are enthusiastically contributing to this partnership with I Know I Can and its community partners to develop a common platform to communicate the Region's work opportunities to students and spread these market-driven insights to educators through relevant training. Further, taking a deliberate approach in testing delivery and design with beneficiaries (students and employers) for greater assurance of "stickiness" and effectiveness, we are investing in the development of new and innovative solutions – specifically, a talent mapping tool to identify possible job fits with companies here locally.

Our belief is that through a fresh and authentic approach to increasing awareness of work opportunities and pathways of talent – particularly emerging talent from our high schools and colleges – while at the same time helping businesses understand just how fiercely competitive the battle for talent has become, we can create better connections that help to realize the full potential of the Columbus Region's most precious and valuable resource: human capital.

Should you have any questions or concerns, please feel free to reach out to me at [MichaelDalby@Columbus.org](mailto:MichaelDalby@Columbus.org).



Michael Dalby  
President & CEO  
Columbus Chamber of Commerce

# FINAL REPORT

Results from 2013-2014 Cohorts of IKIC *Blueprint:College* Middle School Study  
July 2014

## PREFACE

---

This report is the result of a multi-phase, mixed methods study of *Blueprint:College Middle School*, sponsored by I Know I Can (IKIC), a contracted college access program for Columbus City Schools (CCS), founded in 1988 by generous civic leaders and community members. Any undertaking of this size leaves one indebted to a number of individuals and this is no exception. Sincere thanks to members of the iDEAS team who helped prepare materials, distribute surveys, conduct interviews, and analyze data including (in alpha order): Blossom Barrett, Zak Foste, Trevion Henderson, Royel Johnson, Joey Kitchen, Leroy Long, Karleton Munn, Ryann Randall, Amber Samimi, Amber Stultz, and Derrick Tillman-Kelly. Our partners at IKIC have been amazing collaborators and it's my hope this is just the first of many to come; special thanks to Katina Fullen and Amy Wade. Last, but certainly not least, special thanks to all of the students and families who continue to share their aspirations, beliefs, and thoughts with us through our surveys and interviews. Without you and your insight, none of this would be possible. It's our collective hope that by bringing light to the program's impact, we help strengthen its influence on college access for all. Indeed, working together we can increase the number of students and families who respond affirmatively to the question: "Do you think you can go to college one day?" With such intervention, many more will say: "I Know I Can!"

Terrell L. Strayhorn  
Director of Center for iDEAS

**Recommended Citation:** Strayhorn, T. L., Barrett, B. A., Johnson, R. M., Kitchen, J. A., & Tillman-Kelly, D.L. (2014). *Results from 2013-2014 cohorts of the IKIC Blueprint:College Middle School Study: Final Report*. Columbus, OH: Center for iDEAS.

## FROM THE DIRECTOR

---

With great pleasure, I release the Summer 2014 Final Report of findings from the Center for iDEAS' evaluation of *Blueprint:College* Middle School. After several months of data collection, data cleaning, and preparation for analysis, I am happy to share this report highlighting key results from all three cohorts of *Blueprint:College*, which took place during the 2013-2014 academic year.

What we've learned about *Blueprint:College* is that "it works" and it's making a difference in the lives of prospective college students, their families and their communities. With each turn of page, the report provides evidence of the impact that *Blueprint:College* has on parents' college preparation knowledge, engagement in their student's education, and understanding of college costs and financing options.

Very special thanks to our friends and collaborators at I Know I Can (IKIC), especially Dr. Amy Wade who helped us develop initial plans for the evaluation, connect with students and parents for data collection, and provided feedback on prior drafts of reports. I also acknowledge the meaningful contributions of my staff within the Center for iDEAS.

With enthusiasm,

*Terrell L. Strayhorn*

[strayhorn.3@osu.edu](mailto:strayhorn.3@osu.edu)

## EXECUTIVE SUMMARY

---

In 2013, thanks to a generous gift from Huntington Bank, I Know I Can (IKIC) embarked on a journey to significantly expand access to college planning information and resources for Columbus City Schools (CCS) families through *Blueprint:College* Middle School. *Blueprint:College*, originally developed by The Ohio State University for parents of elementary school students, is a series of parent engagement workshops focused on promoting the importance of early college readiness. During the workshops, parents gain access to the knowledge and resources necessary to nurture the college aspirations of students, to build a college-going culture in their homes, and to start planning early for postsecondary success. *Blueprint:College* families participate in three workshops: College Bound, which focuses on foundational college-going knowledge and skills; Make College Happen, which emphasizes college preparatory academics in middle and high school; and, finally, Money Matters, which is designed to help parents understand the true costs of college and how to finance a higher education.

During the 2013-2014 academic year, 1,000 CCS families participated in *Blueprint:College* programming. This study draws on a sample population of 527 pre- and post-test survey responses, representative of all 27 CCS middle schools. Of the sample population, 22% of mothers and 17% of fathers reported earning a bachelor's degree or higher. In addition, representative of CCS, over 70% identified as nonwhite. Finally, *Blueprint:College* participant's students were generally spread evenly throughout the middle school years with a slightly larger portion in the 6<sup>th</sup> grade. Overall, reporting 37% in the 6<sup>th</sup> grade, 32% in the 7<sup>th</sup> grade, and 31% in the 8<sup>th</sup> grade.

The purpose of this collaboration between The Ohio State University's Center for Inclusion, Diversity & Academic Success (iDEAS) and IKIC was to study the impact of IKIC's *Blueprint:College* programming on participants, in terms of *Blueprint:College*'s overarching goals and objectives. In a previous report (see Appendix A), the Center for iDEAS provided IKIC with: (a) a review of the current literature and program elements that produce positive outcomes in college access programs; (b) an outline of *Blueprint:College* current curriculum and program components; (c) recommendations for improving *Blueprint:College* parent curriculum; and (d) suggestions for creating a program replicable on a larger scale, where possible. *Blueprint:College* employs a cohort model; families participate in a series of workshops over three weeks. A pre-test is given at the beginning of the first workshop and a post-test given upon completion, at the end of the three-week curriculum.

In this final report, we present key results from survey and interview data collected as part of this study. It is important to note that the preliminary/mid-term report is based

on the first (autumn) cohort of *Blueprint:College* attendees only. This final report provides a more complete analysis based on all three cohorts of the longitudinal study.

Generally, findings indicate that *Blueprint:College* makes a difference in the lives of parents<sup>1</sup> who participate in the cohort-based program. Survey results suggest that parents' knowledge of college preparation requirements, awareness of college options, understanding of the application process, and familiarity with college financing options increase significantly over the course of the program. Program revisions and enhancements might capitalize upon these findings to strengthen the program's impact on parents' perceptions of responsibility, the costs of college, and impact of education on individuals and communities, to name a few.

---

<sup>1</sup> Throughout this report, we use "parent" to refer to adults who have custodial responsibilities for school-age youth, including biological parents, guardians, foster parents, those who have adopted, to name a few.

## KEY FINDINGS: Parent College Knowledge and Skills

---

Parents benefitted from participating in *Blueprint:College* and their “gains” in college knowledge and skills were in the desired direction (see Table 1.). Here are several key findings that deserve mention:

1. Sizeable gains<sup>2</sup> were identified in parents’ college preparation knowledge from the start-to-end of the program including:
  - Understanding which middle school courses are important to college success ( $\Delta M = +1.02$ ),
  - Understanding which high school courses are important to college success ( $\Delta M = +1.06$ ),
  - Understanding the types of higher education opportunities available to their student ( $\Delta M = +0.78$ );
2. Parents reported a decrease in their anxiety about financing students’ college attendance ( $\Delta M = +0.45$ ), reflecting a better understanding of college financing options such as school loans, grants, and scholarships; (*Note: given how this section of the survey was scored, increases in mean signal positive program impact in the desired direction*)
3. Participating parents also reported increases in the following areas: (*Note: given how this section of the survey was scored, decreases in mean signal positive program impact in the desired direction*)
  - Understanding of the college selection process ( $\Delta M = -0.78$ ),
  - Understanding of terminology associated with college admissions and financing ( $\Delta M = -0.50$ ),
  - Understanding of options available for college planning assistance ( $\Delta M = -0.82$ );
4. Taken together the findings above suggest that parents increased their efficacy in helping students with the college-going process;
5. And, results suggest that parents have come to see IKIC as a trusted resource.

"I walked in the door with just incredible fear. I still have fear, but it's more realistic and less embarrassing. It's kind of sobering that I had no clue how to pay for a degree, but now I have resources and I just need to process it all now. I don't fear the college process or paying for it anymore...I know that much...I guess, I know I can (laughing)."

-- Black female parent who has participated for more than 1 year

---

<sup>2</sup> Interpret mean (“gains”) changes using the following scale: 0.00-0.29 (small); 0.30-0.59 (medium);  $\leq 0.60$  (large)

## KEY FINDINGS: Parent College Knowledge and Skills (Cont...)

Table 1.

### *Changes in Parent College Knowledge and Skills*

<i>Survey Item(s)</i>	<i>Pre-Test Mean</i>	<i>Post-Test Mean</i>	<i>+/<math>\Delta</math>Mean</i>
Education is a key to my children's success in the future.	4.82	4.85	+0.03
Getting a college education will help my children secure a good-paying job.	4.52	4.55	+0.03
School success does not necessarily lead to a better life.	2.80	2.77	-0.03
Educating more people in a community will lead to better conditions in the community.	4.53	4.57	+0.04
I am concerned that my child(ren) will not be academically prepared for college.	2.63	2.44	-0.19
The basic classes required to graduate from high school are the best preparation for college.	2.78	2.95	+0.17
Completing college preparatory courses ensures students will get admitted to any college they want to attend.	2.85	3.10	+0.25
Learning how to perform well on standardized test is an important college preparation skill.	4.12	4.32	+0.20
There are several colleges my child(ren) will be eligible to attend as long as he/she graduates from high school	3.60	3.55	-0.05
Involvement in extracurricular activities such as sports, theater, or having a job will help my child(ren) prepare for college.	3.96	4.35	+0.39
Most students who go to college pay the full cost of attendance.	2.76	2.46	-0.30
There are several different forms of financial aid offered to students to help them pay for college.	4.43	4.58	+0.15
Financial aid from college, state, and federal government can be used only for tuition and not for other college expenses, such as room, food, and transportation.	2.41	2.23	-0.18
I understand the types of higher education opportunities that are available to my child(ren).	3.65	4.43	+0.78
I understand which middle school classes are most important to college success.	3.14	4.16	+1.02
I understand which high school classes are most important to college success.	3.42	4.48	+1.06
I am concerned that my family will not be financially prepared for college.	3.70	3.25	-0.45
I am concerned that I do not understand the college selection process well enough to help my child(ren).	2.98	2.20	-0.78
I am concerned that I do not understand the terminology associated with college admissions and financing.	2.68	2.18	-0.50
I am concerned that I will not know where to go when my family needs college planning assistance.	2.80	1.98	-0.82

## KEY FINDINGS: Parental Involvement

---

*Blueprint:College* parents reported changes to the various ways in which they became involved in their student(s) lives during the three weeks of *Blueprint:College* programming (see Table 2.). Here are several key findings that deserve mention:

1. On average, participating parents reported more frequent (e.g., daily) **academically-focused** involvement in their student(s) lives at the end-of-program. Specifically, parents reported more frequent engagement in:
  - Reading a book with their student ( $\Delta M = +0.17$ ),
  - Checking their students' homework ( $\Delta M = +0.17$ ),
  - Reviewing parent materials sent home from school ( $\Delta M = +0.11$ );
2. Participating parents reported less frequent **socially-focused** involvement in their student(s) lives at the end-of-program. Specifically, parents reported less frequent engagement watching TV with their student(s) daily ( $\Delta M = -0.10$ ).

"I know that one of the best ways to be involved is showing up at my children's schools. It seems to make all of the difference. I used to be there all the time, but now I'm enrolled in college and going to school at the same time as them. You can tell the difference when their teachers knew I would be there, kept up with info they sent home, and my kids knew that I could pop up at anytime."

*-- Black female parent of 7th grader and preschooler, enrolled at Columbus State Community College*

"Since coming to Blueprint, I realized that you have to take time, especially if you have more than one child...I have three children, but this program [Blueprint] is part of my time with my 7th grade daughter. This is the start of our time to talk about what's going to happen about school and college...I even get up early, at like 5:30 am to make sure I talk to them before they get out of the door on their way to school. And we also have monthly family meetings to get it all out on the table. Are teachers talking to you crazy? Are you getting in the right classes? How are your clubs and sports coming along? We talk about it as a family unit."

*-- Black female parent, originally from St. Louis area with former college experience.*

## KEY FINDINGS: Parental Involvement (cont...)

Table 2.

### *Changes in Parental Involvement*

<i>Survey Items</i>	<i>Pre-Test Mean</i>	<i>Post-Test Mean</i>	<i>+/- ΔMean</i>
On average, in the last month, how often have you...			
Checked your child(ren)'s homework.	2.23	2.40	+0.17
Watched TV with your child(ren).	1.83	1.73	-0.10
Asked your child(ren) about his/her/their school day.	2.88	2.88	0.00
Reviewed parent materials sent home from school.	2.48	2.59	+0.11
Volunteered at your child(ren)'s school.	0.60	0.62	+0.02
Read a book with your child(ren).	1.23	1.40	+0.17
Talked/met with teachers/administrators at your child(ren)'s school.	1.24	1.28	+0.04

## KEY FINDINGS: Parent vs. School Responsibility

---

*Blueprint:* College parents came to understand the balance of responsibility between “family” and “school” in terms of college preparation, application process, and financing. Survey items for **family** versus **school responsibility** were rated on a scale of 1 “family responsibility” to 5 “school responsibility” (see Table 3.) Here are several key findings that deserve mention:

1. Parents reported feeling more responsibility for “making sure students are enrolled in college preparatory courses in middle and high schools” ( $\Delta M = -0.27$ ), indicating a sizeable shift in attitudes toward **family responsibility**. While this suggests that parents came to accept that families have some responsibility for students’ college readiness, it does not remove the school’s responsibility to offer rigorous college preparatory curricula or employ sufficient numbers of school counselors who discuss college options and curricular choices with students and well-trained instructors to teach such courses;

“Being in touch with teachers physically, by phone, by email...Principals, going back and forth with them, calling the counselor...you have to stay the course [be]cause it gets exhausting—it’s an exhausting task trying to stay the course to get them all the way to where they need to be in terms of college but it’s part of our job as parents.”

-- Female parent of 7<sup>th</sup> grade son

2. Parents also reported feeling more responsible for “seeking/providing information on college cost and financial aid” ( $\Delta M = -0.09$ ), reflecting movement toward greater family responsibility. This is a promising finding that suggests parents have identified one of their roles as seeking out and discussing college costs and financial aid information with their students. In sum, *Blueprint:College parents feel empowered* to advocate on behalf of their students and feel equipped to have curricular and planning conversations with school representatives;

“As a parent you have to constantly talk to your child...YOU have to stay on top of it and try to find as much information as you can to figure things out.”

-- Female parent

## KEY FINDINGS: Parent vs. School Responsibility (con't...)

3. Participants reported small increases in feelings about the **school's responsibility** for "making sure college application and financial aid forms are completed and turned in on time" ( $\Delta M = +0.01$ ). While parents still see the completion of college applications and financial aid forms as a primarily family responsibility, they also recognize that the school can help by stressing the importance of turning in all applications and forms on time.

"We have the information now. Instead of a 'blob' to worry about, now we have specific things to worry about, but we had to seek out that information and programs like this one helps [sic]. It's not just what does it cost, but how do I make this work for my family. Now we got to get everything done and turned in on time. That's where schools can help, I think."

-- Second year male parent

Table 3.

### *Changes in Parents' Understanding of Their Responsibility*

<i>Survey Items</i>	<i>Pre-Test Mean</i>	<i>Post-Test Mean</i>	<i>+/- <math>\Delta</math> Mean</i>
Who is responsible for making sure students are enrolled in college preparatory courses in middle and high school?	2.27	1.99	-0.27
Who is responsible for seeking/providing information on college cost and financial aid?	2.13	2.04	-0.09
Who is responsible for making sure college application and financial aid forms are completed and turned in on time?	1.51	1.52	+0.01

## KEY FINDINGS: Knowledge of Financial Resources

---

Parents who participated in *Blueprint:College* reported increased knowledge of alternative college savings resources. Notable changes include:

1. An additional 18% of parents reported knowledge of the UPromise program; of those, 26.7% indicated interest in enrolling;
2. Approximately 22% more parents are aware of The Ohio Tuition Trust Authority or 529 plans, and 43.8% report interest in participating;
3. Overall, parents who participated in *Blueprint:College* were less concerned about their family's financial preparation for college.

"Our biggest transition is going to be the financial planning as a family...I have been doing what I can but it's nice to know there are other resources out there available. I don't want my kids to have the student loan debt that I have."

*-- Female parent of 6<sup>th</sup> grade daughter*

## KEY FINDINGS: College Planning Curriculum and the Common Core

*Blueprint:College* parents pre- and post-test results suggest important shifts in their knowledge about the number of high school courses in specific content areas deemed necessary for students to be “well prepared” for college. Given how this section of the survey was designed, increases in the proportion of parents who mark “4” as the required number of courses per content area would signal positive program impact in the desired direction. Here are several key findings that deserve mention:

1. For every subject area, more parents correctly identified “4” as the required number of courses by the end-of-program;
2. For every subject area, fewer parents marked “5” as the required number of courses by the end-of-program, which reflects the fact that the program clarified parents understanding of the number of required courses and reduced beliefs that exceeded Common Core graduation expectations.

“I talk about Blueprint to people who live outside the district. They are overwhelmed, but being able to educate them so they can pass it along since they don't have it in their district is a good thing, I think. I tell them, 'Oh, no they need that math class. Or be sure they start Spanish in 9<sup>th</sup> grade, if not before.' That makes me feel good, it made me feel confident that I'm not taking just a gift card away [from *Blueprint:College*], but can help someone else and their kids.”

-- Black female parent

“I knew that you had to take four years of English and math, but science and social studies I had no clue colleges want them to take four years of that too. And it's like I thought I had to do all on my own, you know it's like take step one, then step two, take this and take that. It's like they [IKIC/Blueprint Staff] got my back.”

-- Black male parent of 6th grader

Table 4.

### *Changes in College Readiness Knowledge*

<i>Survey Items</i>	<i>Pre-Test Mean</i>	<i>Post-Test Mean</i>	<i>+/- Δ Mean</i>
High School English	0.51	0.57	+0.06
High School Mathematics	0.45	0.53	+0.08
High School Lab Science	0.42	0.46	+0.04
High School Social Studies	0.42	0.49	+0.07
High School Foreign Language	0.26	0.37	+0.11

## KEY FINDINGS: Postsecondary Expectations

Results suggest that parents' educational expectations of their student(s) increased significantly over the program. Specifically, many more parents (62%) reported expecting their student(s) to earn a 4-year degree or higher at some point in life by the end-of-program (see Table 5).

"Before Blueprint, my son showed very little interest in school. We were almost certain college wasn't going to happen. But since coming here, he has shown more interest and motivation for pursuing college. I think coming has helped him see college as important, something that's also attainable. "

*--White female parent*

"Since she [daughter] has been at Blueprint she is at least thinking about going to college. Before she didn't even think about it—don't want to hear it...but now because of Blueprint its more promising."

*--Female parent of 8<sup>th</sup> grade daughter*

Table 5.

### *Changes in Parents' Postsecondary Expectations for their Child(ren)*

<i>Survey Items</i>	<i>Pre-Test %</i>	<i>Post-Test %</i>	<i>+/- Δ %</i>
I do NOT expect my child to go to college.	35	21	-14
I expect my child to earn a 2-year college degree.	34	17	- 17
I expect my child to earn a 4-year college degree.	31	62	+ 21

## CENTER for iDEAS

---

The mission of the Center for iDEAS is to foster inclusion, promote diversity, and ensure academic success of all individuals served by education and our primary activities include research, outreach, and advocacy. The Center's research agenda focuses on diverse, historically underserved, and vulnerable populations across the lifespan generally and within education specifically, including students, faculty, staff, and families. iDEAS engages in meaningful partnerships with campus units, local agencies, and national organizations to establish college outreach efforts, increase access for groups, inform educational policy, and maximize human potential by improving education. Housed within the College of Education and Human Ecology, the Center for iDEAS also offers high-quality programming and professional development to College units, the broader university, and constituents across the country.

---

1945 N. High Street, 163 Arps Hall, Columbus, OH 43206

Tel 614 292 1936  
Web [ideas.ehe.osu.edu](http://ideas.ehe.osu.edu)  
Email [ideas@osu.edu](mailto:ideas@osu.edu)