Mother Daughter Program
La Plaza, Inc.

Year in school (please circle): 6th 7th 8th 9th

How long have you been participating in the Mother-Daughter Program?
This is my... 1st year 2nd year 3rd year

What encouraged you to join the Mother-Daughter Program?
It was all Mexican or Latina girls.

How many of your friends are part of the Mother-Daughter Program? 9

For your friends who don’t participate, what keeps them from joining?
They don't like the other girls in it.

Do you like the size of the current group? (Yes) No What size would you like for the group to be? ______ students

What do you like most about the program? (What makes you want to come back?)
everything

What are three things you have learned thanks to the Mother-Daughter Program?
1. self-esteem
2. and about everyone in it
3. 

Are there any topics you would like to learn more about?

Do you like the name “Mother-Daughter Program”? (Yes) No If you could change the name, what would you change it to?
tacos

Do you have any suggestions that would help us encourage more students to participate in the program?
Mother Daughter Program
La Plaza, Inc.

Year in school (please circle): 6th 7th 8th 9th

How long have you been participating in the Mother-Daughter Program?
This is my... 1st year 2nd year 3rd year

What encouraged you to join the Mother-Daughter Program?
Um will I just wanted to join!

How many of your friends are part of the Mother-Daughter Program? __________

For your friends who don’t participate, what keeps them from joining?

Do you like the size of the current group? Yes No What size would you like for the group to be? small students

What do you like most about the program? (What makes you want to come back?)
Teacher

What are three things you have learned thanks to the Mother-Daughter Program?
1. Um about Franklin college.
2. People in my class.
3. About history life.

Are there any topics you would like to learn more about?
No

Do you like the name “Mother-Daughter Program”? Yes No If you could change the name, what would you change it to?
keep it the same

Do you have any suggestions that would help us encourage more students to participate in the program?
No
1) 8th
2) 1st year
3) My friends
4) 7

5) They are in other activities
6) Yes
7) 20

8) Relationships, Violence, Career
9) How to learn to drive, Healthy,
10) Yes I like the name
1) 7th grade
2) 1st year
3) Mom's permission
4) 2
5) Can't go
6) Yes
7) About 16
8) 1) Domestic violence 2) Homeless 3) Science
9) 1) Learn to drive 2) Eat healthy
10) Yes
11) Teletubbies (Po)
8th

2.) 1st year
3.) Ms. Linda talked to my mom
4.) 7 or 8
5.) Probably haven't heard 'bout it
6.) No...
7.) I would like it if there was 20 girls.
9.) How to cook and learn new to get rid of pimples and how to drive.
10.) No... (More friends / Kaleb)
11.)
Year in school (please circle): 6th 7th 8th 9th

How long have you been participating in the Mother-Daughter Program?
This is my... 1st year 2nd year 3rd year

What convinced you to join the Mother-Daughter Program?
my friends (interesting)

How many of your friends are part of the Mother-Daughter Program? 3

For your friends that don’t participate, what keeps them from joining?
sports

Do you like the size of the current group? Yes No What size would you like for the group to be? _______ students

What are three things you have learned thanks to the Mother-Daughter Program?
1. Why going to college is important.
2. A good relationship.
3. Types of things I can do in my future

What are some topics you would like to learn more about? (please give examples/options here?)
- Laws in state
- Immigration

Do you like the name “Mother-Daughter Program”? Yes No If you could change the name, what would you change it to?
Year in school (please circle):  6th  7th  8th  9th

How long have you been participating in the Mother-Daughter Program?
This is my... 1st year  2nd year  3rd year

What convinced you to join the Mother-Daughter Program?
It was fun in reality.

How many of your friends are part of the Mother-Daughter Program? 3

For your friends that don’t participate, what keeps them from joining?
 Laziness

Do you like the size of the current group?  Yes  No  What size would you like for the group to be? _______ students

What are three things you have learned thanks to the Mother-Daughter Program?
1. Don’t judge people by their day look
2. A sudn’t be in a abusive relation
3. 

What are some topics you would like to learn more about? (Give examples/options here?)
Ask. Anything. Interesting

Do you like the name “Mother-Daughter Program”?  Yes  No  If you could change the name, what would you change it to?
How long have you been participating in the Mother-Daughter Program?

What convinced you to join the Mother-Daughter Program?

How many of your friends are part of the Mother-Daughter Program?

For your friends that don’t participate, what keeps them from joining?

Do you like the size of the current group?

What are three things you have learned thanks to the Mother-Daughter Program?

What are some topics you would like to learn more about?

Do you like the name “Mother-Daughter Program”?

If you could change the name, what would you change it to?
Year in school (please circle):  6th  7th  8th  9th

How long have you been participating in the Mother-Daughter Program?
This is my…  1st year  2nd year  3rd year

What convinced you to join the Mother-Daughter Program?
Just seemed fun (like it so go in, it again).

How many of your friends are part of the Mother-Daughter Program?  3

For your friends that don’t participate, what keeps them from joining?
They can’t stay or don’t want to.

Do you like the size of the current group?  Yes  No  What size would you like for the group to be?  5 students

What are three things you have learned thanks to the Mother-Daughter Program?
1. Things about college
2. Getting my grades up.
3. Why it’s important to come to school

What are some topics you would like to learn more about? (Give examples/options here?)
Gang and drug situations

Do you like the name “Mother-Daughter Program”?  Yes  No  If you could change the name, what would you change it to?
Nothing it’s koolz!!
Mother Daughter Program
La Plaza, Inc.

Year in school (please circle):  
- 6th  - 7th  - 8th  - 9th

How long have you been participating in the Mother-Daughter Program?
This is my...  
- 1st year  - 2nd year  - 3rd year

What encouraged you to join the Mother-Daughter Program?

Misiam told me

How many of your friends are part of the Mother-Daughter Program?  

For your friends who don't participate, what keeps them from joining?

They're boring

Do you like the size of the current group?  
- Yes  - No  
What size would you like for the group to be?  

students

What do you like most about the program? (What makes you want to come back?)

the chips

What are three things you have learned thanks to the Mother-Daughter Program?

1. to sign b4 for eating with sause
2. about the poor people that can get ahead in life
3. new websites

Are there any topics you would like to learn more about?

NO

Do you like the name "Mother-Daughter Program"?  
- Yes  - No  
If you could change the name, what would you change it to?

Do you have any suggestions that would help us encourage more students to participate in the program?

be more funer and have nachos.
Mother Daughter Program
La Plaza, Inc.

Year in school (please circle): 6th 7th 8th 9th

How long have you been participating in the Mother-Daughter Program?
This is my... 1st year 2nd year 3rd year

What encouraged you to join the Mother-Daughter Program?
My friend told me about it.

How many of your friends are part of the Mother-Daughter Program? 5

For your friends who don't participate, what keeps them from joining?

Do you like the size of the current group? Yes No What size would you like for the group to be? 20 students

What do you like most about the program? (What makes you want to come back?)
It's funny because if all the stuff we say...

What are three things you have learned thanks to the Mother-Daughter Program?
1. Being nice to your mother.
2. Love your mom
3. Care about others

Are there any topics you would like to learn more about?
I don't know.

Do you like the name "Mother-Daughter Program"? Yes No If you could change the name, what would you change it to?

Do you have any suggestions that would help us encourage more students to participate in the program?
offer more prizes
Year in school (please circle): 6th 7th 8th 9th

How long have you been participating in the Mother-Daughter Program?
This is my... 1st year 2nd year 3rd year

What encouraged you to join the Mother-Daughter Program?

Friends

How many of your friends are part of the Mother-Daughter Program?

9

For your friends who don't participate, what keeps them from joining?

Stuff

Do you like the size of the current group? Yes No What size would you like for the group to be? 20 students

What do you like most about the program? (What makes you want to come back?)

Talking to friends

What are three things you have learned thanks to the Mother-Daughter Program?

1. Being nice to your mom
2. Love your mom
3. Caring about others

Are there any topics you would like to learn more about?

I like

Do you like the name "Mother-Daughter Program"? Yes No If you could change the name, what would you change it to?

Do you have any suggestions that would help us encourage more students to participate in the program?

Offer more prizes
Year in school (please circle): 6th 7th 8th 9th

How long have you been participating in the Mother-Daughter Program?
This is my 1st year 2nd year 3rd year

What encouraged you to join the Mother-Daughter Program?
Abby told me to.

How many of your friends are part of the Mother-Daughter Program? 9

For your friends who don't participate, what keeps them from joining?
They're boring

Do you like the size of the current group? Yes No What size would you like for the group to be? 20 students

What do you like most about the program? (What makes you want to come back?)
The chips.

What are three things you have learned thanks to the Mother-Daughter Program?
1. To sign before eating with sauce
2. About the power of people that can get ahead in life
3. About other prizes

Are there any topics you would like to learn more about?

Do you like the name "Mother-Daughter Program"? Yes No If you could change the name, what would you change it to?
I DK

Do you have any suggestions that would help us encourage more students to participate in the program?

No
Year in school (please circle): 6th 7th 8th 9th

How long have you been participating in the Mother-Daughter Program?
This is my... 1st year 2nd year 3rd year

What encouraged you to join the Mother-Daughter Program?

How many of your friends are part of the Mother-Daughter Program? 

For your friends who don't participate, what keeps them from joining?

With melina, Jennifer

Do you like the size of the current group? Yes No What size would you like for the group to be? 19 students

What do you like most about the program? (What makes you want to come back?)

The snack and how we have fun

What are three things you have learned thanks to the Mother-Daughter Program?

1. now fun we have
2. meeting people
3. meeting new teacher

Are there any topics you would like to learn more about?

about us and you

Do you like the name "Mother-Daughter Program"? Yes No If you could change the name, what would you change it to?

Do you have any suggestions that would help us encourage more students to participate in the program?

not a lot I'll they are to lode
Mother Daughter Program
La Plaza, Inc.

Year in school (please circle): 6th 7th 8th 9th

How long have you been participating in the Mother-Daughter Program?
This is my... 1st year 2nd year 3rd year

What encouraged you to join the Mother-Daughter Program?

How many of your friends are part of the Mother-Daughter Program? 8

For your friends who don't participate, what keeps them from joining?
They have other things. They don't like it.

Do you like the size of the current group? Yes No What size would you like for the group to be? Almost students

What do you like most about the program? (What makes you want to come back?) The snacks! Everything.

What are three things you have learned thanks to the Mother-Daughter Program?
1. Be kind
2. Be cool
3. Be nice to your mother

Are there any topics you would like to learn more about? No.

Do you like the name "Mother-Daughter Program"? Yes No If you could change the name, what would you change it to? Mother-Daughter.

Do you have any suggestions that would help us encourage more students to participate in the program? No.
Mother Daughter Program
La Plaza, Inc.

Year in school (please circle): 

How long have you been participating in the Mother-Daughter Program?
This is my... 

What encouraged you to join the Mother-Daughter Program?

My Friend Rosa, and Evelyn, and Aiclee

How many of your friends are part of the Mother-Daughter Program? 

For your friends who don't participate, what keeps them from joining?

Do you like the size of the current group? Yes No 

What size would you like for the group to be? students

What do you like most about the program? (What makes you want to come back?)
The chips with the hot sauce

What are three things you have learned thanks to the Mother-Daughter Program?

1.

2.

3.

Are there any topics you would like to learn more about?

Do you like the name “Mother-Daughter Program”? Yes No 

If you could change the name, what would you change it to?

Do you have any suggestions that would help us encourage more students to participate in the program?
Mother Daughter Program
La Plaza, Inc.

Year in school (please circle): 6th 7th 8th 9th
How long have you been participating in the Mother-Daughter Program?
This is my... 1st year 2nd year 3rd year
What encouraged you to join the Mother-Daughter Program?

How many of your friends are part of the Mother-Daughter Program?

For your friends who don't participate, what keeps them from joining?

Do you like the size of the current group? Yes No What size would you like for the group to be? students

What do you like most about the program? (What makes you want to come back?)

What are three things you have learned thanks to the Mother-Daughter Program?

1. Um
2. Um
3. Um

Are there any topics you would like to learn more about?

Do you like the name "Mother-Daughter Program"? Yes No If you could change the name, what would you change it to?

Do you have any suggestions that would help us encourage more students to participate in the program?
Year in school (please circle): 6th 7th 8th 9th

How long have you been participating in the Mother-Daughter Program?
This is my... 1st year 2nd year 3rd year

What encouraged you to join the Mother-Daughter Program?

My friend Aidee.

How many of your friends are part of the Mother-Daughter Program?

For your friends who don't participate, what keeps them from joining?

Do you like the size of the current group? Yes No What size would you like for the group to be? _____ students

What do you like most about the program? (What makes you want to come back?)

They're kindness

What are three things you have learned thanks to the Mother-Daughter Program?

1. nothing
2. nothing
3. nothing

Are there any topics you would like to learn more about?

No

Do you like the name "Mother-Daughter Program"? Yes No If you could change the name, what would you change it to?

Do you have any suggestions that would help us encourage more students to participate in the program?

Not really
Mother Daughter Program
La Plaza, Inc.

Year in school (please circle): 6th 7th 8th 9th

How long have you been participating in the Mother-Daughter Program?
This is my... 1st year 2nd year 3rd year

What encouraged you to join the Mother-Daughter Program?

Nothing

How many of your friends are part of the Mother-Daughter Program? 5

For your friends who don't participate, what keeps them from joining?
They have other stuff to do

Do you like the size of the current group? Yes No What size would you like for the group to be? 30 students

What do you like most about the program? (What makes you want to come back?)

The food

What are three things you have learned thanks to the Mother-Daughter Program?
1. Be nice to your mom
2. Care about others
3.

Are there any topics you would like to learn more about? No

Do you like the name “Mother-Daughter Program”? Yes No If you could change the name, what would you change it to?

Do you have any suggestions that would help us encourage more students to participate in the program?
Mother Daughter Program
La Plaza, Inc.

Year in school (please circle): 6th 7th [8th] 9th

How long have you been participating in the Mother-Daughter Program?
This is my... 1st year 2nd year [3rd year]

What encouraged you to join the Mother-Daughter Program?
The help we need and information about colleges.

How many of your friends are part of the Mother-Daughter Program? 3

For your friends who don't participate, what keeps them from joining?
They think it's boring.

Do you like the size of the current group? Yes [No] What size would you like for the group to be? 15 students

What do you like most about the program? (What makes you want to come back?)
The snacks and the teaching and fun things.

What are three things you have learned thanks to the Mother-Daughter Program?
1. About domestic violence.
2. About diplomas and how we can get help with payment of college.
3. Career paths that interest us.

Are there any topics you would like to learn more about? Greek past

Do you like the name "Mother-Daughter Program"? Yes [No] If you could change the name, what would you change it to?

Do you have any suggestions that would help us encourage more students to participate in the program? Cooking and going to more field trips to waterparks.
Mother Daughter Program
La Plaza, Inc.

Year in school (please circle): 6th 7th 8th 9th

How long have you been participating in the Mother-Daughter Program?
This is my... 1st year 2nd year 3rd year

What encouraged you to join the Mother-Daughter Program?

How many of your friends are part of the Mother-Daughter Program? __

For your friends who don't participate, what keeps them from joining?
IDK haven't asked them

Do you like the size of the current group? Yes No What size would you like for the group to be? IDK students

What do you like most about the program? (What makes you want to come back?) Food JK...

What are three things you have learned thanks to the Mother-Daughter Program?
1. Homeless people
2. Be in school
3. Join activities

Are there any topics you would like to learn more about? NSP

Do you like the name "Mother-Daughter Program"? Yes No If you could change the name, what would you change it to?

Do you have any suggestions that would help us encourage more students to participate in the program? No not at all
Year in school (please circle): 6th 7th 8th 9th

How long have you been participating in the Mother-Daughter Program?
This is my... 1st year 2nd year 3rd year

What encouraged you to join the Mother-Daughter Program?
My friends and teachers.

How many of your friends are part of the Mother-Daughter Program? 10

For your friends who don’t participate, what keeps them from joining?
They all do.

Do you like the size of the current group? Yes No What size would you like for the group to be? ______ students

What do you like most about the program? (What makes you want to come back?)
We have a lot of fun.

What are three things you have learned thanks to the Mother-Daughter Program?
1. Universities
2. How to get prepared
3. Absurd relationships

Are there any topics you would like to learn more about?
Nope.

Do you like the name “Mother-Daughter Program”? Yes No If you could change the name, what would you change it to?

Do you have any suggestions that would help us encourage more students to participate in the program?

Nope.
Year in school (please circle): 6th 7th 8th 9th

How long have you been participating in the Mother-Daughter Program?

This is my... 1st year 2nd year 3rd year

What encouraged you to join the Mother-Daughter Program?

A teacher forced me, and I stayed.

How many of your friends are part of the Mother-Daughter Program? 

For your friends who don't participate, what keeps them from joining?

They have other things to do.

Do you like the size of the current group? Yes No What size would you like for the group to be? 15 students

What do you like most about the program? (What makes you want to come back?)

The food and movies.

What are three things you have learned thanks to the Mother-Daughter Program?

1. to be nice
2. have fun
3. BAAM ROCKS

Are there any topics you would like to learn more about?

Relationships + Boyfriends.

Do you like the name "Mother-Daughter Program"? Yes No If you could change the name, what would you change it to?

Pink Rock Stars.

Do you have any suggestions that would help us encourage more students to participate in the program?

- bring more food
- better prizes.
Mother Daughter Program
La Plaza, Inc.

Year in school (please circle): 6th 7th 8th 9th

How long have you been participating in the Mother-Daughter Program?
This is my... 1st year 2nd year 3rd year

What encouraged you to join the Mother-Daughter Program?
Food, Sara, Linda

How many of your friends are part of the Mother-Daughter Program?

For your friends who don't participate, what keeps them from joining?
Parents

Do you like the size of the current group? Yes No What size would you like for the group to be? 30 students

What do you like most about the program? (What makes you want to come back?)
That I learn a lot.

What are three things you have learned thanks to the Mother-Daughter Program?
1. Homeless people
2. To do work
3. To always be in school.

Are there any topics you would like to learn more about?

Do you like the name "Mother-Daughter Program"? Yes No If you could change the name, what would you change it to?
IDK it's not mine

Do you have any suggestions that would help us encourage more students to participate in the program?

No.
Mother Daughter Program
La Plaza, Inc.

Year in school (please circle): 6th, 7th, 8th, 9th

How long have you been participating in the Mother-Daughter Program?
This is my... 1st year, 2nd year, 3rd year

What encouraged you to join the Mother-Daughter Program?
Serious. Paola talked to my mum about it so it was something that sounded like a young girl should do.

How many of your friends are part of the Mother-Daughter Program? 4 including myself

For your friends who don't participate, what keeps them from joining?

Do you like the size of the current group? Yes, No
What size would you like for the group to be? _____ students.

What do you like most about the program? (What makes you want to come back?)
It's fun, the fieldtrips.

What are three things you have learned thanks to the Mother-Daughter Program?
1. The value of education.
2. College.
3. The things a girl can do... it's hard to explain.

Are there any topics you would like to learn more about?
Not really... maybe relationship and well sexual stuff...

Do you like the name “Mother-Daughter Program”? No
If you could change the name, what would you change it to?
"Mother-Daughter Program."

Do you have any suggestions that would help us encourage more students to participate in the program?
You need to get good grades... at least it motivates me.

---Not done by Bebe...
Mother Daughter Program
La Plaza, Inc.

Year in school (please circle): 6th 7th 8th 9th

How long have you been participating in the Mother-Daughter Program?
This is my... 1st year 2nd year 3rd year

What encouraged you to join the Mother-Daughter Program?
My friends and some teachers.

How many of your friends are part of the Mother-Daughter Program? 5

For your friends who don't participate, what keeps them from joining?
All my friends come.

Do you like the size of the current group? Yes No What size would you like for the group to be? ______ students

What do you like most about the program? (What makes you want to come back?)
The food and games

What are three things you have learned thanks to the Mother-Daughter Program?
1. About College
2. Violence
3. Education

Are there any topics you would like to learn more about?
Careers and Friendship

Do you like the name “Mother-Daughter Program”? Yes No If you could change the name, what would you change it to?

Do you have any suggestions that would help us encourage more students to participate in the program?
- Do really fun stuff.
- Don't done by Enal
Bibliography Related to Other Mother-Daughter Programs Research


A Look at the Mother-Daughter Program at La Plaza, Inc.

An Internal Report – Spring 2010

Created by Megan Gaza for Linda Madrigal and Delmi Garduno
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The information in this report was compiled and analyzed by Megan Gazi, a Ball State University Honors College student, as part of her senior creative project. The research is a result of a collaborative effort with the program's current coordinator, Linda Madrigal.
Introduction to the Report

This report is a result of the desire of current Mother-Daughter Program coordinator Linda Madrigal to examine the strengths and weaknesses of her program at La Plaza. Based on these findings, the report provides recommendations to enhance this program in the future. The information included in this report comes from interviews with current and previous MDP coordinators, written student surveys, student interviews, observations of weekly program meetings, research of other Mother-Daughter programs around the United States, and internal documents from La Plaza. Some of the questions that this report aims to answer are: What are the barriers that keep students and their parents from joining this program? What group size facilitates the best learning environment for students? What improvements can be made to the program to increase its effectiveness in involving more students to teach them about the path to higher education?

The information in this report was compiled and analyzed by Megan Gaza, a Ball State University Honors College student, as part of her senior creative project. The research is a result of a collaborative effort with the program’s current coordinator, Linda Madrigal.
A Look at the Program’s History

In 2004, the Hispanic Education Center, Fiesta Indianapolis and El Centro Hispano merged into La Plaza, Inc. in an effort to provide stronger support to the local Latino community by combining their individual resources. In 2000, a group of two individuals from the Hispanic Education Center researched the Hispanic Mother-Daughter Program at the University of Texas, which had a record of over ten years of success at that time, and later made a visit to the university to observe its program. Then, the group developed La Plaza's current program as a model of the University of Texas program. In 2001, the Mother-Daughter Program began at the Hispanic Education Center and later transferred to La Plaza in 2004, with the goal “to empower students to continue their education through high school and beyond and to empower mothers to support their daughters’ education, while encouraging their own personal development.” The program began as part of a partnership with the Indiana University School of Social Work, but that partnership has since dwindled due to logistical reasons.

The first MDP began at George Washington Community School under the care of then-intern Laura Dandelet, who later became the Mother-Daughter Program Coordinator and then Director of Programs at La Plaza. Initially, Ms. Dandelet worked with the girls at George Washington, and eventually the numbers grew enough that La Plaza hired a part-time program coordinator who worked 12 hours per week. The program extended to Harshman Middle School in 2003, to Farrington Middle School in 2005, and to Craig Middle School in 2006. Today, the program is no longer in Harshman and Farrington because Indianapolis Public Schools redistricted for the 2008 school year. As a result, Farrington became an elementary school. The principal there transferred to Gambold Middle School, and the program followed her there that year. Thanks to that same redistricting, Harshman lost many of its Latino students, so many that the numbers were too small to justify continuing the program there. For the 2009-2010 school year, the program took place at John Marshall Community School, but it will not continue there next year. In February 2010, Emma Donnan Middle School and Short Ridge Middle School began programs for the first time. The program coordinators are searching for a sixth school to add for the upcoming school year. The 2009-2010 school year also marked the first time that the MDP employed two coordinators to oversee the program.

The first MDP class of eight girls reached their high school graduation year in May 2006. Of these eight girls, five graduated from high school, two moved away from Indiana, and one was married. Of the five graduates, three
went on to pursue a college degree, and two received a total of seven scholarships. With the exception of this class, there is no data available for participants in the subsequent years, but the coordinators have plans for the future to keep better track of former students through email and other technologies.

Since the program began in 2001, MDP has expanded staff from one part-time position to a full-time position with two coordinators. Since 2001, 92 girls and 22 of their mothers have been served. In terms of learning focus, the program at its inception focused on the personal development of the middle school girls and their mothers. Now, most of the outreach to the girls and their mothers is focused on education, with the goal of teaching students and their parents about high school and post-graduation options.

**Current Program Description**

The Mother-Daughter Program takes place once a week at five separate schools in the Indianapolis Public Schools district and Lawrence Township school district. The meetings typically last from two to two and a half hours, depending on when school ends and when the late bus arrives to take students home. Each meeting begins with students signing an attendance sheet as they stop by the program classroom, where they write down their names, their mothers' names, and their phone numbers. Once students settle down in the room, they spend the first 15 minutes of program eating the snack provided by the program coordinator, followed by announcements about upcoming workshops, field trips, and permission slips for these events.

The majority of the program's time is spent completing a specific activity or lesson for the day, and these activities are centered around the program's five focal points:

- academic excellence
- college and career exploration
- leadership development
- self-esteem and empowerment
- community service

For some weeks, one main activity encompasses the entire afternoon. To teach the girls about self-esteem and empowerment, for example, Ms. Madrigal showed the film, “Homeless to Harvard” and had the girls answer questions...
that followed the storyline of the movie. Another week, the girls spent the entire afternoon participating in a Zumba lesson taught by one of the mothers.

For other weeks, the afternoon is broken down into smaller activities. For example, at the beginning of the school year, Ms. Madrigal separated the afternoon into smaller get-to-know-you games to build community among the girls and to focus on the themes of leadership and self-esteem. These sub-activities include playing the name game, sharing personal facts based on Starburst candies, and making and unwinding human knots. Later in the year, to address the issue of self-esteem and empowerment, the girls played human bingo for the first 15 minutes of program, where they asked each other to sign a sheet with special personal characteristics. Then the girls worked in groups to makes lists of positive and negative aspects of high and low self esteem, which they later shared in a large group. After the discussion, they played a word game using the letters in self-esteem, and then they filled out a “My ABCs” worksheet that required them to write words that describe them using each letter of the alphabet.

My Visits to MDP at Craig Middle School (February 17 and 24, 2010)

Based on observations of a program at Craig Middle School for two consecutive weeks, the girls become more socially interactive when they make the after-school transition into program. They are constantly coming in and out of the room, talking to friends, and grabbing their own personal snacks to eat at program. The girls naturally divide themselves into different grade levels and choose seats based on these divisions.

During both weeks, 17 girls participated in the program. This attendance rate is at a higher end in comparison to other four participating schools. Due to the large group size, the girls had difficulty in quieting down and focusing on the announcements and activities. However, the socialization aspect also points to the fact that the girls are drawn to the program based on friendships and that the program has helped to build community among the girls. The eighth graders often assisted Ms. Madrigal to refocus the whole group by telling the other girls to quiet down when everyone lost focus during certain points in the meeting.

The first week of observation, the main portion of the program was broken down into two components. For the first thirty minutes, the girls chose to watch an interview with the main character in the movie, “Homeless to Harvard,” that they had watched the week before. After the interview, the girls talked a little more about what they had enjoyed learning from the movie, such
as the importance of education and how lucky they are to have a home. The second component of the afternoon was a career exploration program on the Internet. The assessment asked the girls to rate their interests in different topics, and then the girls completed a worksheet that asked questions about the majors that fit them best and what universities offer those majors. The second week of observation, one activity made up the majority of the afternoon—watching the movie, “The Boy in the Striped Pajamas”. This activity was specifically planned so that I could interview girls one-on-one in the adjoining classroom without causing them to miss a lesson or discussion.

**Key Success Factors from Other Programs**

Because the MDP at La Plaza was originally modeled off of the program at the University of Texas, a look at that original program and another Mother-Daughter Program at Arizona State University provides information on what factors contribute to the success of these programs.

*University of Texas—El Paso*

The Mother-Daughter Program at the University of Texas—El Paso began in 1986 as a school retention and college recruitment program for middle school girls who were at risk of dropping out of school. The program organizes one year of monthly activities for sixth graders that are educational, cultural and career-based, and subsequent years are followed up by workshops and seminars. Mothers play an integral role in this program because the program’s developers recognized that the most important role model for young Latino girls is found within the family structure.

Between 1987 and 1993, 1,800 mothers and daughters participated in the program. Comparison studies have shown that program participants had a much lower chance of dropping out of high school or getting pregnant than non-participants from similar backgrounds. Program participants were more likely to enroll in advanced courses and to earn higher grades and outscore their peers on state achievement tests.

One Saturday each month, mothers and their sixth grade daughters meet for workshops centered around:

- academics
- personal life
- career
- community
The four key activities that take place during the sixth grade year are:

- an open house and University of Texas—El Paso tour that allow students to meet successful Hispanic female students and introduce them to a college campus through presentations and classroom visits
- a career day hosted by dozens of Hispanic female professionals who share life stories and the challenges they faced throughout their lifetimes
- a leadership conference that allows the girls to share about community outreach projects that they plan and carry out throughout the course of the year
- a summer camp and awards ceremony that includes a full day of activities on a college campus and a luncheon where every participant receives a certificate of achievement

After sixth grade, the program coordinators continue to maintain an active role up until the girls’ first year of college. Seminars are continually offered at the university, along with academic counseling for ninth and tenth grade girls and college admissions counseling for junior and senior girls.¹

**Arizona State University**

Much like the main purpose of the MDP at La Plaza, the Hispanic Mother-Daughter Program at Arizona State University exists to raise the educational and career dreams of Hispanic women by increasing the number of Hispanic women who receive a bachelor’s degree. This goal is accomplished by involving the mother in the educational process.

In seventh grade, students at qualifying schools are encouraged by their counselors and teachers to apply for this program, and the program works with school administrators to choose 100 teams of seventh grade students and their mothers. In eighth grade and throughout high school, the girls and their mothers attend workshops and other events, and they also have one-on-one meetings with program advisors.

More specifically, eighth graders are required to attend nine monthly workshops over the course of the school year. The topics of these workshops include:

• creating a four-year plan for high school
• increasing community involvement
• learning more about Latina culture, and
• increasing the girls’ ability to make healthy choices.

Aside from these workshops, the girls also attend two one-on-one meetings with ASU program advisors to learn how to plan ahead for high school scheduling. The appendix to this report includes copies of the required workshops for eighth graders, as well as required high school workshops.

When the girls reach high school, the required workshops take place only every other month. Main topics of these workshops include:

• cultural identity
• leadership
• self-esteem
• college preparation
• communication and public speaking

The high school girls continue to attend one-on-one visits with program advisors to help with high school scheduling. The program advisors also monitor the students’ progress to make sure that the girls will be eligible to graduate and that they will be accepted to a university.²

Key Findings from Coordinator Interviews

Four separate phone interviews with current and former MDP coordinators were conducted:

• Linda Madrigal, Current MDP Coordinator, 3/29/10, 30 minutes
• Delmi Garduno, Current MDP Coordinator, 3/29/10, 15 minutes
• Laura Dandelet, Director of Programs and Former MDP Coordinator, 3/31/10, 15 minutes
• Suzanne Rothenberg, Mayor’s Neighborhood Liason and Former MDP Coordinator, 3/31/10, 15 minutes

The following questions guided each interview:

² ASU Hispanic Mother-Daughter Program, http://promise.asu.edu/hmdp
Eighth Grade Component, http://promise.asu.edu/hmdp-eighth-grade-component
High School Component, http://promise.asu.edu/hmdp-university-component
What has been your history with the MDP? How have you seen it grow and change programmatically and numbers-wise?
What do you see as the main goal(s) of the program?
What are the program's strengths, in your opinion?
In what ways could the program be improved?
What are some success stories that you've had the opportunity to witness first-hand?
Where do you see the program moving forward in the future?

Below is a summary of the interview findings, which are categorized by program strengths, program challenges, and future goals.

**Program Strengths**

**Greater Focus on Post-Secondary Education.** All of the current and former directors agreed that educating the girls and their mothers about the educational process is one of the main goals of the program, and this focus has continued to increase since the program began in 2001. When the program began, the focus was more on personal development, so this increased focus on educational development and understanding of post-high school options is one of the program's strengths.

**Higher GPAs and Academic Support.** Over this past semester, both Ms. Madrigal and Ms. Garduno have set goals to improve the GPAs of the girls in their programs, and for many of the girls, these goals are being met. By telling the girls to ask one another how they are doing academically and by offering prizes, such as a pizza party, many of the girls have received higher grades in their classes.

**Culturally Attuned.** Both La Plaza and the Mother-Daughter Program are "culturally effective," meaning the people who work there understand the community and are available to serve the members of the community because they work to identify and to understand the issues that Latino families face. In the MDP, for instance, Ms. Madrigal and Ms. Garduno develop their curriculum based on the girls' needs and interests.

**Challenges**

**Continuity and Consistency.** One of the biggest challenges that the program faces is the need for continuity and consistency in the program curriculum so that it can be passed down from one coordinator to another without activity...
repetition over the three-year period for the girls who are involved for all of middle school. Both Ms. Madrigal and Ms. Garduno include the same key elements every week, such as attendance, snack, and a lesson or activity, and they work together to devise curriculum based on the participants’ interests. Currently, there is no master curriculum for the program for one or three years.

**Group Size Variations.** When there are smaller groups of girls, there is more consistent attendance by the same girls but less growth. At several of the schools with lower attendance numbers, other after-school options draw students away from the MDP. Also, personal conflicts between students can lessen the numbers, as some girls will not attend if other girls are there.

When there are larger groups of girls, there is more fluctuation in faces from week to week. After the program reaches the size of about 15 girls, it becomes less effective because the students receive less individual attention and it becomes harder to keep them engaged.

**Low Parent Involvement.** Low parent involvement at field trips and workshops is mostly due to work conflicts and time issues, since Saturday is usually the one day of rest for busy and burned-out parents. Current efforts to increase parent involvement include offering childcare, offering lunch or dinner, raffling away prizes, and surveying families to learn more about topics of interest.

**Lack of Assessment.** One final challenge of the program is the fact that there have been no formal tracking of participation rates since 2007, which makes it more difficult to track the progress of the girls and to see how consistent attendance is between the schools.

**Future Goals**

**Advance Planning of the Curriculum.** This summer, Ms. Madrigal and Ms. Garduno have set a goal to develop a one-year curriculum in order to address the issue of continuity and consistency. By creating a one-year plan, the program will have a stronger structure, and the curriculum can be passed along to future coordinators. Later on, the goal is to develop a three-year program curriculum that will ensure that girls who start the program in eighth grade don’t repeat the same lessons every year.

**Improved Data Collection and Assessment.** In order to address the challenge of not having updated numbers, another goal for this summer is to improve the program’s data gathering techniques by setting up a database that keeps track
of who the program has served and who is currently enrolled. The coordinators already have the software for this database, but they need to set up the information that they wish to gather every week. This system will allow for greater ease of tracking numbers, and it will also allow the coordinators to track numbers trends at their specific schools and overall.

**Altered Parent Workshop Days.** A future goal to better meet the needs of mothers in the programs is experimenting with the days and times that the MDP hosts workshops. One suggestion has been to switch the workshops to Wednesday evenings in order to fit into busy parent schedules and not take away from weekend rest. The program tried this option one time, but the coordinators plan to look into making this change more frequently in the future.

**Greater Focus on Quality over Quantity.** Recently, the MDP developed its three-year plan, and the coordinators specifically chose not to include expansion plans into other schools in the future so that they can focus on improving the infrastructure and curriculum. In order to increase numbers, the goal is to reach more girls who are not necessarily a part of MDP-affiliated schools through center-based, rather than school-based, activities. By offering programs for Latino girls in the Indianapolis area, the program will reach more girls who are interested in personal and educational growth but who do not have a program available at their specific school.

**Community Mentor Project.** One final goal for the program is the implementation of the Madrina Project, which will pair girls with a Latina professional who can mentor them. This project will provide greater one-on-one attention for the girls, especially for girls at programs with high attendance numbers. The plan is to start this program for the upcoming school year.

**Key Findings from Student Surveys and Interviews**

The findings included in this report come from written student surveys and interviews with students over the period of time from February 17, 2010, to April 7, 2010.

**The Data-Gathering Process**

On February 17, I visited Craig Middle School to observe the program for the first time, and that day I also sent home Parental Permission Forms (see Appendix) for students to bring back the next week. The following week, on February 24, I returned to Craig Middle School and passed out written surveys.
to 17 girls at program that day. The surveys were one page long and focused on why the girls joined the MDP, what they had learned, how many of their friends were involved, and how they felt about the name “Mother-Daughter Program” (see Appendix). After the girls finished the written survey, I met one-on-one with each of the eight girls who had returned their parent permission slips. I spent from five to 15 minutes with each student, asking the questions that were on the written survey. Because of the personal nature of a one-on-one interview, I received more in-depth answers in response to these oral questions. The week of March 22, Ms. Madrigal passed out written surveys to the girls at George Washington Community School and Gambold Middle School, and a total of seven girls completed these written surveys. The week of April 5, Ms. Garduno passed out written surveys to the girls at Short Ridge Middle School and Emma Donnan, and five total completed these written surveys. Twenty-nine girls in total completed the surveys.

The following three sections address the findings from the student surveys, the student interviews and the parent interviews.

Student Survey Findings

Of the 29 surveys completed, about half of the students were in eighth grade, 25 percent were in sixth grade, and the remainder were in seventh or ninth grade.

The most common reasons that the girls said they joined the program were for their friends (42%), the food (12%), and teacher influence (12%).

Strengths

_Peer Support._ For 58% of the students, this school year was their first in the program, which shows that there is growth in terms of more schools being added and more girls joining the program. On average, the girls have about
seven other friends involved in the program, which is one reason why the program is growing—the girls are inviting friends to come by word of mouth. On the surveys, 93% of the girls said that they are happy with the current size of the program at their school. On average, the girls said that they prefer having about 18 students at program every week.

**Program Content.** Another strength of the program is that it continues to provide specific elements and topics of learning that encourage the girls to return every week. Almost 50 percent of the girls said that their favorite part of the program is the food, and another 25% said that their favorite part is having fun at program. Different topics that have especially stuck with the girls include poverty, domestic violence, diploma and scholarship information, and the importance of college. Since one of the main program goals is to inform girls about the benefits of higher education, the fact that the girls are remembering and retaining information about college indicates that this goal is being met.

**Challenges**

**Participation Barriers.** Many barriers exist that prevent other students from participating in the Mother-Daughter Program, so recruiting new students can present a challenge. When the girls were asked why some of their friends chose not to attend, the main reasons included: other commitments, not being able to stay after school, and not liking the program itself.

**Suggestions Based on the Surveys**

**Additional Topics of Interest.** One suggestion is to incorporate more topics of interest that the girls indicated they would like to learn more about. These topics include:

- Relationship advice (including boyfriends, abortions, etc.)
- Healthy eating habits
- Opportunities to learn more about one another and friendship
- State laws and immigration
- Cooking lessons
- Health and beauty issues
- Gang and drug issues

**Creation of New Program Name.** Another suggestion for the future is to develop a name for the program that better reflects the nature of the program and the girls in it. The majority of the girls said that they were happy with the name,
and even for those girls who didn’t like the name, they had few suggestions for a new name. Several of the girls were open to creating a name in Spanish for the program.

Social Component. Additional program suggestions that came from the girls surveyed include:

- Giving out prizes for bringing friends
- Providing different kinds of food, since that is a main factor that draws girls into the program
- Incorporating more fun, out-of-the-seat activities into program

Student Interview Findings

During the seven oral interviews, the girls were much more open and expressive about their different thoughts when they responded to the same questions on the written survey. There was a noticeable difference in the thoughtfulness and depth of responses between sixth and eighth graders thanks to differences in maturity levels. The sixth graders were more interested in having fun and not doing “work”, and the eighth graders were more interested in learning about important issues currently affecting their lives, such as relationships and dating.

Strengths

Community Formation. One of the main strengths of the program evident in the interviews is the interconnectedness between the students at Craig Middle School. For the sixth graders, many of them did not know the girls in the program before they started coming, but now they consider themselves good friends—they eat lunch together, talk with one another in class, and spend time together outside of program. The MDP helped create an environment for these friendships to form. With these friendships, the girls also continue to invite their friends to program, and many of them named specific friends as the reason that they are currently involved. Thus, word of mouth is a key means of recruiting new students to join. Other students talked about having family members encourage them to join program or ESL teachers.

Enhanced Understanding of Educational Opportunities. Another strength of the program is that it is meeting its goals of educating the girls about educational opportunities and self-empowerment. Several of the main topics that girls said they learned included:

- Learning what they want to be when they grow up
• “Go to college”
• Scholarship information
• Self-esteem and independence
• The importance of helping other people
• Violence in relationships

For the college aspect, one eighth grader said she had learned to “go to college so you can start your own business to help other people, to motivate them.” Another eighth grader said, “I found what I want to be when I grow up, and I learned about college and how we can get scholarships.” As for self-esteem and independence, one sixth grader said, “Before I came here, I used to be very shy, and now I talk to a lot people because I have more friends. When I came here in the first place, I only talked to people from the year before. Now, I’ve met people.” An eighth grader said, “In sixth grade, I’d depend on my friends a lot, like my life was in their hands. I am more independent now.”

Challenges

_Scheduling Conflicts._ One of the challenges facing the program is creating a weekly program that meets the girls’ needs after a busy day of school and classes. Some of the girls expressed that, after sitting in class all day, it is difficult to pay attention and stay engaged when they have to listen to a lecture or lesson from in front of the classroom. Also, some of the girls said that they do not particularly enjoy spending too much time on the computers.

_Suggestions Based on the Interviews_

_Incorporation of New Topics of Interest._ One of the main suggestions is to incorporate new topics and activities that the girls have said they would like to learn about. These topics and activities include:

- Activities that let them talk and spend time with their friends and that let them learn about other people
- Sexuality
- Sports and athletics (dodgeball, baseball, etc.)
- Other cultures, not just the Latino culture
- Games
- Cooking
- How to focus on school work

_Increased Physical and Social Activities._ Because the girls come off of a busy day of classes, one goal is to make the program more active and interactive to
better fit the program to the desires of the girls. Making the program more active involves adding physical activities, such as Zumba, dodgeball, and baseball. Half of the girls mentioned the Zumba lesson that they had one week, and many of the girls said that they would like to go outside and be active. Making the program more interactive means facilitating conversations between the girls. All of them mentioned their friends as one of their favorite parts of coming to program, and they like the fact that they can talk about their day with one another after school. By facilitating more large and small group discussions about topics such as friendship, personality types, and conflict resolution, the girls will be able to fulfill their social needs after a long day of classes while still learning from one another in a structured discussion.

Size Maintenance. Another goal for the program is keeping the size manageable in the eyes of the girls. Many of the girls said that they like having a lot of people come to increase the social aspect, that it makes program more fun, but they also said that having too many people creates disorganization and chaos, which is stressful to them. Although the written survey indicated that almost all of the girls liked the current size, many of them expressed in person that they feel like it can grow out of control quickly.

Creation of New Program Name. One final goal and difference between the written surveys and oral interviews is how the girls felt about the name, as many of them would like to change it. The girls expressed a stronger desire to change the name in the one-on-one interviews because they don’t feel like it reflects the program well, since many of their mothers are not strongly involved in the program. None of them suggested a possible name for the program.

Overall Program Recommendations

This section is comprised of future program recommendations based on the overall research, interviews, and observations related to the Mother-Daughter Program.

Guest Speaker Series

One of the goals of the program for this upcoming year is to implement the Madrina Project, which in its final form will pair the girls with Latina professionals as mentors. In order for this program to create a successful bridge between local community members and the students, relationships must form between the two groups. Eventually, then, the coordinators can add
more structure to this project to create the monthly one-on-one meetings that they envision for the future.

To start this connection process, one suggestion is to begin a guest speaker series that brings in a Latina professional every one to two months to speak to the girls on a personal level about her life story—the struggles that she faced in reaching the place where she is today, and the successes she has achieved over her life. As these professionals become more involved with the program, they hopefully will see the benefits that the program provides and will want to be a part of a mentoring relationship in the future.

Once enough Latina professionals have been contacted, the next phase will be developing a written structure for the project that explains the specific needs and commitments that these women are being asked to make. This information should include the time period commitment—how many times a month will they meet with the girls? Will they meet for a school year, a semester, or some other length of time? Also, the mentors should have an understanding of the nature of the meetings—where will they meet? Will they have a specific topic of discussion or some kind of curriculum to follow? Monthly or bimonthly meetings between the coordinators and the mentors also will help give guidance to the mentors and will help to create a mentoring project that is beneficial to both the students and mentors.

Leadership Development

One observation from visiting the program at Craig Middle School was that the girls naturally take leadership roles in certain scenarios, such as quieting one another down when conversations start to grow too noisy. Also, whenever Ms. Madrigal had a specific task she needed help with, many of the girls volunteered to be the one she chose to assist with that task because they all want to have a specific role in the program.

One suggestion to grow this desire for leadership in the girls is to create specific positions that give them concrete tasks to perform every week. For example, one student can be in charge of making sure everyone has signed the attendance sheet that week. Another student might be in charge of calling girls who have been absent from program for several weeks to tell them that they have been missed and to invite them to come the following week. For the eighth grade girls, one way to give them a leadership role is by asking them to lead small group discussions with the younger girls related to highs and lows from the week or specific challenges that middle school girls face. The coordinator could give them a list of questions to discuss in small groups and
ask them to be in charge of reading the questions and making sure that all of the girls have a chance to answer.

These specific positions will help the girls to grow in leadership and responsibility, and they also will increase the girls’ commitment to the program because they will have ownership of a certain part. These positions can even have names attached to them, such as MDP Representative or MDP Student Ambassador, and these volunteers can receive certificates at the end of the year as a way of thanking them for their work.

*Physical Activities*

In interviews with the students, many of the girls mentioned that they wanted to be more active during program, and these same girls also mentioned that they enjoyed the Zumba class that took place earlier in the semester. By adding more programs that focus on physical activities, the girls will better understand the importance of adding exercise into their daily lives, and they also will be able to use up some of their extra energy from sitting in class throughout the day. Team-based games would also promote leadership among the girls and could help build community. Some suggestions from the girls include:

- Zumba or another aerobics activity
- Dodgeball
- Softball

*Wednesday Night Workshops*

In the past, one idea that program coordinators have tried in an effort to increase parent participation is moving workshops to Wednesday nights. Only one workshop was actually held on a Wednesday night, however, so it is difficult to discern if a weeknight does work better for parents. By moving the workshops to different nights of the week, the coordinators can see which nights offer higher participation levels. Weeknight meetings are often easier for parents to attend because they fit into a more structured weekly schedule, rather than into a chaotic weekend schedule. The Mother-Daughter Program at Arizona State University has seen high attendance numbers at its required Wednesday night programs.
Curriculum Suggestions

From student interviews, two themes came up as topics of interest from the girls that they would like to see discussed at program. These themes are healthy eating and cooking and sexuality. One suggestion for healthy eating is to have a discussion about how to have a well-balanced diet, and then to combine this discussion with preparing a healthy, easy-to-make dish. For sexuality, one of the girls said that it needs to be addressed, even in junior high, because, “It all starts in middle school, and it’s too late when you get to high school.” She also mentioned that sexual experiences pass down through the different grades, so eighth graders learn about and experiment based on what they have heard from high schoolers, the seventh graders learn from the eighth graders, and the sixth graders from the seventh graders. By addressing specific issues that these middle schoolers face, they will hear from an adult who can speak truth about these issues rather than hearing rumors from other middle schoolers. Also, the coordinators could ask students to share their experiences as appropriate, such as the interviewed student who said, “I want girls just to value themselves. I wish I had a friend to tell me to do the right stuff.”

Final Conclusion

Since the MDP began nine years ago, it has grown in size and scope to better meet the needs of Latina middle school students and their mothers. The program has played a vital role in the lives of many Latina students and their families by offering meaningful academic and personal support. Although the program faces challenges in its continuity of curriculum, data gathering, and low parent involvement, the coordinators continually are addressing these issues in order to enhance the program for future students. By taking advantage of strengths such as leadership potential in the girls and Latina professionals in the community and by implementing the suggestions of the current program participants, the program will continue to grow and impact more Latina middle school students to prepare them for success in high school, college, and in the professional world.
Appendix

This section of the report includes additional materials and background research that contributed to the overall findings. The appendix includes:

- Blank templates for parental permission forms, parent interview questions and student surveys
- Program schedules from the Arizona State University Hispanic-Mother Daughter Program

Participation Procedures and Duration

For this project, your child will be asked to participate in the program, followed by a questions. It will take approximately 10-15 and the interview.

Data Confidentiality or Anonymity

All data and notes from the interviews will be maintained as confidential and no identifying information such as names will appear in any written or verbal presentation of the data.

Storage of Data

Paper data will be stored in a locked filing cabinet in the researcher’s office for two months and then be shredded. The data will also be entered into a software program and stored on the researcher’s password-protected computer for two months and then deleted.

Risks or Discomforts

The only anticipated risk from participating in this study is that your child may not feel comfortable answering some of the questions. Your child will be informed during the consent process that she may choose not to answer any question that makes her uncomfortable and she may quit the study at any time.

Benefits

One benefit your child may gain from participating in this study may be a better recognition of the ideas learned thanks to this program and the opportunity to voice her opinion to improve the program.
Parental Consent Form

What Factors Contribute to the Success and Failure of Latino Community Outreach Programs? A Review of the Mother-Daughter Program at La Plaza

Study Purpose and Rationale
The purpose of this research project is to improve the Mother-Daughter Program at La Plaza, Inc. The thoughts and opinions of your child about the program will help identify the program's strengths and weaknesses so that La Plaza can increase its effectiveness for future participants.

Inclusion/Exclusion Criteria
To be eligible to participate in this study, your child must be a current participant of the Mother-Daughter Program at La Plaza, Inc.

Participation Procedures and Duration
For this project, your child will be asked to complete a questionnaire about her participation in the program, followed by a short interview using the same questions. It will take approximately 10-15 minutes to complete the questionnaires and the interview.

Data Confidentiality or Anonymity
All data and notes from the interviews will be maintained as confidential and no identifying information such as names will appear in any written or verbal presentation of the data.

Storage of Data
Paper data will be stored in a locked filing cabinet in the researcher's office for two months and then be shredded. The data will also be entered into a software program and stored on the researcher's password-protected computer for two months and then deleted.

Risks or Discomforts
The only anticipated risk from participating in this study is that your child may not feel comfortable answering some of the questions. Your child will be informed during the assent process that she may choose not to answer any question that makes her uncomfortable and she may quit the study at any time.

Benefits
One benefit your child may gain from participating in this study may be a better recognition of the ideas learned thanks to this program and the opportunity to voice her opinion to improve the program.
Voluntary Participation
Your child’s participation in this study are completely voluntary and you are free to withdraw your permission at anytime for any reason without penalty or prejudice from the investigator. Please feel free to ask any questions of the investigator before signing this Parental Permission form and at any time during the study.

IRB Contact Information
For one’s rights as a research subject, you may contact the following: Research Compliance, Sponsored Programs Office, Ball State University, Muncie, IN 47306, (765) 285-5070, irb@bsu.edu.

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Parental Consent
I give permission for my child, ____________________________, to participate in this research project entitled, “What Factors Contribute to the Success and Failure of Latino Community Outreach Programs?” I have had the study explained to me and my questions have been answered to my satisfaction. I have read the description of this project and give my permission for my child to participate. I understand that I will receive a copy of this informed consent form to keep for future reference.

______________________________  __________________________
Parent’s Signature       Date

______________________________  __________________________
Child’s Signature         Date

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¿Qué contribuye al éxito o el fracaso de los programas comunitarios para los latinos?
Una evaluación del Programa Madre-Hija de La Plaza

El propósito del estudio
Queremos saber cómo podemos mejorar el Programa Madre-Hija (PMH) de La Plaza. Le pedimos su permiso para la participación de su hija en este estudio. Los pensamientos y las opiniones de su hija sobre el programa nos ayudarán a identificar lo que hacemos bien y lo que se puede mejorar para que La Plaza pueda proveer más beneficios a su hija, a Ud. y a las participantes en el futuro.

Los requisitos de participación
Para participar en este estudio, su hija debe ser una participante actual del PMH.

Los procedimientos y la duración
Para este proyecto, su hija llenará una encuesta que tiene unas preguntas sobre su participación en el programa. Luego, le entrevistaremos a su hija usando las mismas preguntas. Las dos partes durarán 10 a 15 minutos en total.

La confidencialidad de la información
Toda la información y los apuntes de las encuestas y las entrevistas serán confidenciales y de ninguna manera se revelará el nombre de su hija en ninguna presentación de la información del estudio.

El almacenamiento de la información
Los datos permanecerán en un archivero encerrado en la oficina de la investigadora por dos meses y entonces serán destruidos. Los datos electrónicos que escribo a máquina permanecerán en la computadora sólo con la clave de acceso de la investigadora por dos meses y entonces se borrarán.

Los riesgos o las incomodidades
No hay riesgos asociados con este estudio. Si su hija no está cómoda con cualquier pregunta, no tiene que responderla. Le diré a su hija antes de la encuesta que no tiene que responder a todas las preguntas y que puede dejar la encuesta cuando quiera.

Los beneficios
Gracias a este estudio, su hija pensará en lo que ha aprendido del programa y cómo ha crecido personalmente. También es una oportunidad importante para compartir su opinión con La Plaza para ayudarnos a mejorar el programa.
La participación voluntaria
La participación de su hija en este estudio es completamente voluntaria. Ud. puede retirar su permiso en cualquier momento por cualquier motivo. Ud. puede preguntarme si tiene más preguntas antes de firmar este formulario.

*****

El permiso de madre/padre
Doy el permiso para que mi hija, ______________________, participe en este estudio que se llama, ¿Qué contribuye al éxito o el fracaso de los programas comunitarios para los latinos?. Entiendo la idea del estudio y he recibido unas respuestas satisfactorias a mis preguntas. He leído la descripción de este estudio y entiendo que recibiré una copia de este formulario para el futuro.

La firma de madre o padre ______________________

La fecha ______________________

La firma de la hija ______________________

La fecha ______________________

La información de contacto de las investigadoras
La investigadora principal:
Megan D. Gaza, estudiante universitaria
La contabilidad, el español clásicas
Ball State University
Muncie, IN 47306
Teléfono: (317) 690-6713
Email: mdgaza@bsu.edu

La supervisora profesora:
Dr. Chin-Sook Pak
Las lenguajes modernas y clásicas
Ball State University
Muncie, IN 47306
Teléfono: (765) 285-1384
Email: cpak@bsu.edu
Written Student Survey
Mother Daughter Program
La Plaza, Inc.

Year in school (please circle): 6th 7th 8th 9th

How long have you been participating in the Mother-Daughter Program?
This is my... 1st year 2nd year 3rd year

What encouraged you to join the Mother-Daughter Program?

How many of your friends are part of the Mother-Daughter Program? _____
For your friends who don't participate, what keeps them from joining?

Do you like the size of the current group? Yes No What size would you like for the group to be? ______ students

What do you like most about the program? (What makes you want to come back?)

What are three things you have learned thanks to the Mother-Daughter Program?

1. 
2. 
3.

Are there any topics you would like to learn more about?

Do you like the name “Mother-Daughter Program”? Yes No If you could change the name, what would you change it to?

Do you have any suggestions that would help us encourage more students to participate in the program?

24
Parent Interview Questions

Mother Daughter Program
La Plaza, Inc.
Interview Questions for Parents

1. How long have you been participating in the Mother-Daughter Program? (¿Por cuánto tiempo ha participado en el programa?)

2. What motivated you to join the Mother-Daughter Program? (¿Qué le motivó a participar?)

3. How many of your friends are part of the Mother-Daughter Program? / (¿Cuántos amigos suyos participan en el programa?)

4. For your friends who don’t participate, what keeps them from joining?

5. What do you like most about the program? (¿Qué le gusta más del programa?)

6. What are things you have learned thanks to the Mother-Daughter Program? (¿Qué beneficios recibió o información útil aprendió por haber participado en el programa?)

7. Are there any topics you would like to learn more about? (¿Hay otros temas de interés que le gustaría aprender?)

8. Do you like the name “Mother-Daughter Program. If you could change the name, what would you change it to? (¿Le gusta el nombre del programa? ¿Tiene sugerencias para cambiar a otro nombre?)

9. Do you have any suggestions that would help us encourage more people to participate in the program? (¿Tiene algunas sugerencias para animar a más personas que participen? ¿Cómo se puede mejorar el programa?)

Thank you for all your help! (¡Gracias por toda su ayuda!)
**Program Schedules from the Hispanic Mother Daughter Program at Arizona State University**

Included here are the program schedules for eighth, ninth, tenth, eleventh and twelfth graders involved in the Mother-Daughter Program at Arizona State University. These schedules were downloaded from the following program websites:

- Eighth grade: [http://promise.asu.edu/hmdp-eighth-grade-component](http://promise.asu.edu/hmdp-eighth-grade-component)
- High school: [http://promise.asu.edu/hmdp-high-school-component](http://promise.asu.edu/hmdp-high-school-component)

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Location</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, October 11, 2008</td>
<td>Healthy Choices and Knowing Your Body</td>
<td>Memorial Union</td>
<td>TBA</td>
</tr>
<tr>
<td>Wednesday, December 10, 2008</td>
<td>Getting Involved in Your Community!</td>
<td>Pima Room</td>
<td>HLP 118</td>
</tr>
<tr>
<td>Saturday, December 12, 2008</td>
<td>HMDP Day of Service</td>
<td>Location TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>Wednesday, January 14, 2009</td>
<td>Creating your 4-year High School Plan</td>
<td>Pima Room</td>
<td>HU211</td>
</tr>
<tr>
<td>Saturday, February 7, 2009</td>
<td>HMDP High School Day</td>
<td>TBA</td>
<td>&quot;Daughters Only&quot;</td>
</tr>
<tr>
<td>Wednesday, March 4, 2009</td>
<td>HMDP High School Panel</td>
<td>HURDOCK 201</td>
<td></td>
</tr>
<tr>
<td>Wednesday, April 15, 2009</td>
<td>Recognition of Achievements</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>Saturday, May 2009 (TBA)</td>
<td>HMDP Awards Ceremony</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Place</td>
<td></td>
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<tr>
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<td>----------------</td>
<td></td>
</tr>
<tr>
<td>Wednesday, August 6, 2008</td>
<td>Welcome to HMDP! Orientation</td>
<td>Murdock Bldg.</td>
<td></td>
</tr>
<tr>
<td>6:00pm - 8:30pm</td>
<td>Bienvenido al HMDP - Orientación</td>
<td>Room MW101</td>
<td></td>
</tr>
<tr>
<td>Wednesday, September 17, 2008</td>
<td>Commitment, Higher Education &amp; HMDP</td>
<td>Ventana Room</td>
<td></td>
</tr>
<tr>
<td>6:00pm - 8:30pm</td>
<td>Compromiso, Educación y HMDP</td>
<td>MU 226C</td>
<td></td>
</tr>
<tr>
<td>Wednesday, October 8, 2008</td>
<td>Latina: Our Culture, Our Heritage</td>
<td>Memorial Union</td>
<td></td>
</tr>
<tr>
<td>6:00pm - 8:30pm</td>
<td>Latina: Nuestra Cultura, Nuestra Herencia</td>
<td>Room TBA</td>
<td></td>
</tr>
<tr>
<td>Wednesday, November 12, 2008</td>
<td>Healthy Choices and Knowing Your Body</td>
<td>Memorial Union</td>
<td></td>
</tr>
<tr>
<td>6:00pm - 8:30pm</td>
<td>Opciones saludables y entendiendo nuestros cuerpos</td>
<td>Room TBA</td>
<td></td>
</tr>
<tr>
<td>Wednesday, December 10, 2008</td>
<td>Getting Involved in Your Community!</td>
<td>Pima Room</td>
<td></td>
</tr>
<tr>
<td>6:00pm - 8:30pm</td>
<td>Involucrándose en su comunidad</td>
<td>MU 218</td>
<td></td>
</tr>
<tr>
<td>Saturday, December 13, 2008</td>
<td>HMDP Day of Service</td>
<td>Location TBA*</td>
<td></td>
</tr>
<tr>
<td>Morning ~ Mid-afternoon (Time</td>
<td>Día de Servicio Voluntario</td>
<td>Su asistencia es opcional</td>
<td></td>
</tr>
<tr>
<td>TBA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, January 14, 2009</td>
<td>Creating your 4-year High School Plan</td>
<td>Pima Room</td>
<td></td>
</tr>
<tr>
<td>6:00pm - 8:30pm</td>
<td>El plan de cursos para la preparatoria</td>
<td>MU218</td>
<td></td>
</tr>
<tr>
<td>Saturday, February 7, 2009</td>
<td>HMDP High School Day</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>9:00a.m - 3:00pm</td>
<td>Panel estudiantil de la preparatoria</td>
<td>** Daughters Only **</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>** Solo hijas**</td>
<td></td>
</tr>
<tr>
<td>Wednesday, March 4, 2009</td>
<td>HMDP High School Panel</td>
<td>MURODCK 201</td>
<td></td>
</tr>
<tr>
<td>6:00pm - 8:30pm</td>
<td>Reconocimiento de Éxitos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, April 15, 2009</td>
<td>Recognition of Achievements</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>6:00pm - 8:30pm</td>
<td>Reconocimiento de Éxitos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday, May 2009 (TBA)</td>
<td>HMDP Awards Ceremony</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>3:00pm - 7:00pm</td>
<td>Ceremonia del Program</td>
<td></td>
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</tr>
</tbody>
</table>
## 2008 - 2009 Workshop Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome to HMDP! Orientation</td>
<td>Bienvenido al HMDP Orientación</td>
<td>Memorial Union</td>
</tr>
<tr>
<td>Wednesday, September 3, 2008</td>
<td>Getting to know each other</td>
<td>Ventana Room 226</td>
</tr>
<tr>
<td>6:00pm - 8:30pm</td>
<td>Empezar a conocer uno al otro</td>
<td></td>
</tr>
<tr>
<td>Wednesday, November 5, 2008</td>
<td>Building Healthy Relationships</td>
<td>PSF 173</td>
</tr>
<tr>
<td>6:00pm - 8:30pm</td>
<td>Construyendo una relación saludable</td>
<td></td>
</tr>
<tr>
<td>Wednesday, January 28, 2009</td>
<td>Effective Communication/Public Speaking</td>
<td>Memorial Union</td>
</tr>
<tr>
<td>6:00pm - 8:30pm</td>
<td>Comunicación Efectiva /Hablar en Público</td>
<td>Ventana Room 226</td>
</tr>
<tr>
<td>Wednesday, March 25, 2009</td>
<td>Self-Esteem – Daughters</td>
<td>Memorial Union</td>
</tr>
<tr>
<td>6:00pm - 8:30pm</td>
<td>Auto-Estima-Hijas</td>
<td>Ventana Room 226</td>
</tr>
<tr>
<td></td>
<td>Financial Planning - Mothers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accesoria Financiera para el Colegio-Mamas</td>
<td></td>
</tr>
<tr>
<td>Wednesday, April 29, 2009</td>
<td>Recognition Night &amp; Reception</td>
<td>Memorial Union</td>
</tr>
<tr>
<td>6:00pm - 8:30pm</td>
<td>Noche de Reconocimientos/Recepción</td>
<td>Arizona Room 207</td>
</tr>
</tbody>
</table>

Attendance at the workshops is mandatory. If you cannot attend a workshop, please call Jessica Martinez at 480-965-7096.

Su asistencia en los talleres es obligatoria. Si no puede asistir a uno de los talleres, por favor llame a Jessica Martinez al 480-965-7096.
Hispanic Mother-Daughter Program
Arizona State University
Sophomore Daughters and Mothers

2008 - 2009 Workshop Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Place</th>
</tr>
</thead>
</table>
| Wednesday, September 3, 2008 6:00pm - 8:30pm | Welcome to HMDP! Orientation  
Bienvenido al HMDP - Orientación  
Leadership - Liderazgo  | Memorial Union  
Ventana Room 226 |
| Wednesday, November 5, 2008 6:00pm - 8:30pm | Becoming a Leader  
Desarrollándose como líderes | NEEB Hall 105  
Ventana Room 226 |
| Wednesday, January 28, 2009 6:00pm - 8:30pm | Creating a Winning portfolio  
Creando un Portafolio Ganador  | Memorial Union  
Ventana Room 226 |
| Wednesday, March 25, 2009 6:00pm - 8:30pm | Community Leaders  
Lideres en la comunidad  | Memorial Union  
Ventana Room 226 |
| Wednesday, April 29, 2009 6:00pm - 8:30pm | Recognition Night & Reception  
Noche de Reconocimientos/Recepción  | Memorial Union  
Arizona Room 207 |

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### 2008 - 2009 Workshop Schedule

**El Programa de Talleres para 2008-2009**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Welcome to HMDP! Orientation</strong></td>
<td>Bienvenido al HMDP – Orientación</td>
<td>Memorial Union</td>
</tr>
<tr>
<td>Wednesday, August 13, 2008</td>
<td>Balancing Responsibilities &amp; Time Management</td>
<td>Ventana Room 226</td>
</tr>
<tr>
<td>6:00pm - 8:30pm</td>
<td>Balanceando responsabilidades y manejando el tiempo</td>
<td></td>
</tr>
<tr>
<td><strong>Exploring Careers-Daughters</strong></td>
<td>Explorando Carreras-Hijas</td>
<td>Memorial Union</td>
</tr>
<tr>
<td>Wednesday, October 1, 2008</td>
<td>Supporting your daughter-mothers</td>
<td>Ventana Room 226</td>
</tr>
<tr>
<td>6:00pm - 8:30pm</td>
<td>Apoyando su hija-mamas</td>
<td></td>
</tr>
<tr>
<td><strong>Presenting yourself on Paper</strong></td>
<td>Presentándote en Papel</td>
<td>Memorial Union</td>
</tr>
<tr>
<td>Wednesday, December 3, 2008</td>
<td>Preparing for Senior Year</td>
<td>Ventana Room 226</td>
</tr>
<tr>
<td>6:00pm - 8:30pm</td>
<td>Preparándose para el doceavo grado</td>
<td></td>
</tr>
<tr>
<td><strong>Recognition Night &amp; Reception</strong></td>
<td>Noche de Reconocimientos/Recepción</td>
<td>Memorial Union</td>
</tr>
<tr>
<td>Wednesday, April 22, 2009</td>
<td>Recognition Night &amp; Reception</td>
<td>Arizona Room 207</td>
</tr>
<tr>
<td>6:00pm - 8:30pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Hispanic Mother-Daughter Program
Arizona State University
Senior Daughters and Mothers

2008 - 2009 Workshop Schedule
El Programa de Talleres para 2008-2009

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Place</th>
</tr>
</thead>
</table>
| Wednesday, August 13, 2008  
6:00pm - 8:30pm         | Welcome to HMDP! Orientation                    | Memorial Union           |
|                       | Bienvenido al HMDP - Orientación                | Ventana Room 226         |
|                       | Begin the University Admissions process         |                          |
|                       | Empezando el proceso de admisión                 |                          |
|                       | hacía la universidad                             |                          |
| Wednesday, October 1, 2008  
6:00pm - 8:30pm          | Making the transition to College                | Memorial Union           |
|                       | Haciendo la transición hacia el colegio          | Ventana Room 226         |
| Wednesday, December 3, 2008  
6:00pm - 8:30pm          | Financial Aid and Scholarships                  | EV/PHX Morns - COOR      |
|                       | Asistencia financiera y becas                    | 184                      |
|                       |                                                  | EV Daughters - COOR      |
|                       |                                                  | L1-54                    |
|                       |                                                  | PHX Daughters - COOR     |
|                       |                                                  | L1-34                    |
| Wednesday, February 4, 2009  
6:00pm - 8:30pm         | Getting ready!                                  | Memorial Union           |
|                       | Preparándose!                                   | Ventana Room 226         |
| Wednesday, April 22, 2009  
6:00pm - 8:30pm          | Recognition Night & Reception                   | Memorial Union           |
|                       | Noche de Reconocimientos/Recepción              | Arizona Room 207         |

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