

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

COLLEGE SMARTIES: COLLEGE OUTREACH PROGRAM FOR 8TH GRADE
LATINO MIDDLE SCHOOL STUDENTS

A graduate project submitted in partial fulfillment of the requirement
for the degree of Master of Science in Counseling,
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DEDICATION

Quiero agradecerle a mis padres, especialmente mi mamá que creyó en mí y siempre me inculco la importancia de la educación. Si no fuera por mis padres que me apoyaron, yo no estaría donde estoy hoy. Gracias por su amor y el apoyo que siempre me dieron. Te amo mamá y papá. To my brother Dario, thank you for being there for me when I had questions or needed an honest answer. To my sister, who has always been there for me when I needed support, guidance and love, you made it possible for me to attend college, because you taught me how to navigate the college process and made sure that I attended and transferred.

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ABSTRACT

COLLEGE SMARTIES: COLLEGE OUTREACH PROGRAM FOR 8TH GRADE LATINO MIDDLE SCHOOL STUDENTS

By

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Master of Science in Counseling, School Counseling

The purpose of this project is to inform 8th grade Latino students about college entrance requirements. Research shows that Latinos are attending college in lower numbers than other ethnic groups; Latinos are also less likely to earn college degrees. There are various factors that lead to Latinos' underrepresentation in institution of higher learning. One of those factors is that Latino students are uninformed of the requirements needed to apply and attend college. Students are not informed of the different types of colleges and universities that they can apply to, the required courses that would make them eligible for admission, financial aid, and the necessary college entrance exams and many times lack a high quality college counselor. This program attempts to inform and increase students' awareness of the opportunity to attend college. Latino students will be prepared in 8th grade in order to set a plan for high school that will prepare them to enroll in post secondary education. Most importantly the program hopes to help increase the number of Latino students in higher education.

CHAPTER 1

INTRODUCTION

Latino students are underrepresented in higher educational institutions. Barriers exist for all students regardless of race however, despite their increase in population growth, Latino students continue to have low college-attending rates. In California in 2005, 59% Asians, and 50% Whites, had an associate degree or higher compared to 15% of Latinos (California State Postsecondary Education Commission, 2007). Latino students also have the highest dropout rate at 17.6% compared to Whites 5.2%, based on the National Center for Education Statistics, NIMH (2011). Part of the problem is due to students being unaware of college requirements or the preparation they need to get accepted into a four-year university. Students, in particular Latino students, lack a high quality college counseling curriculum or guidance. Latinos need to develop a multicultural college going identity, requiring them to view themselves as prospective college students. Latino students need knowledgeable counselors who can guide them through college requirements before starting high school in order to be prepared to take the necessary courses, get involved in extracurricular activities, and pass exams that would make them college eligible; factors that would make them stand out from the rest of the students who are also applying for college.

Unfortunately many students do not seek school counselors for information. Cooper and Liou (2007) for example noted that very few students claimed that they had met with their school counselor by the end of their first semester of their freshman year of high school, despite knowing that they were a source of information regarding college and career resources. Latino students are falling even further behind because they have

not been introduced to a college curriculum. The college-knowledge that Latino students are not receiving has led to low college attendance, as well as low degree attainment rates. Students will be more successful in being accepted in to a college or university if these issues are prepared in middle school; preferably in eighth grade (Cabrera & La Nasa, 2000, p.7). This is why students need to begin gathering information about college in order to plan their high school career with adequate classes that colleges and universities require for acceptance.

There have been outreach programs specifically for low income and minority students that have helped increase college attendance for Latino and African American students (St. John, Musoba, Simmons, Chung, Schmit, Peng, 2004; Brewer, E & Landers, J, 2005; Mosquera, E, Phillips, J, Castelino, P, Martin, J & Dobran, E). Such programs include Twenty First Century, GEAR UP, Scholars Program, Upward Bound, Talent Search Program, Adelante Program, and Latinos en Camino. Many of these programs have been successful in ensuring that students complete a college preparatory program, motivating students to pursue a college education, and the programs have also increased the number of students who enroll in a university. However, due to the low rate of Latino enrollment in higher education - and the even lower number of Latinos who have a degree higher than an associate's degree - it is important to focus on college readiness and awareness for Latino high school students.

Statement of the Problem

Higher education demographics show that there has been an increase in students attending college; however, Latinos are underrepresented. Underrepresentation is based

on several factors such as lack of college-knowledge, lack of college preparation courses, not having a counselor who believes in them or offers the proper guidance, non self identification as a prospective college student and therefore starting too late to plan for college. For example, if a student begins to learn about the classes that UCLA requires for minimum eligibility in his or her sophomore year, the student might not be able to fulfill the requirements to apply or make him or her an incompetent candidate. Financial aid might be another factor that holds back students from applying; therefore, students also need a college curriculum that addresses concepts such as loans, scholarships and eligibility.

There are a variety of programs that are directed at Latino students or minority students to motivate them towards higher education, however, many of them only target students in high school, which may be a bit too late. A program that is implemented in middle school might better serve students, and by targeting students in the eighth grade it can set them on the right path by preparing them to be on the college track. One goal of the program is that upon entering high school, students will be knowledgeable of the classes that they need and will be able to maintain good academic performance. The program that I propose will provide college awareness through a school counselor that can effectively guide students to be more knowledgeable with regards to college. The program would be implemented in 8th grade for Latino students who have considered the option of higher education but still believe that it is an unattainable goal.

Purpose of Graduate Project

The purpose of this project is to develop a college information curriculum for 8th grade Latino students. The project, College Smarties, will focus on Latino students because they are an ethnic group that is underrepresented in higher education. The program will inform students about college knowledge and the requirements necessary to get accepted into college. Students will be introduced to the different systems of higher education, for example A-G courses will be discussed as will the differences between these and their high school graduation requirements, the importance of taking Honors and AP classes, minimum eligibility vs. competitive eligibility, all of the necessary exams, the personal statement, and also financial aid. Students who will take part in the College Smarties program will have a competitive edge compared with other students because they will have the necessary information to make them more desirable applicants. Eighth grade was chosen for the implementation of the program because, at this point, students should be thinking about college and need to make important decisions in the ninth grade about what classes they need to take, and also the extracurricular activities they want to take part in. By the beginning of ninth grade students will know the steps they need to take in order to apply and get into the school of their choice. They will also have resources available if they need more help.

Limitations of this Project

College Smarties is a program that is intended to educate Latino eighth graders on concepts that would allow them to take the appropriate classes and make the right decisions in regards to applying to college. One limitation is that the program is targeted

towards Latino students because of the low number of attendance at institutions of higher learning compared to other ethnicities. However, the concept that will be discussed in the program is information that all students would find beneficial. Therefore, this program can be broadened to include the entire student population. Since school counselors deliver the content of the program they would need to modify it based on the schools demographics. The College Smarties program is intended to serve a small number of students at a time, therefore, which limits the number of students that would benefit from the program.

Terminology

A-G courses: 15 year-long high school courses that are pre-approved by the University of California to be considered for admission. Courses include the categories of History/Social Science, English, Mathematics, Laboratory Science, Language other than English, Visual and Performing arts and College Preparatory elective (University of California, 2010).

College Enrollment: a students' attendance at an institution of higher education (Thomas, R. S., 1998).

College Knowledge: information about college choice and admissions standards. Understanding of tuition costs, curricular requirements, placement tests, and admission selection criteria (McDonough, P.M., 1994 & Policy Analysis for California Education, 2004).

Competitive eligibility: indicates the high level of preparation and achievement needed for a student to be admitted to the most selective campuses (Regents of the University of California, 1999).

Higher Education: the study beyond secondary school at an institution that offers programs terminating in an associate, baccalaureate, or higher degree (NCES: Digest of Education Statistics, 2010).

Minimum eligibility: the minimum academic standards students must attain to be considered for admission (University of California, 2010).

Multi-Cultural College-Going Identity: seeing college going as integral to their identities. They recognize that college is a pathway to careers that are valued in their families, peer groups and local communities (Oakes, 2003)

Self-efficacy: the beliefs that determine how people feel, think, motivate themselves and behave (Bandura, 1977).

Transition to Chapter Two

In order to understand how a counseling group with a college-knowledge curriculum can improve students understanding of college requirements it is necessary to review previous research regarding: (a) college-going rates for Latino students, (b) the lack of preparation students have in regards to college, (c) the college going identity, (d) and the programs that have had successful results.

CHAPTER TWO

LITERATURE REVIEW

This chapter will provide a review of the literature relating to the Latino demographics in regards to education. It will consist of several sections concerning the statistics on higher education. The chapter will first review all high school student demographics, as well as degree achievement. Secondly, the focus will turn to the educational attainment of Latino students. Thirdly, the literature will describe what students are lacking in order to apply and be accepted into a college or university. College knowledge of students will be described and the necessity of a school counselor's guidance. Fourth, the literature review will provide information on multicultural going identity. Albert Bandura's theory on self-efficacy will help explain the importance that others' expectations play on students along with their own beliefs. Fifthly, the literature review will address the significance of students engaging in a college curriculum in middle school instead of later in their high school career. Finally, the literature review will touch on previous college preparation or college information programs that have been successful at increasing the number of students who enroll in a college or a university.

The purpose of the literature review is to demonstrate the need of a college preparation program in middle school by analyzing the data that shows Latino students are in need of interventions due to their low college enrollment and degree achievement. The literature review provides an in-depth look at the barriers that Latino students face that have kept them from being accepted in college, as well as the programs that have been successful at motivating Latino students to attend college.

College-Going Rates

In California, about 26% of high school graduates enroll at four-year public and private universities upon graduation from high school. (California Postsecondary Education Commission, 2007). That translates to about 1 in 4 of California graduates registering at four-year colleges or universities directly after high school. The majority of the students who enroll directly into a four-year university are White and Asian. Students who do not enter directly into a four year school may not do so because of a lack of acceptance requirements. The question then becomes: what happens to the rest of the high school graduates? The rest will postpone school, attend a two-year college, or never attend. College going rates vary depending on ethnicity. Latino students are trailing behind in university attendance and degree attainment in comparison to other ethnicities.

Latino College-Going Rates

Latinos under 18 years of age are the second largest group of students after Whites (Kohler & Lazarin, 2007). Yet, Latino students are not completing high school and continuing college at the same rates in comparison to others, such as Caucasian and Asian. Dropout rates in the United States are based on students between the ages of 16-24; those considered dropouts are not enrolled in school and did not earn a high school diploma or an equivalent credential. In 2009, the percentage of dropouts for Whites was 5.2%, 9.3% for African American, 3.4% for Asian/Pacific Islander and 17.6% for Latinos; more than three times that of White students (National Center for Education Statistics [NCES], 2011). If students do not graduate from high school they are less likely to attend an institution of higher learning.

Over eighty percent of African American and Latino eighth grade students surveyed in Venezia, Kirst and Antonio's (2003) study stated they intended to attend some form of postsecondary institution. However, according to their findings Latino students are at a disadvantage; minority students do not obtain higher education compared to the levels of White, non-Latino students. For every 100 kindergarteners, 61 Latino students will graduate from high school; 31 will complete at least some college; and 10 will obtain at least a bachelor's degree. In comparison, 93 White, non-Latino students will graduate from high school; 62 will complete at least some college; and 29 will obtain at least a bachelor's degree. At all levels of education Latino students lag behind. The same can be said in regards to attendance in California Universities.

At both California State Universities and University of California, Latino students are below the average rate of educational attainment. The educational attainment level has increased over all but for Latino students it still remains low. Half of Whites and 59% of Asians between the ages of 25-64 had an associate's degree or higher, compared to fifteen percent of Latinos (California State Postsecondary Education Commission, 2008). Thomas (1998) surveyed more than 11,000 seniors, 60% of whom made an immediate transition to higher education. Of those students who attended a four year institution, Latino students had the lowest percentage in comparison to Asian (46%) and Caucasian (40%) students. Latinos had the higher percentage, 48%, when it comes to students who did not attend a higher institution after high school.

The higher the level of education the lower the number of Latinos who have a degree; Latino students are less likely to earn a master's degree. In 2010, students between the ages of 25-29 years old that had completed a master's degree or higher were:

18% Asians/Pacific Islanders, 8% Whites, 5% African Americans and only 2% Latinos/Hispanics (NCES, 2010). With the growing number of Latinos in the United States, more Latino students need to be achieving a higher level of education.

College Knowledge and College Preparation

College Knowledge refers to the information students need to possess in order to apply to a college or university. It is knowledge about admission standards, tuitions costs, curricular requirements, entrance exams, and admission selection criteria (McDonough, P.M., 1994 & Policy Analysis for California Education [PACE], 2004). College preparation and guidance can be given by the school counselor because of their knowledge of college requirements.

Knowledge of Entrance Requirements

Even though a high number of Latino students say they intend to pursue higher education they do not always achieve their goal. Latino students have aspirations to continue their education, however, along the way something stops them or defers their dream. Part of the reason Latino students do not reach their educational goal is due to differences in preparation. Warburton, Bugarin, and Nunez (2001) conducted a study in which they found that the proportion of first generation students who took advance math courses was lower than for non-first generation students. First generation students were defined as those whose parents had no education beyond high school, therefore making them the first in their families who would attend college. First generation students were less likely to have taken geometry, algebra II or calculus. In order to meet the requirements for a California State University or a University of California, students need

to take a minimum of three years of math, however, four is recommended. First generation students are taking less rigorous math courses putting them at a disadvantage when applying to universities. Latino students are falling behind in different areas such as academic courses, exams, degree attainment and college preparedness information.

Financial aid. The lack of money and lack of knowledge about financial aid, scholarships, and loans prevents students from enrolling in a four year institution. Hahn and Price (2008) surveyed college-qualified students who decided not to enroll in a higher institution despite being eligible. The results of their survey showed that “not enough financial aid” was the most noted reason for not enrolling in a four year institution. Sixty three percent of Latino students who participated in the survey said they were extremely concerned about the cost of higher education. The “assumed” or “believed” cost of education is usually miscalculated by students, therefore, deferring their dream to attend an institution of higher learning. Zarate and Pachon (2006) focused their study around Latinos’ perceptions of college costs and access to financial aid. Their sample focused on 400 respondents. Only 14% were able to accurately estimate the cost of a California State University, while 17% accurately estimated the cost of a University of California, while most students over-estimated the cost. When asked about financial aid options, only 18% mentioned loans as a source of financial aid. One important factor that Zarate and Pachon mentioned is that not enough Latinos are taking advantage of the benefits of Cal Grants and Pell Grants. Unfortunately, this is not the only study that focuses on the lack of financial aid knowledge possessed by students (Immerwahr, 2003; Venezia, Kirst, & Antonio, 2003; Goral, 2004; Hahn & Price). Goral, points out that 75% of young people interviewed who could have become college students indicated that they

would have been more likely to attend an institution of higher education had they received better information about financial aid. All ethnicities overestimate the costs of higher education institutions by two to five times more of the actual cost (PACE, 2004). Overestimation can lead students to become disillusioned about being able to attend a college or university.

Curricular Requirements. The Policy Analysis for California Education (2004) conducted a study in which they surveyed students in eleventh grade to find out what they knew about college. The study found that in regards to knowledge of curricular requirements, 87% of Latinos knew the CSU English requirements but only 22%, the lowest among all ethnicities surveyed, knew at least three of the subject requirements. Latino students are not aware of the “A-G” requirements, which fulfill the minimum requirements for a four year university. Venezia, Kirst and Antonio (2003) surveyed students on whether they knew the course requirements for admission to a selective or private university as well as that of a less selective or public school. The percentages ranged, but less than 12% of the students knew all the course requirements. Students in California who knew the course requirements were less than 1%. This statistic is appalling because California uses the “A-G” courses, which are well publicized in regards to eligibility requirements for public universities. The “A-G” requirements are used in all high schools and can be found on the University of California or California State University website among other educational websites.

Entrance exams. Each college or university will provide a list of entrance exams that they require. The most common exam is the SAT, SAT subject test or the ACT. However, students may need to take the Advance Placement exam if they want to receive

college credit for advance placement classes. One quarter of high school students surveyed in Venezia, Kirst and Antonio's study (2003) had taken the ACT or SAT, which means that 75% of students had still not taken any of the exams, which is a critical requirement by many universities. Eleventh grade students in the Policy Analysis for California Education were asked about their knowledge of the required university placement exams in English and Math. Latinos had the lowest percentage of knowledge at 15.9% in comparison to Whites, 20%. Latino students are not fully informed about different aspects of college requirements.

The students who are underrepresented, (the students with the lowest number of attendance in higher education) are not receiving the necessary college information. Latino students have inadequate access to college prep classes; they lack the resources that other students have, and Latino students do not take the necessary steps to apply or get informed due to a lack of counselor support (Venezia, Kirst, and Antonio).

Lack of Counseling Guidance

Venezia, Kirst, and Antonio in their study consider that underrepresented students are held back in attaining higher education due to a lack of early and high-quality college counseling. There is inequitable distribution of academic counseling and curricular opportunities in high school. In all of the states that were surveyed many students were dissatisfied with the college counseling in their high school. The states surveyed were California, Georgia, Illinois, Maryland and Oregon. In California, only 62% of students spoke to a counselor at least once about college admission requirements. Students mentioned that they had initiated the conversation with their counselors about college; in

other words, the counselor did not take the initiative. Similarly, Bryan, Holcomb-McCoy, Thomas, and Vines (2009) set out to analyze whether 12th grade students had gone to school counselors for college information; based on their study, Hispanic students had the highest percentage for not having student-counselor contact compared to American Indian, Asian American, African American, White and Multiracial.

Students who are not visiting the school counselor or a college counselor for guidance are not learning about the requirements for college entrance. However, there are some students who feel their guidance counselor is not interested in their education. These students mentioned that not having a supportive counselor was an obstacle to college attendance and, or completion (Immerwahr, 2003). Counselors can sometimes be seen as gatekeepers, holding back students from the college track classes, but their duty is to distribute information that will lead to a successful transition from high school to college. Students in the study mentioned they knew the school counselors held important college information; however, 65% of students reported that most of their information regarding college and career options came from their parents or peers. Despite knowing the knowledge that the school counselor holds, only 15% spoke to a counselor about their educational plans by the spring of their freshman year (Cooper and Liou, 2007).

Bell, Rowan-Kenyon, and Perna (2009) examined college knowledge of 9th and 11th grade students. When asked who they obtain their information about college from, 9th graders responded they rely mostly on their friends, family and the internet. The sources 9th graders use is unfiltered and may be unreliable. Eleventh graders on the other hand reported obtaining information from school based resources such as teachers and counselors. They viewed counselor as having the most complete knowledge about college

requirements and financial aid. It seems that as students progress through high school they begin to realize where the most reliable information can be found. Eleventh grade, however, may be too late to begin to gather such critical information. According to Venezia, Kirst, and Antonio (2003) parents are more likely to advise students to attend college, compared to guidance counselors and teachers; yet counselors have access to the college information that students need. There are positive benefits for students who do seek school counselors.

Counselors played an important role in facilitating Latino students' immediate transition to higher education; counseling was significant in predicting Latino high school graduates attendance at four year institutions (Thomas, 1998). Another study described the benefit of seeing a school counselor, Lapan and Harrington (2010) found that high school seniors were more likely to apply to multiple colleges if they attended school where counselors supported them in the college application process. Immerwahr (2003), described a student who said she got her information from what she heard from other students. Many times this information can be incorrect; therefore, it is vital that school counselors reach out to students when it comes to college information.

Multi-Cultural College-Going Identity

A Multi-Cultural College Going Identity is defined as, “students see college going as integral to their identities; they have the confidence and skills to negotiate college. . .” (Oakes, 2003, p.5). A Multi-Cultural College Going Identity is important because Latino students need to be able to view themselves as having the qualities of a college student. Students who see college going as part of their identity are more likely be successful in

college because they do not sacrifice their own cultural identity and still have connections with their community and other members of their culture. Oakes believes is that in order for college program that are aimed at educationally disadvantaged students to be successful they need to address the issue of Multi-Cultural College-Going Identity. Oakes defines educationally disadvantaged students as minorities who are underrepresented in college. Some of these perceptions arise because students internalize negative labels about their culture or race. For example, NCES in their 2005 study found that Hispanics are less likely to have expectations of completing higher education and receiving at least a bachelor's degree. As seen in the previous sections, Latinos have the lowest postsecondary education attendance rates and part of it has to do with Latinos not identifying themselves as college going. Latinos may have internalized negative stereotypes that they have heard; for instance, that they are not as smart or capable as White or Asian students. This belief leads students to be discouraged and give up in school and to self-label themselves as lazy or dumb. Students who are not motivated may not be able to see themselves as college bound or as potential college students. These students will not enroll or pursue higher education because of their beliefs that they do not belong in college or are not capable of earning a college degree.

Self-Efficacy

Self-efficacy refers to the beliefs that people hold about themselves; they are the judgments that individuals hold about their capabilities (Bandura, 1997). Students' self-efficacy determines the actions that students take based on what they believe they can do. The longitudinal study by Niehaus, Rudasill and Adelson (2011) examined how academic self-efficacy contributed to the academic achievement of Latino middle school students.

One of the research questions of the study focused on changes in academic self-efficacy after being part of an after-school program. The afterschool program consisted of a tutor to help students with their homework. The finding from the study was that self-efficacy was a significant predictor of students' math achievement and school attendance. With the support of tutors, students were motivated to do better and believed in themselves, thus, resulting in achievement in math and school attendance. Self-efficacy is important because it can motivate or retain students from applying to college and obtaining a degree. Teachers and counselors also need to believe in students in order for their pupils to believe in themselves.

Other's Expectations. "Staff encouragement also had a direct association with higher G.P.A." (Martinez, Degarmo and Eddy, 2004, p. 143). Martinez, Degarmo and Eddy conducted a study of Latino students that focused on identifying factors that either promote or hamper academic success for Latino middle school students. When analyzing academic encouragement by staff members the results indicated that this factor significantly predicted a student's educational success. Often for some students a teacher's or school counselor's expectations is very significant. Teachers and school counselors who believe and expect Latino students to continue obtaining a higher education can help motivate and encourage them to see themselves as part of the college culture.

Student aspirations should be nurtured. Education professionals need to actively support, expect, motivate, and make sure that students are ready and knowledgeable about college; it is particularly beneficial for Latino students to receive this kind of inspiration, according to Lapan and Harrington (2010). Students are more likely to

continue to postsecondary education if they believe they have the ability to be successful in college. Therefore, counselors need to give students the necessary skills; and adults need to believe in students abilities.

Starting in Middle School

“The ages between 10 and 14 are most commonly when students engage or disengage from school and learning” (Camblin, 2003, p.2). Thus, middle school is the best time to begin talking to students about college requirements. The middle school years are a time of turbulence due to hormones, however, it is a time when students begin to make decisions about careers. In the ages of 14 and above, occupational choices are explored but are limited; occupations are rejected if perceived as being too difficult based on perception of students’ abilities; if an occupation is eliminated it is difficult to be considered again without some intervention (Brown, 2007). Some students may not have any college awareness, therefore, school counselors should begin to plant the seed early, before their pupils get to high school. The College-Choice Process was developed by Hossler; it is made up of three stages: Predisposition, Search and Choice. The predisposition stage involves educational aspirations and the emergence of intentions to continue education beyond the secondary level. This stage occurs between grades 7-9 (1985). Nora and Cabrera (1992) took Hossler’s process and adapted it to disadvantaged students; they modified it to contain factors and outcomes in each stage. In the predisposition stage, two favorable outcomes are enrollment in college-bound curriculum and educational aspirations; however, in order for students to have these outcomes one of the factors must be to receive information about college. Therefore, college information needs to be delivered between 7th and 9th grade in order to motivate Latino students to

enroll in a college bound curricular or if they are to have educational aspirations. If Latino students receive college information they are more likely to continue on to the search and choice stage. In the choice stage, students will be more likely to submit college applications if they continue to receive information on college requirements. In order for students to be on target with all necessary requirements they need to be start preparing in middle school so they do not fall behind in high school.

The ACT conducted a research study to examine determinants that influence college and career readiness to identify factors that are the most effective predictors of college and career readiness from middle school to high school. The study found that being on target for college and career readiness in the 8th grade and improving the college and career readiness skills that students possess by that level have the most dramatic impact on high school graduates' ultimate level of college and career readiness (ACT, 2008). The results of the ACT study are another example of the importance of introducing college concepts in middle school, preferably in 8th grade. Counselors need to get students on track for college by the end of 8th grade in order to maximize the benefits of high school and future college enrollment.

Latino students have ambitions to go to college and aspiring for a college degree is a good predictor of eventual college degree completion (Cabrera, La Nasa, and Burkum, 2001). Latino students have a desire to attend college thus it is important to teach them about the necessary college requirements in order for them to hold on to those aspirations and turn them into reality.

Successful Programs

Early intervention programs vary depending on the students, their methods, and the grade level that they target. Some college programs serve Latino students only, while others serve at-risk youth, and yet others might focus on minorities and first generation students. The methods might include workshops, fieldtrips, tutors or summer programs. Programs may focus on elementary, middle, or high school; some programs will follow students through middle school and high school; however, there are programs that are seasonal, for example, just during summer. The commonality that most of these programs share is their goal, which is to increase enrollment in post-secondary education or at least fostering an aspiration for college attendance. The programs that will be discussed are those which have made a significant difference in students; programs that are renowned such as AVID, PUENTE, GEAR UP, Talent Search, and 21st Century Scholars. Other programs tend to be more grassroots or have not been expanded, such as Latinos en Camino. Whether it is a federally funded program or not, they have made strides at increasing the number of Latinos in higher education.

Advancement Via Individualized Determination, AVID, is a California intervention program that has been expanded nationwide (Cunningham, Redmond and Merisotis, 2003).

The primary goal of AVID is to increase the enrollment of historically underrepresented and economically disadvantaged students in four-year colleges through increased access to and support in advanced courses at the middle and high school levels (Black, Little, McCoach, Purcell and Siegle, 2008, p.113).

The program places academically average students in advanced classes while providing the students with elective classes that prepares them to succeed in rigorous curricula, therefore increasing their opportunities to enroll in four-year universities. The program targets students with grade point averages of 2.5-3.5, that have a desire to go to college, as well as a willingness to work hard (California Department of Education). AVID offers other programs such as counseling and academic enrichment. AVID is a program that is found in many high schools as well as some middle schools. Black et al. (2008) conducted a study in which they considered the benefits of AVID. They focused on three middle schools in the United States; they followed the AVID and non-AVID students for two years while they were in 6th and 7th grade. Fifty-three percent of the AVID students were Latino, 14.5% were African American, 10% were White and 20% were Other. The results from the study demonstrated that AVID students enrolled in 8th grade algebra at a significantly higher rate compared to students who were not part of the program. Students who take algebra in 8th grade will take geometry in 9th grade, which puts them a year ahead in math compared to others who begin to take algebra their freshman year in high school. Students who have taken advanced levels of math are more competitive applicants for college enrollment than students who have not taken advanced math courses. Other important findings were that AVID students had differences in college plans compared to non-AVID students and AVID students' scores were significantly higher. AVID students' grades increased in 6th grade in language arts while those of non-AVID students decreased in the same time period. There were academic benefits for students who were part of the AVID program. The primary participants in the AVID program were Latino students and there were significant differences in language

arts grades, enrollment in algebra in the 8th grade, and different college plans compared to students who were not part of the program. AVID is a successful program for Latino students.

GEAR UP is a Federal program that is designed to prepare students to enter and be successful in postsecondary education. Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), focuses on low-income students in grades 7-12; it is defined as an early intervention and college awareness program. The program offers counseling and academic enrichment to students who are at risk of dropping out or are below one grade level (Cunningham, Redmond, Merisotis, 2003). The purpose of the study conducted by Yampolskaya, Massey and Greenbaum (2006) was to assess the effects of GEAR UP in a high school in Florida. The participants in the study were at-risk or low achieving students. The study's focus was on whether GEAR UP improved students' academic performance leading to high school graduation and the learned knowledge of opportunities for higher education by parents and students. The participants were mainly African America, 75%, while Hispanics represented 13%. Students who participated in academic activities, such as tutoring, academic and career counseling improved their grade point averages over a semester. Services such as academic and career counseling are beneficial for academic improvement for students. In the study, college plans were not measured. However, there may be an increase in college plans due to the career counseling that the students received.

The study by Watt, Huerta and Lozano (2007) compared AVID and GEAR UP in two high schools. The researchers focused on assessing differences in educational aspirations, educational expectations, knowledge of college entrance requirements, as

well as financial aid and academic achievement. Tenth grade high school students were surveyed. One school had AVID in place while the other school had a GEAR UP group of students and AVID as well. Both schools were predominantly Hispanic, 98% and 94% respectively. Surveys and school records were used to obtain results. When it came to being enrolled in advanced courses, 38 of 39 AVID students were enrolled in AP courses, 39 out of 39 GEAR UP students were enrolled in AP courses. Not much difference between programs. All students in both programs reported having aspirations for attending four-year universities. Considering college-knowledge, AVID students had the highest level of college knowledge followed by GEAR UP. The comparison showed that both programs were successful in raising educational aspirations as well as knowledge of college entrance requirements. Students who take AP courses receive an extra point on their transcripts, boosting their grade point average. Latino students who have been successful in attending college may have been part of successful programs such as AVID and GEAR UP.

The Puente Project started in Hayward California in 1981 at Chabot Community College. The instructors' and counselors' focus was on implementing a program of rigorous instruction that focuses on academic counseling and mentoring. The program was started to improve the low rates of academic achievement among Latino students. The three components that make up the Puente Project are rigorous language arts instruction, sustained academic counseling and mentoring by members of the professional community. The project has been extended to high schools in California (Puente, n.d.). The goal of the Puente Project in high schools is to increase the number of participants who go to college (Gandara, 2002). Gandara's study compared students who

were either enrolled or not in the Puente Project. When looking at 9th grade students' aspirations to go to college, 71% of Puente students had aspirations to attend four-year universities compared to 33% of Latino non-Puente students. By 12th grade, aspirations decreased because students had a better understanding of the requirements to attend a four year university. However, Puente students still had higher aspirations than Latino non-Puente students, 45% to 26%. Aspirations, as discussed earlier in the literature review, are important because they can be internalized and become part of students' identity, leading them to believing that college is an attainable option. College knowledge was also reviewed in this study and by 12th grade, 82% of Puente students knew all or almost all that is needed to go to college; contrast to non- Puente Latino students 59%. When students are knowledgeable about the requirements needed to be eligible for college they are more likely to take the necessary steps and be on track towards being a desirable candidate. When students were asked who had taken college entrance exams by the 12th grade, more Puente students had taken the PSAT, SAT, SAT II, and ACT than non-Puente students. Finally, 40% of Puente students went to a four-year Public College, while only 19% of non-Puente student went to a four-year Public College. Puente students' experiences were completely different than non-Puente students. The Puente Project made a significant difference for the students who were able to participate in the program, not only in aspirations and college knowledge but especially in college enrollment (Gandara)

Moreno (2002) conducted a study to find out long term outcomes of Puente, it was a follow up study of Gandara's (2002) study. The findings showed that students who were part of Puente had higher persistence rates once they enrolled in post secondary

education. Meaning that Puente participants were more likely to graduate with a college or university degree than students who did not participate in the program. Puente influenced students' college-going rates and the level of preparedness of the students who participated in the program. Therefore, Puente was not only successful in getting students to apply to college, but also stay in college after enrollment. The success of the program is not exclusive because there are other programs with similar results.

The Talent Search Program provides career, academic, and financial counseling. Services are offered to students who come from disadvantaged backgrounds and who have the potential to be college graduates. The program assists participants with college applications. The goal of the program is to increase the number of students from disadvantaged backgrounds to enroll and complete postsecondary education. The program has a variety of services that it offers (U.S. Department of Education 2012). A study conducted by Brewer and Landers (2005) focused on the postsecondary enrollment rates of Talent Search Participants. The students in the study had received academic and career counseling during high school. Ninety-three percent of Talent Search participants had enrolled in postsecondary education compared to 42.2% of non program participants. Seventy-six percent of Talent Search students enrolled in four-year colleges compared to 14.2% of non-Talent Search participants. The program was successful in enrolling more students in postsecondary education through academic and career counseling that students had received in high school. Career and academic counseling is beneficial because it teaches students about the necessary qualifications they need in order to apply and be accepted into a college or university.

Twenty-first Century Scholars Program focuses on 8th graders enrolling in a postsecondary institution within two years of graduating high school. By 9th grade, students were surveyed to see the impact the Twenty-first Century Scholars Program had made. Students who participated in the program were called scholars. Scholars were more likely to aspire to attend a four-year university; and, later program had a positive impact on college enrollment (St. John, Musoba, Simmons, Chung, Schmit, & Peng, 2004). Cunningham, Redmond, & Mersotis, found similar results as St. John et al. Their study found that in the state of Indiana the percentage of 19-year olds in college increased as well as an interest in college and preparatory classes after the implementation of the program. Intervention programs can be successful on a small scale as well as making impact for the whole state.

Latinos En Camino Al Exito Universitario is a program developed by a university counseling center to inform Latino students about college preparedness, career exploration and academic skill building. The primary goal of the intervention program is to build self-efficacy skills by providing students with adult guidance to motivate them to make good decisions about getting a higher education (Rivera-Mosquera, Phillips, Castelino, Martin and Dobran, 2007). Some of the themes discussed with students were the information necessary to prepare for college, information of financial aid, and study skills. The participants were thirty Latino middle school and high school students. In regards to college preparedness the objective was to demystify the college experience. The results were obtained from a pretest/posttest design using a five point Likert scale. The participants agreed that the Latinos en Camino program increased their knowledge and confidence in the college planning process. The researchers conducted a follow up

study, in which they found 67% of the students who were seniors at the time of the original study were currently attending college and 63% of the juniors had applied and were planning to attend. The Latinos en Camino program is an example of a program that addresses self-efficacy and the difference it made in motivating students to apply to college. College outreach programs have been victorious in raising the number of Latino and underrepresented students in institution of higher learning.

Conclusion

Research shows that Latinos in the United States are not enrolling in higher education or attaining educational degrees at the same rate as other ethnicities. Studies show that there is a range of factors that create barriers for Latino students and hinder their enrollment in postsecondary education. Students are not learning about the entrance requirements that colleges and institutions of higher learning demand, students are not taking the proper exams and do not have the proper guidance in schools. The studies have found that Latinos may not have a college-going identity and a high self-efficacy which limits their ability to view themselves as possible college students. Latino students are in great need of intervention programs or college outreach programs that can get them on a college track. Outreach programs and early college awareness programs have been developed in middle school and high school to help students succeed in academics as well as to develop college aspirations. These programs use different methods to inform students, such as tutors, workshops, summer school and counseling. Outreach programs have led students to have higher aspirations, have college-knowledge, develop college plans, and prepare for college. Intervention programs can provide the knowledge as well as the hope that college is a possibility and that students can afford college. They provide

information on college requirements, financial aid, and entrance exams which are necessary in the middle school years in order to plan their high school careers.

CHAPTER THREE

METHODS AND PROCEDURES

Introduction

This chapter three provides information on the process and implementation of the College Smarties project. It will describe the necessary components needed to successfully execute the college information curriculum to middle school students. The intended audience for the program, qualifications of the professionals who will carry out the college information curriculum, and environment and equipment needed for the outreach program will be described in this section. The chapter will conclude with an outline of the project along with the content and activities.

Development of Project

The project was developed after taking a class during the last year in the Master's program. The objective of the class, Career Guidance, College Selection and Technology in School Settings, is to inform graduate students about college guidance information that is pertinent to state admission requirements. College Smarties outlines the same concepts that are addressed in Career Guidance, College Selection and Technology in School Settings. The program informs students about almost everything they would need to know in order to start on the right track to college upon entering high school. The College Smarties program is divided into eight counseling sessions; the main topics for college admission are discussed. I took what I learned in my class and adapted it to middle school language and easy-to-understand hand outs. I decided to include quite a number of handouts because I want students to leave the group with a folder full of resources that they can use in the future.

Intended Audience

The intended audience for the College Smarties program is 8th grade Latino students who have aspirations to go to college and do not view themselves as being able to attend college due to factors they perceive as barriers. Such reasons include bad grades, lack of college knowledge, lack of family or staff support, financial reasons, and/or no one in their family has attended college. The aforementioned factors are only a few examples because other issues may be taken into account. The program is intended for students in schools in the Los Angeles Unified School District. College Smarties is best suited for a small group of students, the suggested number is six students. Students will be excused out of their physical education classes once a week. Once those six students complete the program another six students can participate and the program should continue until the end of the school year. The participants would benefit from this program because according to studies mentioned in the previous chapter, Latino students are not attending postsecondary institutions at the same rate as Caucasian and Asian students, and they are not obtaining higher education degrees in comparison to other ethnic groups either. Latinos lack the vital information that a program like College Smarties can provide. It is important to provide this group of students with necessary college information that can help raise the rates of college attendance for Latinos. The program targets students who are at risk of not continuing to higher education due to the lack of college knowledge and counselor guidance.

Personal Qualifications

The professional in charge of facilitating the College Smarties group should be a school counselor. Immerwahr (2003) found in his study that students mentioned not having a supportive counselor was an obstacle to college attendance and/or completion; therefore, the school counselor should lead the program in order to show students that they also care about their education. The school counselor should have a pupil personal credential (PPS). Since the College Smarties program focuses on college information, the professional who will be running the program needs to be knowledgeable of the four educational systems of higher education in California: California Community Colleges, California State University, University of California and private institutions. Along with the systems, there is fundamental information that school counselor should have: A-G high school requirements, benefits and differences of Honors/AP/college classes, Minimum vs. Competitive Eligibility in regards to acceptance into universities, entrance exams and financial aid. Due to the intended audience being Latino, it is preferred that the school counselor be Latino and bilingual so that students can see the group leader as a role model. A Latino counselor will help students with forming a multi-cultural college-going identity. It can also help students relate better with a Latino counselor. The school counselor facilitating the program should have good communication skills as well as be empathetic, trustworthy, approachable and relatable.

Environment and Equipment

The best environment for the College Smarties program is a spacious, but quiet classroom with a computer with Internet access and a projector. The projector is needed

in order for all students to view the any possible online demonstrations. There should be plenty of space where students can move their seats around to form a circle for discussion and to be able to have full view of the screen. Students will be required to do a couple of activities using the computers. Therefore, a computer lab needs to be available. The facilitator will provide the group with the necessary material during each group meeting. College Smarties consists of eight sessions. In the first meeting students will receive a binder which they are required to bring during each session. As the sessions proceed students will be provided with handouts that they are to keep in their binders. At the end they will have the resources they need to answer any college question they may have. They will also have all the necessary information to apply to college and be competitive applicants. Students will be asked to bring a spiral notebook, pens or pencils, and one or two highlighters. If students do not bring these items the leader should have some in case students forget their supplies. It is up to the leader to make copies of all the necessary handouts and activity sheets prior to the group meeting.

In order to monitor progress or information learned, students will be given a pre and post test. The pre-test should be given in the first session and the post test at the end of the last session. Questions on the pre and post tests will be the same except the post test will include reflection questions in order to assess what the students thought about the program. (These pre and post test questions are shown in the Appendix.) There will also be an evaluation that the students will be required to fill out in order to evaluate the group leader. The evaluation will be beneficial in deciding whether the school counselor is effective or if another school counselor should be in charge of running the program.

Possible Project Modifications

The College Smarties program is intended to serve middle school Latino students who attend schools within the Los Angeles Unified School District. The professional leading the group needs to be aware of exam registration dates as well as dates that the exams take place. College and university requirements are always changing so the group leader needs to take that into consideration when conducting the project. High school graduation requirements vary in each district when it comes to number of absences, unsatisfactory marks, and work habit marks, and grades. The project may need modification based on the high school and district.

Project Outline

College Smarties will consist of eight counseling sessions for Latino 8th grade students. College entrance requirements will be the main focus.

Program Description

I. 1st session: Types of colleges/universities (Private, UC, CSU, CC)

A. Objective: Understand different types of schools and the benefits of each type of school; and the negative aspects of each.

II. 2nd session: A-G Courses

A. Objective: Understand the required courses to take to be eligible for UC or CSU.

III. 3rd session: Myths about College

A. Objective: Understand what obstacles and myths students believe in that keep them from developing a multicultural going identity.

IV. 4th session: Minimum Eligibility vs. Competitive Eligibility

A. Objective: Understand the minimum requirements as well as what else a student can do to be a competitive applicant.

V. 5th session: Personal statement/ extracurricular activities/Awards

A. Objective: Understand the importance of awards and extracurricular activities. Discuss topics appropriate for personal statement.

VI. 6th session: College Entrance Exams

A. Objective: Understand the necessary entrance exams that need to be taken and what subjects the exams covers.

VII. 7th session: Financial Aid/Scholarships

A. Objective: Discuss the different ways students can pay for college.

VII. 8th session: Conclusion

A. Objective: Discuss the concepts learned in previous session and hand out post-test.

CHAPTER FOUR

CONCLUSION

One in four California graduates register at four-year colleges or universities directly after high school (California Postsecondary Education Commission, 2007). However, Latino students are not enrolling in four-year schools at the same rate as White and Asian students. Research shows that students encounter barriers that prevent them from enrolling in postsecondary institutions. Some of those barriers include not knowing the entrance requirements for college; for example, Latino students are the least informed about the necessary courses required to apply to college or university, they lack the financial information, which often discourages students to apply because they believe they cannot afford college, and are not aware of the entrance exams they need to take. Many students in high school do not have school counselors that can guide them or inform them about college requirements, which is another barrier. Latino students need to develop a Multi-Cultural College-Going Identity in order to identify themselves and perceive themselves as college bound. In order for Latino students to be competitive college applicants, they need to receive college information in middle school. Thus, students will know what classes and steps to take in high school that will place them on track to college.

The purpose of this graduate project is a college-outreach counseling program to inform 8th grade Latino students about college requirements and the steps they need to take in order to apply to college. The project's focus is on motivating students who do not view college as an option. Getting students informed will allow them to begin to consider the possibility of enrolling in college which is a step forward because the number of

students in postsecondary education is lower for Latinos than for any other ethnicity. Receiving this information in 8th grade will allow students to confidently complete high school because students will know what they have to do to get into college.

Evaluation

The College Smarties program is only a creation and has yet not been implemented. A pre-test and post-test was created because it can help define the baseline and better evaluate the program once it has been completed. The results of the post-test would indicate whether middle school students learned the college information that was taught in the program. The tests would help determine whether the program has met its goals or identify the necessary modifications. Even though this program has not been implemented I believe that it can be successful. I believe College Smarties will provide useful and helpful information for 8th grade students, not only for themselves but to help peers, classmates, and family members who are also the first in their families to attend college. The worksheets and power point presentations are easy to understand and reliable with the requirements of the University of California and California State University. Latino middle school students will start high school with the confidence and necessary skills to make their dream of higher education a reality.

Limitations

College Smarties is a college outreach group intended to inform Latino 8th grade students about the intricate world of applying to college. The college admission process can be confusing to Latino students who are first generation college attendees. In order to be accepted into a four-year university there are a number of requirements that the student needs to meet, for instance, a certain grade point average, completing a certain

number of academic courses with a passing grade, and passing the high school exit exam if the school is in California. Ultimately it is up to the admissions department to make the decision on who is accepted into their schools. Therefore, it is important to point out that participation in College Smarties does not guarantee that students will be accepted into a college or university. Although the outreach program offers information for students, the outreach program does not provide tutoring or study skills. Students, however, will be informed and given resources about topics that are not covered in the program. The program does offer academic, personal, and social counseling in order to help students achieve a multi-cultural college-going identity.

It is imperative to remember that this program was designed for Latino students who are in 8th grade. Therefore, it may need some modification if used with students of another ethnicity or students in a different grade level. When working with students, the program director needs to be culturally sensitive to students' needs.

Future Work

Future work that needs to be done would include expanding this program to teach parents college requirements in order for them and their children to be on the same page. The financial portion of the program needs to be emphasized when discussing college with parents because many parents may continue to believe that higher education is unaffordable. Another way to inform parents about college requirements is to develop the program mother/daughter, father/son, and parent/child workshops in which both parties would be learning the material together. Finally, an outcome study would be beneficial in order to study the effectiveness of the College Smarties counseling group. Students can be surveyed in 10th grade to measure if they are on the college track, again in 12th grade

to see if they have applied and taken the necessary steps, and possibly again one or two years after that to see if students who were part of the program did enroll in college. The most important question to ask would be if participation in the program motivated the students to apply and attend college or a university.

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APPENDIX

College Smarties:

**A College Outreach Program for 8th grade Latino
Students**



**Developed by
Cristal Miguel**

**California State University, Northridge
Educational Psychology and Counseling**

May 2012

Introduction to: College Smarties

Facilitator: *Welcome students to the “College Smarties” program. You have been chosen to participate in the program because you have demonstrated an interest in attending college but may not be quite sure about the necessary steps..*

Agenda:

- 1) Facilitator will tell students about him or herself. Addressing the following:
 - a. Where they went to high school
 - b. Where they went to college and their major
 - c. Who motivated them in school to attain a higher education; ex. parents, counselors, teachers
 - d. What were their beliefs in high school about higher education
 - e. An obstacle they encountered when thinking about higher education
- 2) Facilitator will ask students to introduce themselves and address the following:
 - a. Name
 - b. Reason for wanting to attend college; ex. financial, parental pressure, their future career goal requires it
 - c. An obstacle that prevents them from thinking they can go to college
 - d. Where they see themselves in 7 years
- 3) Facilitator will give students a list of objectives (pg.38) and go over group expectations (pg.39)
- 4) Facilitator will administer “College Knowledge Pre-test” (pg.40)

Reminder

- **Tell students to bring a spiral notebook, a writing utensil, and two highlighters to the next group session.**

College Smarties Objectives

(What you will be learning in the program)

At the end of the program you will be a College Smartie and know the following

information:

1. Understand the different types of schools (University of California, California State University, Community Colleges, and Private schools) and the benefits of each type of school and the negative aspects of each.
2. Understand the required courses to be eligible for a UC or CSU.
3. Understand the obstacles and myths that students believe.
4. Understand the minimum requirements as well as what else a student can do to be competitive applicant.
5. Understand the importance of awards and extracurricular activities. Recognize topics appropriate for personal statements.
6. Understand the necessary entrance exams, due dates and topics covered.
7. Understand the different ways that students can pay for college.
8. Understand different level of degrees and the importance of accreditation.

Group Expectations

Facilitator: In order to be part of the College Smarties program, there are certain behaviors that I expect from the group:

1. Be Respectful
 - Take turns speaking
 - Raise your hand
 - Respect others' opinions
2. Be Responsible
 - Bring your notebook, pencil and highlighters to each session
 - Keep your area clean
3. Be Kind
 - Use kind words
 - Believe in yourself and your abilities
 - Keep your hands and feet to yourself
4. Confidentiality
 - What is shared in group with the group leader and other group members will stay private and will only be discussed in the group.

Name: _____

Date: _____

College Knowledge Pre-test

1. Name 2 Universities of California (UC)

a. _____

b. _____

2. Name 4 California State Universities (CSU)

a. _____

b. _____

c. _____

d. _____

3. How many years of Math are required under the A-G course requirements?

a. 1

b. 2

c. 3

d. 4

4. How many years of Lab Science are required under the A-G course requirements?

a. 1

b. 2

c. 3

d. 4

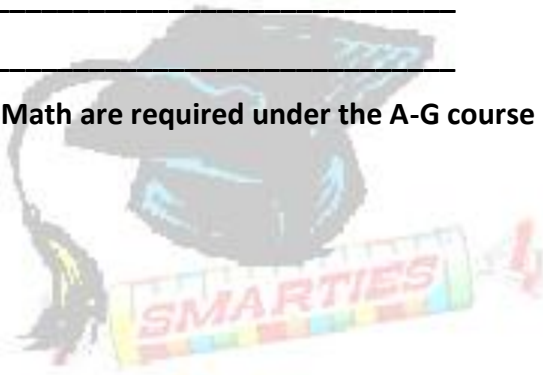
5. Taking an Advance Placement test gives you UC credit if you pass with a score of 3 or higher

a. True

b. False

6. Competitive Eligibility requires students to take more than the required A-G courses

a. True



b. False

7. G.P.A. stands for:

8. How many personal statement essays are required to apply to a UC

9. Volunteer work is any activity that has been done for no pay or credit.

a. True

b. False

10. SAT Subject Tests are required for UC's.

a. True

b. False

11. Name 2 Types of Financial Aid



12. Loans do not have to be paid back.

a. True

b. False

13. A Community College can award a Master's degree.

a. True

b. False

14. Name two of the Least Impacted California State Universities

Session 1

California Higher Education Systems

Objective:

- To help students understand the differences between the California College Systems of postsecondary education.

Materials:

- List of California Community Colleges
- List of California State Universities (CSU)
- List of Universities of California (UC)
- List of Private colleges and universities in California
- “Programs and Degrees” Worksheet
- “Where I want To Go” Worksheet

Agenda

Facilitator will welcome students to the “College Smarties” Program.

- 1) Facilitator will ask students if they know how many:
 - a. Community Colleges there are in California
 - b. Cal States there are in California
 - c. UC’s there are in California
 - d. Private schools there are in California
- 2) Facilitator will then pass out the List of Community Colleges and ask students to share what schools they have heard of and if they know someone who attends or has previously attended
- 3) The facilitator will then explain that there the requirement to get into a CCC (California Community College) are:
 - a. Being 18 yrs of age or older with or without a high school diploma

- b. Being in high school and attending a CCC with the permission of student's high school
- 4) Facilitator will explain to students that a community college allows them to earn an associate degree, transfer to a 4-yr. university or earn certification in particular career fields. Ex. Nursing , Cosmetology, Welding
 - 5) Facilitator will then pass out the List of Cal States. Facilitator will then ask students what CSU they have heard of and if they have had the opportunity to visit any CSU campus.
 - 6) Facilitator will then go over the basic requirements for a CSU. (Facilitator will shortly mention that transferring is also a way, but it will be discussed in another session)
 - a. Fulfilling the A-G requirements
 - b. Having a 2.0 GPA
 - c. Earning grades of "C" or better
 - d. SAT reasoning or ACT exam
 - 7) The facilitator will explain that in a CSU a student can obtain a Bachelor's degree, Master's degree and even a Doctorate degree in some campuses.
 - 8) The facilitator will then pass out the list of UC's and ask how many of the UC's the students have heard of.
 - a. The facilitator will then ask students why they think that more people have heard of UC's than CSU's or vice versa depending on students' responses.
 - 9) The facilitator will explain the basic requirements for a UC.
 - a. Fulfilling the A-G requirements
 - b. 3.0 GPA
 - c. Grades of "C" or better
 - d. SAT reasoning or ACT exam
 - 10) The facilitator will explain that in a UC a student can obtain a Bachelor's degree, Master's degree and a Doctorate degree.

- 11) Facilitator will lastly hand out the List of Private schools and mention that the requirements vary for each school.

Activity

- 1) Facilitator will hand out the “Programs and Degrees” worksheet and have students fill out the most that they can by working in pairs. When students have completed the worksheet the best they could the facilitator will review it and help them fill in the blank spaces.
- 2) Facilitator will hand out “Where I Want to Go” worksheet and ask students to list their top 3 choices and 2 back up schools. Encourage students to aim high but also to include a variety of schools. Ex. CCC, UC, CSU and even private.

Conclusion

- 1) Facilitator will ask if there are any questions and answer students’ questions
- 2) Facilitator will go over reminders and dismiss counseling group.

Reminders

- **It is important that the facilitator mention that students should never be discouraged due to financial reasons**
- **Remind students to put all worksheets in their binder.**

California Community Colleges 112



ALLAN HANCOCK COLLEGE
Santa Maria, CA
www.hancockcollege.edu

AMERICAN RIVER
COLLEGE
Sacramento, CA
www.arc.losrios.edu

ANTELOPE VALLEY
COLLEGE
Lancaster, CA
www.avc.edu

BAKERSFIELD COLLEGE
Bakersfield, CA
www.bakersfieldcollege.edu

BARSTOW COLLEGE
Barstow, CA
www.barstow.edu

BERKELEY CITY COLLEGE
Berkeley, CA
www.berkeley.peralta.edu

BUTTE COLLEGE
Oroville, CA
www.butte.edu

COLLEGE OF ALAMEDA
Alameda, CA
www.alameda.peralta.edu

CABRILLO COLLEGE
Aptos, CA
www.cabrillo.edu

CAÑADA COLLEGE
Redwood City, CA
www.canadacollege.edu

CERRITOS COLLEGE
Norwalk, CA
www.cerritos.edu

CERRO COSO
COMMUNITY COLLEGE
Ridgecrest, CA
www.cerrocoso.edu

CHABOT COLLEGE
Hayward, CA
www.chabotcollege.edu

CHAFFEY COLLEGE
Rancho Cucamonga, CA
www.chaffey.edu

CITRUS COLLEGE
Glendora, CA
www.citruscollege.edu

CITY COLLEGE OF SAN
FRANCISCO
San Francisco, CA
www.ccsf.edu

COASTLINE COMMUNITY
COLLEGE
Palm Desert, CA
www.collegeofthedesert.edu

COLLEGE OF THE
REDWOODS
Eureka, CA
www.redwoods.edu

COLLEGE OF THE
SEQUOIAS
Visalia, CA
www.cos.edu

COLLEGE OF THE
SISKIYOU
Weed, CA
www.siskiyous.edu

COLUMBIA COLLEGE
Sonora, CA
www.columbia.yosemite.edu

CONTRA COSTA COLLEGE
San Pablo, CA
www.contracosta.edu

COPPER MOUNTAIN
COLLEGE
Joshua Tree, CA
www.cmccd.edu

COSUMNES RIVER
COLLEGE
Sacramento, CA
www.crc.losrios.edu

CRAFTON HILLS COLLEGE
Yucaipa, CA
www.craftonhills.edu

CUESTA COLLEGE
San Luis Obispo, CA
www.cuesta.edu

CUYAMACA COLLEGE
El Cajon, CA
www.cuyamaca.edu

CYPRESS COLLEGE
Cypress, CA
www.cypresscollege.edu

COLLEGE OF THE DESERT
Palm Desert, CA
www.collegeofthedesert.edu

DEANZA COLLEGE
Cupertino, CA
www.deanza.edu

DIABLO VALLEY COLLEGE
Pleasant Hill, CA
www.dvc.edu

EAST LOS ANGELES COLLEGE
Monterey Park, CA
www.elac.edu

EL CAMINO COLLEGE
Torrance, CA
www.elcamino.edu

EVERGREEN VALLEY COLLEGE
San Jose, CA
www.evc.edu

FEATHER RIVER COLLEGE
Quincy, CA
www.frc.edu

FOLSOM LAKE COLLEGE
Folsom, CA
www.flc.losrios.edu

FOOTHILL COLLEGE
Los Altos Hills
www.foothill.edu

FRESNO CITY COLLEGE
Fresno, CA
www.fresnocitycollege.edu

FULLERTON COLLEGE
Fullerton, CA
www.fullcoll.edu

GAVILAN COLLEGE
Gilroy, CA
www.gavilan.edu

GLENDALE COMMUNITY COLLEGE
Glendale, CA
www.glendale.edu

GOLDEN WEST COLLEGE
Huntington Beach, CA
www.goldenwestcollege.edu

GROSSMONT COLLEGE
El Cajon, CA
www.grossmont.edu

HARTNELL COLLEGE
Salinas, CA
www.hartnell.edu

IMPERIAL VALLEY COLLEGE
Imperial, CA
www.imperial.edu

IRVINE VALLEY COLLEGE
Irvine, CA
www.ivc.edu

EAST LOS ANGELES COLLEGE
Monterey Park, CA
www.elac.edu

LAKE TAHOE COMMUNITY COLLEGE
Lake Tahoe, CA
www.ltcc.edu

LANEY COLLEGE
Oakland, CA
www.laney.peralta.edu

LAS POSITAS COLLEGE
Livermore, CA
www.laspositascollege.edu

LASSEN COLLEGE
Susanville, CA
www.lassencollege.edu

LONG BEACH CITY COLLEGE
Long Beach, CA
www.lbcc.edu

LOS ANGELES CITY COLLEGE
Los Angeles, CA
www.lacitycollege.edu

LOS ANGELES HARBOR COLLEGE
Wilmington, CA
www.lahc.edu

LOS ANGELES MISSION COLLEGE
Sylmar, CA
www.lamission.edu

LOS ANGELES PIERCE COLLEGE
Woodland Hills, CA
www.piercecollege.edu

LOS ANGELES SOUTHWEST COLLEGE
Los Angeles, CA
www.lasc.edu

LOS ANGELES TRADE-TECH COLLEGE

Los Angeles, CA www.lattc.edu	MONTEREY PENINSULA COLLEGE Monterey, CA www.mpc.edu	www.orangecoastcollege.edu
LOS ANGELES VALLEY COLLEGE Van Nuys, CA www.lavc.edu	MOORPARK COLLEGE Moorpark, CA www.moorparkcollege.edu	OXNARD COLLEGE Oxnard, CA www.oxnardcollege.edu
LOS MEDANOS COLLEGE Pittsburg, CA www.losmedanos.edu	MORENO VALLEY COLLEGE Moreno Valley, CA www.rcc.edu/morenovalley	PALO VERDE COLLEGE Blythe, CA www.paloverde.edu
WEST LOS ANGELES COLLEGE Culver City, CA www.wlac.edu	MT. SAN ANTONIO COLLEGE Walnut, CA www.mtsac.edu	PALOMAR COLLEGE San Marcos, CA www.palomar.edu
COLLEGE OF MARIN Kentfield, CA www.marin.edu	MT. SAN JACINTO COLLEGE San Jacinto, CA www.msjc.edu	PASADENA CITY COLLEGE Pasadena, CA www.pasadena.edu
MENDOCINO COLLEGE Ukiah, CA www.mendocino.edu	COLLEGE OF THE REDWOODS Eureka, CA www.redwoods.edu	PORTERVILLE COLLEGE Porterville, CA www.portervillecollege.edu
MERCED COLLEGE Merced, CA www.mccd.edu	NAPA VALLEY COLLEGE Napa, CA www.napavalley.edu	REEDLEY COLLEGE Reedley, CA www.reedleycollege.edu
MERRITT COLLEGE Oakland, CA www.merritt.edu	NORCO COLLEGE Norco, CA www.rcc.edu/norco	RIO HONDO COLLEGE Whittier, CA www.riohondo.edu
MIRACOSTA COLLEGE Oceanside, CA www.miracosta.edu	OHLONE COLLEGE Fremont, CA www.ohlone.edu	RIVERSIDE CITY COLLEGE Riverside, CA www.rcc.edu/riverside
MISSION COLLEGE Santa Clara, CA www.missioncollege.org	ORANGE COAST COLLEGE Costa Mesa, CA	CITY COLLEGE OF SAN FRANCISCO San Francisco, CA www.ccsf.edu
MODESTO JUNIOR COLLEGE Modesto, CA www.mjc.edu		COLLEGE OF SAN MATEO San Mateo, CA www.collegeofsanmateo.edu

COLLEGE OF THE
SEQUOIAS
Visalia, CA
www.cos.edu

COLLEGE OF THE
SISKIYOU
Weed, CA
www.siskiyous.edu

SACRAMENTO CITY
COLLEGE
Sacramento, CA
www.scc.losrios.edu

SADDLEBACK COLLEGE
Mission Viejo, CA
www.saddleback.edu

SAN BERNARDINO VALLEY
San Bernardino, CA
www.valleycollege.edu

SAN DIEGO CITY COLLEGE
San Diego, CA
www.sdcity.edu

SAN DIEGO MESA
COLLEGE
San Diego, CA
www.sdmesa.edu

SAN DIEGO MIRAMAR
COLLEGE
San Diego, CA
www.sdmiramar.edu

SAN JOAQUIN DELTA
COLLEGE
Stockton, CA
www.deltacollege.edu

SAN JOSE CITY COLLEGE
San Jose, CA
www.sjcc.edu

SANTA ANA COLLEGE
Santa Ana, CA
www.sac.edu

SANTA BARBARA CITY
COLLEGE
Santa Barbara, CA
www.sbcc.edu

SANTA MONICA COLLEGE
Santa Monica, CA
www.smc.edu

SANTA ROSA JUNIOR
COLLEGE
Santa Rosa, CA
www.santarosa.edu

SANTIAGO CANYON
COLLEGE
Orange, CA
www.sccollege.edu

SHASTA COLLEGE
Redding, CA
www.shastacollege.edu

SIERRA COLLEGE
Rocklin, CA
www.sierracollege.edu

SKYLINE COLLEGE
San Bruno, CA
www.skylinecollege.edu

SOLANO COMMUNITY
COLLEGE
Fairfield, CA
www.solano.edu

SOUTHWESTERN COLLEGE
Chula Vista, CA
www.swccd.edu

TAFT COLLEGE
Taft, CA
www.taftcollege.edu

VENTURA COLLEGE
Ventura, CA
www.venturacollege.edu

VICTOR VALLEY COLLEGE
Victorville, CA
www.vvc.edu

WEST HILLS COLLEGE
COALINGA
Coalinga, CA
www.westhillscollge.com
/coalinga

WEST HILLS COLLEGE
LEMOORE
Lemoore, CA
www.westhillscollge.com
/lemoore

WEST LOS ANGELES
COLLEGE
Culver City, CA
www.wlac.edu

WEST VALLEY COLLEGE
Saratoga, CA
www.westvalley.edu

WOODLAND COMMUNITY
COLLEGE
Woodland, CA
www.yccd.edu

YUBA COLLEGE
Marysville, CA
www.yccd.edu/yuba

California State Universities

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Humboldt State
University
Arcata, CA
www.humboldt.edu/

California State
University-Chico
Chico, CA
www.csuchico.edu/

California State
University-
Sacramento
Sacramento, CA
www.csus.edu/

Sonoma State
University
Rohnert Park, CA
94928
www.sonoma.edu/

The California
Maritime
Academy
Vallejo, CA
www.csum.edu/

San Francisco
State University
San Francisco, CA
www.sfsu.edu

California State
University-East
Bay
Hayward, CA
www.csueastbay.edu

San Jose State
University
San Jose, CA
www.sjsu.edu

California State
University-Fresno
Fresno, CA
www.csufresno.edu

California State
University-
Stanislaus
Turlock, CA
www.csustan.edu/

CSU-Monterey
Bay
Seaside, CA
www.csUMB.edu/

California
Polytechnic State
University
San Luis Obispo,
CA
www.calpoly.edu/

California State
University-
Bakersfield
Bakersfield, CA
<http://www.csub.edu>

California State
University-
Channel Islands
Camarillo CA
www.csuci.edu

California State
University-
Northridge
Northridge, CA
www.csun.edu

California State
University-Los
Angeles
Los Angeles, CA
www.calstatela.edu

California State
University-
Dominguez Hills
Carson, CA
www.csudh.edu

California State
University-Long
Beach
Long Beach, CA
www.csulb.edu

California State
University-San
Bernardino
San Bernardino,
CA
www.csusb.edu

California State
University-
Fullerton
Fullerton, CA
www.fullerton.edu

California State
Polytechnic
University-
Pomona

Pomona, CA
www.csupomona.edu

California State
University-San

Marcos
San Marcos, CA
www.csusm.edu

San Diego State
University
San Diego, CA
www.sdsu.edu



Universities of California

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University of California, Berkeley
Berkeley, CA
<http://www.berkeley.edu>

University of California, Davis
Davis, CA
<http://www.ucdavis.edu>

University of California, Los Angeles
Los Angeles, CA
<http://www.ucla.edu>

University of California, Irvine
Irvine, CA
<http://www.uci.edu/>

University of California, Merced
Merced, CA
<http://www.ucmerced.edu/>

University of California, Riverside
Riverside, CA
<http://www.ucr.edu/>

University of California, San Diego
San Diego, CA
<http://www.ucsd.edu/>

University of California, San Francisco
San Francisco, CA
<http://www.ucsf.edu/>

University of California, Santa Barbara
Santa Barbara, CA
<http://www.ucsb.edu/>

University of California, Santa Cruz
Santa Cruz, CA
<http://www.ucsc.edu/>

Independent Colleges and Universities

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Alliant International University	Harvey Mudd College
American Academy of Dramatic Art	Holy Names University
American Jewish University	Hope International University
Antioch University Los Angeles	Humphreys College
Art Center College of Design	Institute of Transpersonal Psychology
Azusa Pacific University	Keck Graduate Institute
Biola University	Laguna College of Art& Design
Brandman University	La Sierra University
California Baptist University	Loma Linda University
California College of the Arts	Loyola Marymount University
California Institute of Integral Studies	Marymount College
California Institute of Technology	The Master's College
California Institute of the Arts	Mills College
California Lutheran University	Mount St. Mary's College
Chapman University	National University
The Chicago School of Professional Psychology	Notre Dame de Namur University
Claremont Graduate University	Occidental College
Claremont McKenna College	Otis College of Art and Design
Claremont University Consortium	Pacific Oaks College
Concordia University	Pacific Union College
Dominican University of California	Palo Alto University
Fielding Graduate University	Patten University
Fresno Pacific University	Pepperdine University
Golden Gate University	Pitzer College

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Point Loma Nazarene University

Pomona College

Saint Mary's College of California

Samuel Merritt College

San Diego Christian College

San Francisco Conservatory of Music

Santa Clara University

Saybrook University

Scripps College

Simpson University

Soka University of America

Southern California University of Health
Sciences

Stanford University

Thomas Aquinas College

Touro University

University of LaVerne

University of Redlands

University of San Diego

University of San Francisco

University of Southern California

University of the Pacific

Vanguard University of Southern California

Western University of Health Sciences

Westmont College

Whittier College

William Jessup University

Woodbury University



Facilitator's Copy

Program or degree:	Schools where offered:	Typical time to graduate:
Technical, trade or vocational courses	Career, technical, vocational or trade schools; community and junior colleges	1-2 years of study
Associate Degree	Community and junior colleges	2 years of study
Bachelor's Degree	Four-year colleges and universities	4 years of study
Master's Degree	Four-year colleges and universities	Bachelor's degree + 1-2 years of additional study
Doctorate Degree	Four-year colleges and universities	Bachelor's degree + Master's degree + 2-3 years of additional study

Name: _____

Date: _____

Programs and Degrees by Type of School and Time to Graduate

Program or degree:	Schools where offered:	Typical time to graduate:
Technical, trade or vocational courses		
Associate Degree		
Bachelor's Degree		
Master's Degree		
Doctorate Degree		

Name _____

Date: _____

Where I Want to Go!

Directions: List three schools where you would like to attend and two back up schools

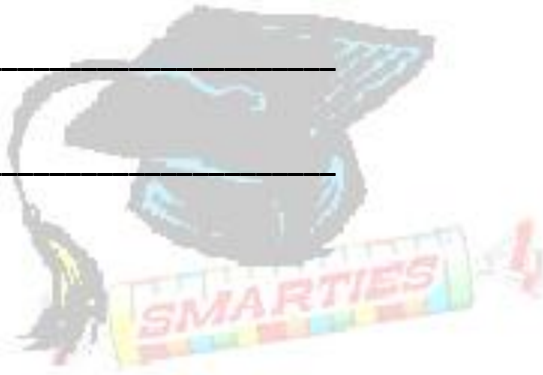
1. _____

2. _____

3. _____

4. _____

5. _____



Reflection:

What did you learn from this first session?

Session 2

A-G Courses

Objective:

- To help students understand what the A-G requirements consist of.

Materials:

- Graduation Requirements and the Minimum College Admission “A-G” Requirements
- Course List
- High School A-G checklist

Agenda

Facilitator will tell students that the topic that will be discussed is the A-G requirements.

- 1) Facilitator will ask students if they know what is the minimum number of A-G courses required to apply to a UC. The facilitator will explain that the A-G courses are 15 year-long high school courses that are pre-approved by the University of California to be considered for admission. Courses include the categories of History/Social Science, English, Mathematics, Laboratory Science, Language other than English, Visual and Performing arts and College Preparatory Elective.
- 2) Facilitator will pass out the A-G Graduation Requirements and the Minimum College Admission “A-G” Requirements.
- 3) Facilitator will point out the differences between the High school requirements and University requirements. For example, high school requires PE and Health, while CSU and UC’s don’t require these classes.
 - a. Grades of “C” or better are needed in all A-G classes
 - b. Only D’s and F’s can be made up

- 4) Facilitator will pass out a course list (course lists can be found on <http://www.ucop.edu/doorways/>). The facilitator should choose a course list from a high school that the majority of the students tend to attend after middle school. Facilitator will ask students to notice that the courses with an asterisk (*) count as honor classes, which means that an extra point is given per semester if the student earns a “C” or above. Courses with a diamond (◊) cannot be used to fulfill the elective or “G” requirement. In order for a class to be counted as part of the A-G courses it must be listed in the school course list.

Activity

1. Facilitator will hand out the “High School Course Plan” Worksheet. The facilitator will explain to students that the checklist can be used to keep track of what classes are required for a UC and CSU admission. Students can check off how many years they have taken and during what grade level they have taken the required course.

Conclusion

- 1) Summarize today’s session
- 2) Facilitator will ask if there are any questions and answer students’ questions.
- 3) Facilitator will go over reminders and dismiss counseling group.

Reminders

- **Remind students that if they earn a “D” or lower on an A-G course they can make it up in summer school or by taking the same class at a community college**
- **Remind students to put all worksheets in their binder.**

Graduation and the Minimum College Admission “A-G” Requirements

SUBJECT	H.S. GRAD	UNIV. of CA	CAL STATE	PRIVATE	COMMUNITY
Social Studies “A”	30 Credits World history, US history, Government, Econ	2 years AP courses recommended	2 years AP courses recommended	World history, US history, Government, and college prep electives recommended	NO SUBJECT REQUIREMENTS
English “B”	40 Credits English 9 & 10 11 th grade Lit, 12 th grade Comp & Engl. Lit. elective	4 years AP/additional courses recommended	4 years AP/additional courses recommended	4 years AP/additional courses recommended	Must be 18 years of age, a high school grad or possess a high school proficiency test
Mathematics “C”	20 Credits Algebra 1, Geometry, Algebra 2 or higher levels (must be enrolled in math 9-11)	3 Years Algebra 1 Geometry Algebra 2 AP/additional courses recommended	3 Years Algebra 1 Geometry Algebra 2 AP/additional courses recommended	3 Years Algebra 1 Geometry Algebra 2 AP/additional courses recommended	
Lab Science “D”	20 Credits Biology, Phys. Science (chemistry of physics)	2 Years: Lab science 3-4 courses recommended	2 Years: Lab science 3-4 courses recommended	3-4 Years lab science	
Foreign Languages “E”	2 Years (same language)	2 Years (same language) AP/ 3-4 courses recommended	2 Years (same language) AP/ 3-4 courses recommended	3-4 Years (same language) AP courses recommended	
Physical education	20 Credits	None	None	None	None
Health	5 Credits	None	None	None	None
Life Skills	5 Credits	None	None	None	None
Graduate Cred	230				

High School A-G Checklist

Requirements A-G	Years Required	9th	10 th	11th	12th
A. History /Social Science	2 Years. One year of U.S. History or ½ yr. of U.S. History and ½ yr. of U.S. Civics or American Government. CSU requires one additional year of Social Science. UC requires one additional year of World History, Cultures and Geography.				
B. English	4 Years of college preparatory English composition and literature.				
C. Mathematics	3 Years. 4 years are recommended. Algebra in 8 th grade is recommended.				
D. Lab Science	2 Years. CSU requires one year of Biological Science and one year of Physical Science. UC recommend three years with at least two of the following: Biology, Chemistry and Physics.				
E. Foreign Language	2 Years. UC recommends three years. Same language must be taken all 2 years. AP Languages gives credit for 3 years of Foreign Language				
F. Visual/Performing Arts	1 Year of the same course. Section A needs to be taken before section B.				
G. College Prep Elective	1 One additional year of academic courses in any of the above a-g area or a year of another approved alternative elective (check school's course list)				

*** UC requires at least 11 of the A-G courses to be completed by the end of the 11th grade**

*** A-G courses with a grade of "D" or lower can be made up in summer school or by taking the class again at community college.**

Session 3

Myths about College

Objective:

- Have students determine possible obstacles and myths they believe in that hold them back from seeing themselves as college bound students.

Materials:

- “Students Misconceptions” Worksheet
- “What kind of Jobs” Worksheet
- My Lifeline Activity
- Index cards
- White poster boards, colors, markers, and stickers

Agenda

Facilitator will tell students that the topic that will be discussed are the myths that some student believe and the benefit of planning for the future.

- 1) Facilitator will ask students to share some concerns that they may have in regards to applying for college. If the students are not volunteering have them either pair up and try to come up with something or give each student an index card and have them write the myth that they have heard. The facilitator will then read them and tell students the facts. If the facilitator does not know the answer he or she should find out the answer by the next session
2. Facilitator will pass out the “Students’ Misconception” Worksheet. Facilitator will go over what some students believe. For the first two misconceptions the facilitator will briefly go over because financial aid will be addressed in a later session. The facilitator will focus on myths 4 and 5.

- a. Explain that an Honors class gives extra points for students' Grade Point Average or GPA. An Honors class curriculum is more challenging than a regular class in regards to content and load of homework. Colleges like to see as many honors classes as possible.
 - b. An AP class, or advanced placement, is a college level class that students can take in high school and receive college credit if the students pass the AP exam with a score of 3 or higher. An AP class will also give an extra point towards students' GPA; it also looks good on High school transcripts.
3. Facilitator will explain the importance of continuing to do well and not slacking off in their senior year because grades still count. Myth 7 will be explained in further detail in a later session.

Activity

- 1) Facilitator will pass out "What kinds of Jobs" worksheet. The facilitator will divide the group into two teams and the students will have to work together to complete the activity.
- 2) Facilitator will explain that the next activity is a life line. Facilitator will pass out directions, go over them and give students supplies to create their lifeline. When students have finished they will share their life line with the group.

Conclusion

- 1) Summarize today's session
- 2) Facilitator will ask if there are any questions and answer students' questions.
- 3) Facilitator will go over reminders and dismiss counseling group.

Reminders

- **Remind students to take their life lines home and share it with people who are important to them. It will help reinforce their goals and motivate them to reach their goals.**

Students' Misconceptions they believe in regards to Postsecondary Education	
Many students believe:	The Truth
1. I can't afford college	Students and parents usually overestimate the cost of college
2. I have to be an athlete to receive financial aid	Most students receive some form of financial aid
3. Meeting high school graduation requirements will prepare me for college	Remember that the High school requirements and UC/CSU requirements differ; therefore a college preparation curriculum is usually more demanding.
4. It's better to take easier classes in high school and get better grades	Getting good grades is fine, but taking honors or AP classes give extra points towards GPA, making the students a more competitive applicant.
5. There's nothing I can do to improve my chances of being accepted by the college I most want to attend	Be realistic about your chances. Take honors or AP classes and join extracurricular activities
6. My senior year in high school doesn't matter	The classes students take in their senior year will often help determine what classes they will be able to take in college. Also a student can be denied admission even though they have been accepted if they do not pass all the classes that count towards the A-G requirements.
7. Essays aren't really important for college admission	Essays and personal statements are very important to colleges. Essays serve to measure your writing abilities as well as provide information about your personal background.

What Kinds of Jobs Can You Get with a College Education?

If there are blank spots left come up with your own examples of careers and occupations.

Two Year College (Associate Degree)	Four-Year College (Bachelor’s Degree)	More than 4 yrs (Graduate Degree and Ph D)

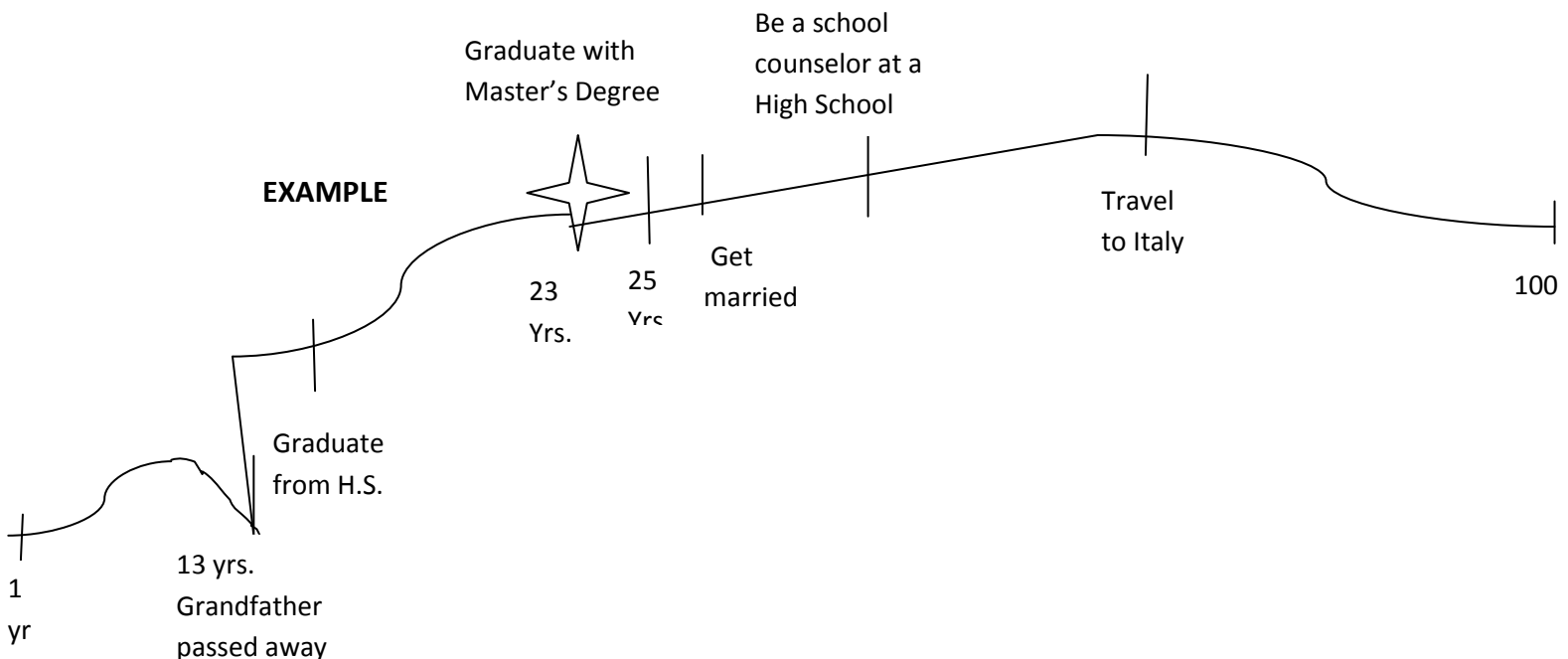
WORD BANK

Computer Technician	Zoologist	Registered Nurse	Teacher	Accountant	Lawyer	Doctor
Dental Hygienist	Restaurant Manager	Journalist	Graphic Designer	Investment Banker	Automotive Technician	FBI Agent
Architect	Veterinarian	Medical Lab Tech	Pharmacist	University Professor	Geologist	Hotel Manager
Psychologist	Plant Operator	Dentist	Engineer	Cosmetologist	Realtor	Athletic Trainer

Life Line Activity

Directions:

- 1) Create a lifeline starting from birth to age 100. You can make marks of 2, 5, or 10 years.
- 2) List 3 important events that occurred in the last 13-14 years.
- 3) Draw a star on your lifeline at the age where you are now.
- 4) Brainstorm 5 Career/Educational goals and 3 personal/social goals.
 - a. For example Graduating from high school can be educational goal. A career goal can be opening up your own restaurant if business is your educational goal.
 - b. A personal goal can be getting married or traveling the world.
- 5) Be creative, you can make your lifeline as a rollercoaster, a road, a mountain climb, remember that in everyone's' lives there are ups and downs.



Session 4

Minimum Eligibility vs. Competitive Eligibility

Objective:

- Have students understand the minimum requirements as well as what else they can do to be a competitive applicant.

Materials:

- 3 Tiers of Competitiveness
- Brag sheet
- UC application Layout and Minimum vs. Competitive Eligibility Table
- How applications are reviewed Information Sheet

Agenda

Facilitator will tell students that the topic that will be discussed is the how to be a competitive applicants instead of just meeting the minimum requirements.

- 1) Facilitator will define what competitive eligibility and what minimum eligibility is.
 - a. **Competitive eligibility:** indicates the high level of preparation and achievement needed for a student to be admitted to the most selective campuses (Regents of the University of California, 1999).
 - b. **Minimum eligibility:** The minimum academic standards students must attain to be considered for admission (University of California, 2010).
- 2) Facilitator will ask students what they think that students need to do differently in order to be classified as competitive. Once the facilitator has heard from a number of students, the facilitator will go into detail about the differences. The

facilitator should write this information on the board so students can write it down. A copy of the table is included in a worksheet.

Minimum	Competitive
GPA 3.0	GPA 3.5+
15 A-G Courses	21+ A-G Course
0-5 UC approved H/AP/College Level courses completed	6+ UC approved H/AP/College Level courses completed
3 A-G courses in 12th grade	5 A-G Courses in 12th grade
SAT I score of 1500	SAT I score of 1800+

- 3) Facilitator will then explain that there are other portions in the application where students can demonstrate their extracurricular activities and awards; however that will be discussed in the next session.
- 4) The facilitator will then ask students which UC schools they believe are the most competitive and what GPA is needed in order to be considered. After discussion the Facilitator will pass out the 3 tiers of competitiveness worksheet and point out that schools in Tier 1 are more impacted have higher eligibility requirements. The Facilitator will then pass out the worksheet on how schools review applications. This will help students ease some of their worries because it is not all about grades. The reviewers want to get an overall picture of the student not just focus on academics.

Activity

- 1) Facilitator will explain what a brag sheet is and pass out an example. Students will then receive a blank brag sheet and students will fill it out based on what

they would like it to look like by the time they are seniors. The brag sheet will be a goal sheet in a sense because student's goal will be to fulfill those activities, awards, community service experiences.

- a. A brag sheet is a form that is filled out by a student about the activities, academic accomplishments and personal achievements that the student has been a part of while in high school. It is an opportunity for the student to brag about himself or herself.

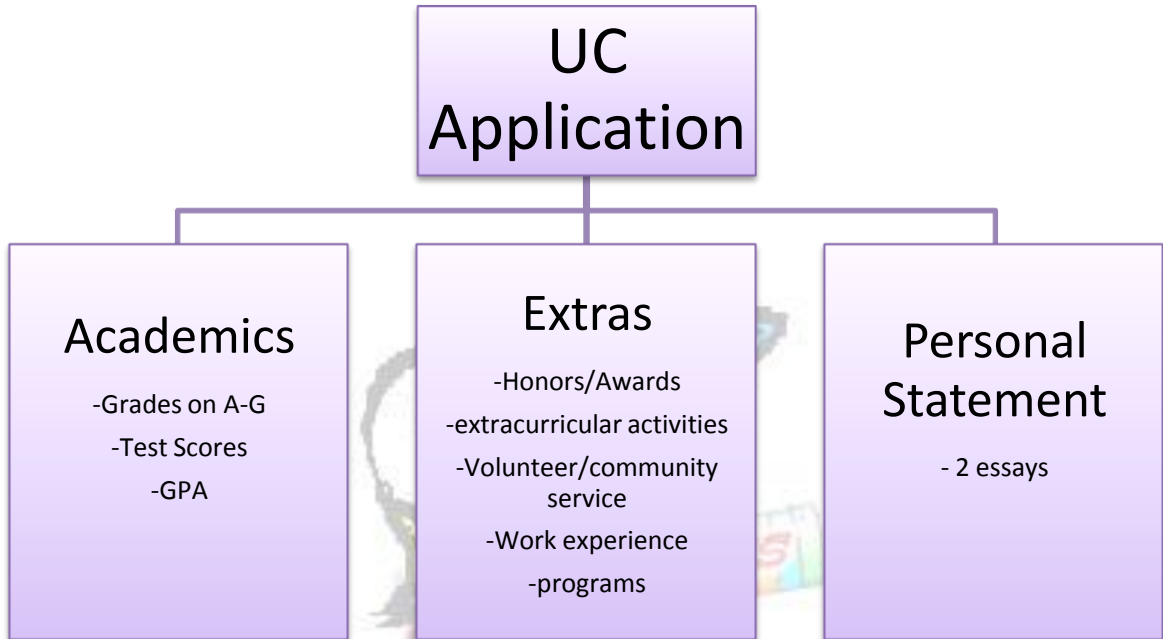
Conclusion

- 4) Summarize today's session
- 5) Facilitator will ask if there are any questions and answer students' questions.
- 6) Facilitator will go over reminders and dismiss counseling group.

Reminders

- **Remind students to bring their brag sheet to the following session because extracurricular activities and awards will be discussed. Students will have an opportunity to add to their brag sheet because more examples will be given.**

UC Application Layout



Minimum	Competitive
GPA 3.0	GPA 3.5+
15 A-G Courses	21+ A-G Course
0-5 UC approved H/AP/College Level courses completed	6+ UC approved H/AP/College Level courses completed
3 A-G courses in 12th grade	5 A-G Courses in 12th grade
SAT I score of 1500	SAT I score of 1800+

3 Tiers of Competitiveness

Tier I – Most competitive

- UCLA
- UC Berkeley **At least 3.7**
GPA
- UC San Diego

Tier 2 – A little less competitive

- UC Santa Barbara
- UC Irvine **At least 3.3**
GPA
- UC Davis

Tier 3 – Least competitive

- UC Merced
- UC Riverside **At least 3.0 GPA**
- UC Santa Cruz

Least Impacted CSU's

- CSU Bakersfield
- CSU Channel Islands
- CSU Dominguez Hills
- CSU Maritime Academy
- CSU Monterrey
- CSU East Bay
- CSU Stanislaus

How UC Applications are Reviewed

(Applicable for CSU's)

10 Factors

1. Grade Point average
2. Scores on the SAT or ACT
3. Number of courses taken after the required 15 A-G
4. Number of honor and AP classes
5. Quality of Senior-year program (measured by the type and number of academic courses in progress)
6. Recent improvement either in GPA or coursework taken
7. Special talents, awards, community services that the student may be involved in
8. Participation in projects or school events
9. Academic accomplishments
10. Location of School and school demographics.

<http://www.universityofcalifornia.edu/admissions/freshman/how-applications-reviewed/index.html>

Example (pg.1)

Student Name: Cristal Miguel

Home Phone Number: (818) xxx-xxxx

Email: cristal.miguel@xxxxx.com

Name of Schools Due Date
(That student is applying for)

1. Cal State
Northridge 11/1/2012
2. UCLA 11/1/2012
3. Cal Poly San Luis Obispo 11/1/2012
4. UC Merced 11/1/2012
5. _____

Describe your college/career aspirations or goals:

I want to major in sociology because I am interested in people and their behaviors. I want to work for a nonprofit organization that helps teenage mothers. I want to get my Master's and license in marriage and family therapy.

List Advance Placement examinations you have taken and circle your score

Test 1: AP Spanish Language Score: 1 2 3 4 **5**

Test 2: AP Spanish Literature Score: 1 2 **3** 4 5

Test 3: _____ Score: 1 2 3 4 5

G.P.A 3.6 SAT Score pending SAT II Score pending ACT n/a

List AP Classes that you are currently enrolled in:

English Lit Physics B

Calculus _____

Example (pg.2)

List school activities that you have participated in or are currently active in:

Clubs: (yr)	Grade Level (9,10,11,12)	Office held
National Honor Society	10, 12	

Key Club	11, 12	
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Sports: (j.v., Varsity)	Grade Level (9,10,11,12)	Captain/honors (yr)
Girls Soccer	10	

Fine/Performing Arts: (yr)	Grade Level (9,10,11,12)	Office held
Drama	9	

Student Government: (yr)	Grade Level (9,10,11,12)	Office held
Treasurer	11	

List any awards and/or honors you have received: (academic, athletic, & fine arts)

- Student of the month (10,11)
- Best all around award in soccer

List any community organizations that you are involved in outside of school and explain your involvement:

- MEND (sorting donated clothes)
- Canned food drive (collect and deliver canned food during the holidays)

Example (pg.3)

List any employment experience (indicate job and length of employment)

- Telemarketer (3mths)

Please list something special or unique about and explain. (What sets you apart from other high achieving students)

I am a first generation Latina student; my parents emigrated from Oaxaca, Mexico and taught me that education is the most important achievement that I can obtain because no one can take that away from me. I am one of the first in my family to graduate from high school and I have had to navigate the college process on my own. I think I have been successful in reaching my goals and fighting against stereotypes such as Mexicans are dumb or Mexican girls get pregnant and drop out of school. I believe in myself and know that I will be successful.

List 5 adjectives that describe you and explain why:

Responsible: I can be trusted with any task of job assigned.

Determined: I always accomplish what I set out to do.

Open minded: I am accepting of others

Caring: I care about others and I'm empathetic

Listener: Friends come for me for advice because I am always willing to listen.

Describe your family (ex. siblings, parent's occupations, any special circumstances)

I live at home with both my parents and an older sister and a younger brother. My parents own a small house cleaning business and on my days off or when things get really busy I help them out. I am in charge of returning phone calls for customers and managing the weekly schedule. My parents don't speak a lot of English so it is up to me and my older sister to assist with the house cleaning business.

Brag Sheet (pg.1)

Student Name: _____

Home Phone Number: _____

Email: _____

Name of Schools
(That student is applying for)

Due Date

1. _____
2. _____
3. _____
4. _____
5. _____

Describe your college/career aspirations or goals:

List Advance Placement examinations you have taken and circle your score

Test 1: _____ Score: 1 2 3 4 5

Test 2: _____ Score: 1 2 3 4 5

Test 3: _____ Score: 1 2 3 4 5

G.P.A _____ SAT Score _____ SAT II Score _____ ACT _____

List AP Classes that you are currently enrolled in:

Brag Sheet (pg.2)

List school activities that you have participated in or are currently active in:

Clubs: (yr)	Grade Level (9,10,11,12)	Office held
----------------	--------------------------	-------------

Sports:	Grade Level (9,10,11,12)	Captain/honors (yr)
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Fine/Performing Arts:	Grade Level (9,10,11,12)	Office held (yr)
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Student Government:	Grade Level (9,10,11,12)	Office held (yr)
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List any awards and/or honors you have received: (academic, athletic, fine and performing arts)

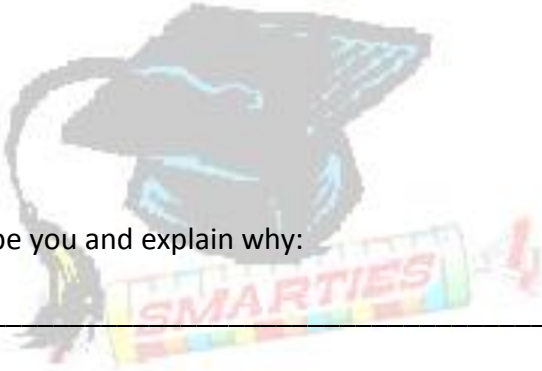
List any community organizations that you are involved in outside of school and explain your involvement:

Brag Sheet (pg.3)

List any employment experience (indicate job and length of employment)

Please list something special or unique about and explain. (What sets you apart from other high achieving students)

List 5 adjectives that describe you and explain why:



Describe your family (ex. siblings, parents' occupation, any special circumstances)

Session 5

Extracurricular Activities/Awards/Personal Statement

Objective:

- To help students understand how to make themselves shine with extracurricular activities and awards. Students will also learn about possible personal statement topics.

Materials:

- Example of a personal statement
- “My Personal Statement”

Agenda

Facilitator will tell students that the topic that will be is other sections that are included in the college application, ex. awards/honors/extracurricular activities/ community service

- 1) Facilitator will tell students that the UC application requires a personal statement and has a section to for extracurricular activities. The extra activities that students participate in high school can put them over the top or make them seem as more desired candidates.
- 2) Facilitator will go over the sections in the order that they appear in the UC application
 - a. Awards/Honors: it is anything that a student is recognized for, chosen for, accepted, received or commended. It does not have to be academic. For example, being recognized for perfect attendance or chosen as the church group representative
 - b. Extracurricular activities: anything that has meeting on a regular basis or requires participation on a regular basis. Example clubs or sport teams

- c. Community service: any type of activity that have been done for no pay or credit. Ex. babysitting younger brothers, food drives, feeding the homeless
 - d. Education Preparation Programs: Programs that are school based in which the student may have been a part of. Ex. EOP, Puente, AVID, Summer Programs, Small Learning communities or academies.
 - e. Work experience: All activities which you have been paid for. It includes all employment including summer jobs or working with parents. It is important to indicate student's responsibilities.
- 3) Facilitator needs to tell students that students do not need to use full sentences when writing out this information in their application because there is minimal room. Also students should focus on using key words, such as "selected," "Being in charge of," "planned," "organized," etc.
- 4) Facilitator will discuss what a personal statement is. A personal statement is the student's opportunity to explain to the college admission readers why they would be a good addition to their school. Students will be able to share their personality, goals and personal story of struggles or obstacles. The personal statement is made up 2 essays:
- a. It should not be less than 250 words but cannot exceed 1,000 words.
- 5) Facilitator will pass out the example of a personal statement and allow time for students to read it. After facilitator will ask if they think this student was accepted. Facilitator will let the students know that the student was accepted into UC Berkeley. The student who wrote the essay answered the questions, did not get off topic, was unique and had elements that made her stand out.

Activity

- 1) Facilitator will hand out the "My Personal Statement" Worksheet. The facilitator will go over with students the prompt questions and over the writing strategies.

The students brainstorm and then choose a prompt to answer as if they were applying to college at this moment.

Conclusion

- 1) Facilitator will ask if there are any questions and answer students' questions.
- 2) Facilitator will go over reminders and dismiss counseling group.

Reminders

- **A personal statement is only for the UC application.**
- **Remind students to put all worksheets in their binder.**



Personal Statement Sample

Ever since I took my first math class in elementary school, math became my favorite course. As time went by, I started to think of possible math or engineering careers because it was my strongest subject. My interest in engineering was motivated by my curiosity. Questions such as “How do people make bridges so strong so that they do not collapse as vehicles drive through them?” or “How do they know what are the best materials to build houses with?” have always been on my mind, but none of my friends could answer and did not think much of this.

My interest in engineering existed as a child although I was not aware of it. Even though I wanted to be an engineer, I was not sure I could study a discipline considered to be only for men. I stopped thinking about majoring in engineering, not because I was not interested in it, but because in some way, I believed, too, that engineering was a man’s career since I did not know of any woman in the field.

During the summer of 2008 I participated in an enrichment internship for engineering majors at Chico State University. My passion for engineering began to grow again while I was taking my first physics course and at the same time working in team projects such as building a boat out of cardboard as a competition. I learned that working with teammates makes things easier and enjoyable because all the ideas can be combined into one. I also had the opportunity to meet more Latino women majoring in different engineering areas. We encouraged each other to realize that we are as capable as men in this field and can get along with them to find solutions to any problem. By the end of the internship, I gained more confidence and direction in my life; and I also became a stronger person with a positive attitude who will not let anything deter me from following my dreams.

After my internship experience, I began to be more aware of media reports about women who were successful in engineering. That was a motivation for me, so I started to think that if other women had done it, I could also set an objective to attain a Bachelor’s Degree in Engineering. I began to explore and read more about the different areas of engineering, but civil engineering rapidly caught my attention especially because it is an area where I can work on fascinating projects that will benefit others. In addition, I like everything that has to do with construction, building and planning. Every time I see a construction site either of a building or road, I feel that something is pulling me towards it, I feel like I want to be involved with the people who are building structures, measuring walls, or reading plans while deciding what to do next. Now, my main goal is to become a professional civil engineer and work with other engineers in projects that will benefit our ways of living. Moreover, I want to be a motivation for other Latino women interested in careers like engineering but grow up in a field in which men are expected to dominate.

<http://www.collegetocareers.com/img/uc-berkeley.pdf>

My Personal Statement Part 1

PROMPT 1: Describe the world you come from. Ex. your family, community or school.

Tell us how has your world has shaped your dreams and aspirations.

Brainstorm

- How would I describe my family, community or school?
- What are some major issues confronting my family, school, or community and how have I addressed them?
- How have I changed as a result of my family, community or school?

PROMPT 2: Tell us about a personal quality, talent or accomplishment that is important to you. What about this quality makes you proud and how does it relate to the person you are?

Brainstorm

- What word describes my most important talent or accomplishment?
- What about this quality makes it so important to me?

Strategies

- Get to the point
- Use specific, concrete examples and stick to the prompt question.
- Pay attention to the word count.
- Keep your answers original and try not to repeat what you have already said in your application.

Session 6

College Entrance Exams

Objective:

- To help students understand the necessary exams required for UC and CSU.

Materials:

- Common College Tests Handout
- When to Take the Test Handout
- “College Requirements Scavenger Hunt” Worksheet

Agenda

Facilitator will tell students that the topic that will be discussed are the SAT Reasoning Test, SAT subject Test, ACT and AP Test.

- 1) Facilitator will ask students if they have heard of any of these tests or if they know when these tests should be taken. After the facilitator has given all students a chance to answer. The facilitator will hand out the Common College Tests Handout and go over it with students.
- 2) Facilitator will tell students that UC’s no longer require students to take the SAT subject tests but it looks good for students to take it.
- 3) Facilitator will then pass out When to Take the Test Handout. Facilitator will explain to students that it is beneficial to take the test a couple of times, but not an excess amount either. It is important that students take advantage of the Collegeboard and ACT website and do the practice tests. Also students should not be discouraged if they do not do so well on their first try. College admissions look at more than just exam scores.

Activity

- 1) Facilitator will hand out the “College Requirements Scavenger Hunt.” The facilitator will explain to students that they are to pick 2 UC’s, 2 CSU’s and 1 Private school from their lists and use the website to try to find their college admission requirements.
- 2) Facilitator will choose one school as an example but students cannot use the same school as the facilitator.
 - a. Go to www.csun.edu
 - b. Go to admissions, click on Freshman – The requirements are listed on that page.

Conclusion

- 3) Summarize today’s session.
- 4) Facilitator will ask if there are any questions and answer students’ questions.
- 4) Facilitator will go over reminders and dismiss counseling group.

Reminders

- **Remind students that it is important that they register for the test and that they are able to take the test at least twice.**
- **If the student is applying for admission to the fall term, right after high school students should be sure to take admissions tests no later than December of your senior year**
- **Remind students to put all worksheets in their binder.**

Most Common Tests

SAT Reasoning Test: This test measures your ability to think and solve problems. Test should be taken during student's junior and senior year. The test contains questions on:

- **Critical reading** includes reading passages and sentence completion.
- **Writing** includes a short essay and multiple-choice questions on identifying errors and improving grammar.
- **Math** includes questions on arithmetic, algebra, geometry, statistics and probability.

What to do to prepare for the SAT

- Take challenging courses and study hard.
- Take the PSAT which is a practice test for the SAT, it contains the same type of questions as the SAT.
- Do the practice questions on the collegeboard.com website.

ACT: This test measures what you have learned in school. The ACT contains four multiple choice tests: English, Math, Reading and Science. The Writing portion consists of a 30 minute essay .

- **English:** 75 questions
- **Math:** 60 questions, skills students should have learned up to the beginning of their senior year.
- **Reading:** 40 questions
- **Science:** 40 questions

What to do to prepare for the ACT

- Practice the ACT test questions on ACT.org website
- Remember Test Dates

Test Date	Registration Deadline	(Late Fee Required)
September 8, 2012	August 17, 2012	August 18 – 24, 2012
October 27, 2012	September 21, 2012	September 22 – October 5, 2012
December 8, 2012	November 2, 2012	November 3 – 16, 2012
February 9, 2013*	January 11, 2013	January 12 – 18, 2013
April 13, 2013	March 8, 2013	March 9 – 22, 2013
June 8, 2013	May 3, 2013	May 4 – 17, 2013

SAT Subject Test: These tests measure your knowledge and skill in a variety of subjects. It is optional in some schools. The SAT subject tests can enhance your application and seem like a more competitive applicant. SAT subject tests are available in:

- Chinese with Listening, French, French with Listening, Japanese with Listening, Korean with Listening, German, German with Listening, Spanish, Spanish with Listening, Modern Hebrew, Italian, Latin, Literature, U.S. History, World History, Math Level 1, Math Level 2, Biology, Physics and Chemistry
- The test is one-hour and it is multiple-choice. The Collegeboard website also offers free practice questions for the SAT

AP Test: Advance Placement test allows you to earn college credit by passing the exam.

- The AP test is administered in May in the student's high school. AP tests are given in the following subjects:
Art History, Biology, Calculus AB, Calculus BC, Chemistry, Chinese Language and Culture, Computer science A, English Language and Composition, English Lit and composition, Environmental Science, European History, French Language and Culture, German Language and Culture, Government and Politics: Comparative, Government and Politics: United States, Human Geography, Italian Language and Culture, Japanese Language and Culture, Latin: Vergil, Macroeconomics, Microeconomics, Music Theory, Physics B, Physics C: Electricity and Magnetism, Physics C:Mechanics, Psychology, Spanish Language, Spanish literature, Statistics, Studio Art: 2D Design, Studio Art:3-D Design, Studio Art: Drawing, United States History and World History.
- The AP test has multiple-choice questions and free response questions

California State University (CSU)

- Requires SAT Reasoning Test or the ACT Assessment.

University of California (UC)

- SAT Reasoning Test or the ACT Assessment plus the Writing Test.
- Two SAT subject tests in two different subjects (no longer a requirement but may be needed for impacted majors)

When to Take the Test

Freshman Year (9th)

- Know what high school courses are required by colleges (refer to the a-g requirements)
- Take challenging classes such as honors and AP classes.
- You can take the SAT subject tests for classes such as World History or Biology if you have taken those classes in your freshman year.

Sophomore Year (10th)

- Continue to take AP classes
- Sign up for the PSAT if it is offered at your school. It will give you an idea of what to expect on the SAT
- Take SAT Subject Test so that you do not forget what you learned in the class.

Junior Year (11th)

- Take the PSAT it is offered in October
- Take the SAT test in the Spring
- Send your score to colleges and for any scholarship that you are applying for.
- Take AP test if you took an AP class
- Take the ACT

Senior Year (12th)

- Take the SAT again
- Take the ACT again
- Take any other SAT Subject Tests that you might still be missing.
- Take AP test if you took an AP class

Name: _____

Date: _____

College Requirements Scavenger Hunt

Directions: Go online and identify the subject requirements, examination requirements, and GPA for two UC's, two CSU's and one private school of your choice. Refer to your lists of schools.

1. Name of School _____

Subject requirements

Examination Requirements

_____	_____
_____	_____
_____	_____
_____	_____

GPA

2. Name of School _____

Subject requirements

Examination Requirements

_____	_____
_____	_____
_____	_____
_____	_____

GPA

3. Name of School _____

Subject requirements

Examination Requirements

_____	_____
_____	_____

GPA

4. Name of School

Subject requirements

Examination Requirements

GPA



5. Name of School

Subject requirements

Examination Requirements

GPA

Session 7

Financial Aid

Objective:

- To help students understand the different types of financial aid, including grants, scholarships, work study, and loans.

Materials:

- Types of Financial Aid Handout
- Tips on Saving Money Handout
- List of Financial Aid Websites Handout

Agenda

Facilitator will tell students that the topic that will be discussed are the different forms of financial aid that students can attain in order to afford college.

- 1) Facilitator will ask students if they have thought about how expensive attending college or a university may be. After students have had a chance to answer, the facilitator will ask students how many have thought about not attending college because of financial issues. Once students have had an opportunity to share their thoughts, the facilitator will introduce the different financial options.
- 2) Facilitator will go over some financial aid terms
 - FAFSA: Free Application for Federal Student Aid, it is the financial aid form used by almost all two- and four-year colleges to verify if students are eligible for federal and state grants.
 - EFC: expected family contribution. This is how much family or Parents can realistically help with.
 - COA: Cost of attendance
 - Need: amount students will need to cover their educational expenses. The more the cost of attendance, the more need a student will have.

- 3) The facilitator will discuss grants, scholarships, work study, and loans.
- Grants are money from the federal government. The federal grants are free money that does not have to be repaid. The maximum amount per year is \$5,550 for a maximum of 5 years. The amount depends on financial need, costs of school attendance, and whether the student is full time or part time.
 - State Grants are based on income and GPA. GPA is based on all classes grades 9-12 except for ROTC and PE.
 - The basic eligibility for Grants is:
 - Being a U.S. Citizen or eligible non-citizen
 - Attend a CA college
 - Meet the minimum GPA required
 - Demonstrate financial need
 - Scholarships are awards in the form of money due to students' merit or need. Scholarships do not need to be paid back. The eligibility for scholarships vary because each scholarship holds different requirements. There are scholarships that are:
 - Merit based: based on students' academic abilities, athletic or artistic abilities
 - Need-based: based on financial need
 - Student specific: based on certain characteristics such as race, religion, gender, or family history
 - Career Specific: based on student's major or career goals
 - College Specific: based on individual colleges or universities' requirements
 - Work –study is a job opportunity to earn money. The wages earned are subsidized by the government (meaning the government pays part of the wages) the amount awarded depends on financial need.
 - Loans are money that is borrowed and needs to be paid back

- Subsidized Stafford Loans: federal loan that does not accumulate interest while in school. Loans are paid back once student is done with school.
- Unsubsidized: federal loan; interest accumulates while students are in school. Loans are paid back once student is done with school
- Parent PLUS: Loans that parents can take out for students. Monthly payments have to be made.

4) Facilitator will hand out Tips on Saving hand out and go over it with students.

5) Facilitator will hand out List of Financial Aid websites.

Conclusion

5) Summarize today's session

6) Facilitator will ask if there are any questions and answer students' questions.

5) Facilitator will go over reminders and dismiss counseling group.

Reminders

- **Remind students to complete the FAFSA**
- **Remind students that there is always a way to afford college and money should never defer their dream**
- **Remind students to put all worksheets in their binder.**

Financial Aid – Grants

Program	Who Can Apply	Annual Awards Up To . .	Forms Required/ Deadline	Eligibility Required
State Grants				
Cal Grant A	Undergraduates	\$10,302	FAFSA/ March 2	3.0 H.S. GPA or 2.4 College GPA Financial need
Cal Grant B	Undergraduates	\$1551 (first year) \$10,302 + \$1551	FAFSA/ March 2	2.0 H.S. GPA Financial Need
Cal Grant C	Technical and Career students	\$3,168	FAFSA/ March	Financial Need
Federal Grants				
Pell Grant	Undergraduates	\$5,550	FAFSA	Financial Need and EFC and COA

Financial Aid- Special Programs/Work Study

Program	Who Can Apply	Annual Awards Up To . . .	Forms Required	Eligibility Required
California Community College Board of Governors Fee Waiver (BOG)	California Community College students	Waives registration fees	FAFSA or fee waiver application www.icanaffordcollege.com	Financial Need
Educational Opportunity Program	CSU undergraduate students	\$2,000	Contact Financial Aid or EOPS office	Low income, educationally disadvantaged
Extended Opportunity Program	California Community College students	Contact Financial Aid or EOPS office	Contact Financial Aid or EOPS office	Low income, educationally disadvantaged
Work-Study (federal or college)	Undergraduate/graduate	Contact Financial aid office	FAFSA	Financial Need, depends on college'

Financial Aid – Loans

Program	Who Can Apply	Annual Awards Up to . . .	Forms Required	Eligibility Required
Subsidized Stafford Loans	Undergraduate/graduate	\$5,550- \$10,500	FAFSA	Financial Need
Unsubsidized Loans	Undergraduate/graduate	Up to \$12,000	FAFSA	Not based on financial need
Plus Loans	Parents of undergraduate or graduate and professional students		FAFSA	



Tips on Saving Money

- Get organized: students should keep records of college applications, financial aid papers, and loan documents
- Create a monthly spending budget: figure out what expenses are needed and which ones you can do without. Remember that tuition, room, board, books, supplies, and transportation will be necessary expenses
- Shop around for textbooks: Research prices for used and new textbooks online and in the bookstore. Many websites allow you to rent books and other websites will buy books back. Books can also be downloaded onto IPAD or Kindle.
- Avoid using credit cards: Before signing up for a credit card find out what the interest rate is after the introductory rates. Look for hidden fees; consider using a debit card instead.
- Start saving: You are never too young to start saving. Whether it is quarters and dimes, little by little start increasing the amount of money that you are saving.

Protect Your Identity

- Keep your social security, date of birth, and any passwords confidential. Do not leave any of this information lying around.
- Never give any personal or financial information over the phone unless you are sure you know who is on the other line.
- Never respond to emails that ask for personal or financial information.
- Be careful about sharing personal information on Facebook, Twitter, or any other social networking site.

Financial Aid Websites

- **www.fafsa.ed.gov**
Takes you through the federal aid process, explaining what needs to be done before, during and after you apply.
- **www.csac.ca.gov**
California Student Aid Commission has information of a list of financial aid programs that are available for California Residents.
- **www.collegeboard.com**
It has sections on scholarship search, financial aid planner, and calculators to estimate college costs.
- **www.fastweb.com**
Large scholarship database where users can create a personalized profile that will match them to scholarships.
- **www.finaid.com**
College financial aid information, saving plans, different kinds of scholarships, and loans. Calculating tools to figure out how much money you'll need.
- **www.gocollege.com**
Contains information on financial aid, college admissions, and a college survival section that covers how to achieve good grades and study tips.
- **www.maldef.org**
Scholarships for Latino students who are interested in law school.
- **www.salef.org**
Scholarships for Central American or students who identify under a Latino ethnicity, regardless of immigration status.
- **www.futuros-california.org**
General scholarships for Latina/o high school students.
- **www.hsf.net**
Hispanic Scholarship Fund, database of scholarship sand links to financial aid for Latino students.
- **www.scholarships.com**
Free college scholarship search and financial aid resources.

Session 8

Conclusion

Objective:

- To summarize the previous sessions and celebrate student's' completion of the program.

Materials:

- Post Test
- Facilitator Evaluation
- Smarties Candies
- Acceptance Letter

Agenda

Facilitator will tell students that the topic for this session is to summarize the previous sessions.

- 1) Facilitator will allow students to ask any questions they have about any of the previous sessions.
- 2) After all questions have been answered the facilitator will hand out the post-test.
- 3) The facilitator evaluation will be handed out and the facilitator will choose one student to collect the evaluations and put them in an envelope. The facilitator will step out and leave a colleague in charge while the students conduct the evaluation.
- 4) The facilitator will then call up each student and give them an acceptance letter for the school that the student has put down as their first choice of school in the "Where I Want to Go" worksheet from the first session. As the acceptance letter is given, the facilitator will also give the students a Smarties candy and say: ***"Put this candy in a special place and anytime that you have a doubt about your***

potential or forget where you are going, take out the Smarties candy and remember that you have the knowledge and skill to go to any school that you choose. Anytime you see one of these candies remember that you are headed for greatness and success. The letter is a false acceptance letter that I have created, but like the candy I want you to put it in a special place or in a frame and replace it when you receive your real acceptance letter”

- 5) Ask students if there is anything that they want to share before they are dismissed.

Conclusion

- 1) Dismiss students.



Name: _____

Date: _____

College Knowledge Post-test

1. Name 2 Universities of California (UC)

a. _____

b. _____

2. Name 4 California State Universities (CSU)

a. _____

b. _____

c. _____

d. _____

3. How many years of Math are required under the A-G

a. 1

b. 2

c. 3

d. 4

4. How many years of Lab Science are required under the A-G

a. 1

b. 2

c. 3

d. 4

5. Taking an Advance Placement test gives you UC credit if you pass with a score of 3 or higher

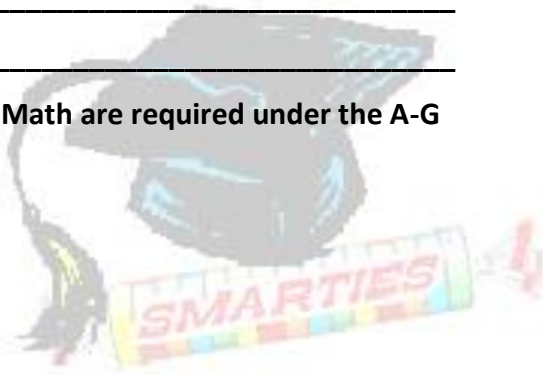
a. True

b. False

6. Competitive Eligibility requires students to take more than the required A-G courses

a. True

b. False



7. G.P.A. stands for:

8. How many personal statement essays are required to apply to a UC

9. Volunteer work is any activity that has been done for not pay or credit.

- a. True
- b. False

10. SAT Subject Tests are required for UC's.

- a. True
- b. False

11. Name 2 Types of Financial Aid



12. Loans do not have to be paid back.

- a. True
- b. False

13. A Community College can award a Master's degree.

- a. True
- b. False

14. Name two of the Least Impacted California State Universities

Evaluation

Directions: Please answer the following questions as honestly as you can.

	Poor	Average	Good	Excellent
Material Learned				
How easy were the sessions to understand?				
Was the information interesting?				
Were the topics covered in enough detail?				
Would you recommend these counseling sessions to others?				
Overall rating of the course?				

	Poor	Average	Good	Excellent
Instructor:				
Ability to respond appropriately to questions?				
How well prepared was the instructor?				
Knowledge of subject matter?				
Presentation abilities?				
Did the facilitator give all participants an opportunity to share?				
Overall rating of instructor?				

What did you like most about the program?

What did you like least about the program?

Comments:



Dear Student,

Congratulations on your acceptance to USC!

You are now challenged with making the very important decision of selecting which college or university you are going to attend. We know what this can often be an extremely difficult decision for the young man or woman about to enter college.

We, at USC, recognize the importance of your decision and the commitment it entails to learn and develop by means of association with an outstanding center of learning. As awesome as it may sound, this decision may very well have an impact on the quality of your life.

We encourage you to visit our campus. If you have not made a commitment as to where you will attend the college next fall, I hope you will carefully evaluate the information contained in this letter and seriously consider our university.

My very best wishes to you for a successful collegiate experience.

Sincerely,

(The Facilitator's name)