UNDERACHIEVEMENT IN EDUCATION: AN INTERVENTION SUPPORT PROGRAM ADDRESSING CONTRIBUTING FACTORS INFLUENCING LATINA STUDENTS’ ACADEMIC PERFORMANCE IN ALTERNATIVE EDUCATION

A graduate project submitted in partial fulfillment of the requirements
For the degree of Masters of Science in Counseling
School Counseling

by

Ana Medrano

May 2012
The graduate project of Ana Medrano is approved:

________________________________________________________________________
Luis Rubalcava, Ph.D.                           Date

________________________________________________________________________
Tovah Sands, Ph.D.                           Date

________________________________________________________________________
Jonah Schlackman, Ph.D., Chair                           Date

California State University, Northridge
DEDICATION

I would like to dedicate this culminating experience project to my nuclear and extended family, friends, classmates, teachers and mentors. Your support and belief in me strengthened my spirit and incited my passion in my pursuit for a higher education. It has taken me a lot of sacrifice, dedication and hard work to be where I am now, but I did not do it alone. Through my journey I have been blessed to be surrounded by positive and instrumental individuals. Thank you all for allowing my childhood dream to come true.
ACKNOWLEDGMENT

I am fortunate that through my journey I have been educated on matters pertaining to the social issues and have been provided with the knowledge to serve as an agent of change for the betterment of society. It is my purpose in life to help others realize their aspirations and help them become active contributors of humanity.

I would like to thank all my educators throughout the totality of my educational career for their interest in the art of teaching. I would also like to thank my committee members who supported my efforts in writing this thesis project.
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ABSTRACT

UNDERACHIEVEMENT IN EDUCATION: AN INTERVENTION SUPPORT PROGRAM ADDRESSING CONTRIBUTING FACTORS THAT INFLUENCE LATINA STUDENTS’ ACADEMIC PERFORMANCE IN ALTERNATIVE EDUCATION

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Ana Medrano

Masters of Science in Counseling, School Counseling

The purpose of this project is to develop a support intervention program and to create an assessment tool that allows for the evaluation of the program’s effectiveness that may serve as a promising and informative tool for implementing programs that serve the needs of the student population in alternative educational facilities. The interventions focus is to increase students’ motivation, hopefulness, school connectedness, sense of belonging, goal setting skills, conflict resolution skills, self-regulation skills, and college awareness. The overall objective of the support intervention programs is to promote improvement in grades and attendance with the hopes for post-secondary school continuity and achievement. Research has indicated that Latino students are underrepresented in institutions of higher learning in America. Furthermore, the literature review addresses factor that contribute to the growing achievement gap among Latinos and examines factors that influence students’ underperformance. A comprehensive review of the research and literature on student predictors for academic achievement including psychosocial and cultural factors will be examined. In addition, literature on successful school practices, assessment instruments for student achievement will be discussed and information on promoting a college going culture and students at alternative schools will be provided.
CHAPTER I

Introduction

Educational inequities among students from disadvantaged backgrounds contribute to the growing achievement gap in schools and underrepresentation of these groups in higher education in America. Education plays a pivotal role in the development and functioning of a contemporary society. A solidified educational experience provides society’s citizens with the opportunity for individual growth, social mobility and economic stability. In turn an individual is able to actively contribute to society in a constructive manner that would provide for the betterment of society as a whole. Unfortunately, historic accounts have placed various groups as recipients of oppression and denial of an equal access to an education in the United States. Fortunately, federal mandates have been set in place to promote education equity.

"Today education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities, even service in the armed forces. It is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity where the state has undertaken to provide it, is a right which must be made available to all on equal terms.”
- Brown v. Board of Education of Topeka, the landmark 1954 U.S. Supreme Court ruling on racial segregation in schools

**Statement of Need**

In spite of the high number of students unable to complete a high school education at traditional schools, alternative education has become available as an option to many students. Students that are considered disciplinary problems and are not meeting test standards at a traditional school may be referred to alternative education options. Therefore alternative education approaches should attempt to meet the needs of disconnected and vulnerable youth in such a way to reconnect them to society. It is of paramount significance to understand the varied cultural, social and psychological factors that contribute to educational attainment when designing support intervention programs at schools offering alternative education.

Professional school counselors and other professionals are in a unique position to address academic, career and personal/social needs of students who have been traditionally underserved. There is a need for a program that focuses on the needs of at risk students for school discontinuity at alternative educational settings. However, this can be done when the multifactorial influences affecting students are considered and all school staff work in collaboration to maximize the success of the intended intervention program.

**Purpose**

The purpose of this project is to develop a support intervention program and to create an assessment tool that allows for the evaluation of the program’s effectiveness.
through data collection and analyzing methods that may serve as a promising and informative tool for implementing programs that serve the needs of the student population in alternative education in Los Angeles and other schools servicing similar populations. The interventions focus is to increase students’ motivation, hopefulness, school connectedness, sense of belonging, goal setting skills, conflict resolution skills, self-regulation skills, and college awareness. The overall objective of the support intervention programs is to promote improvement in grades and attendance with the hopes for post-secondary school continuity and achievement.

**Terminology**

- Latino/a: used in this project to identify persons of origin or ancestry from Mexico, Central America, the Caribbean, and South America.
- high at-risk students: whose academic background or prior performance may cause them to be perceived as candidates for future academic failure or early withdrawal.
- adolescents: individuals in the 10-19 years age group
- youth: individuals in the 15-24 age group
- academic underachievement: a student's performance that is below what is expected based on the child's ability.
- educational aspirations: level of educational attainment an individual aspires to obtain.
- school failure: academic underperformance
- academic motivation: the level of motivation an individual exerts in terms of educational pursuits.
• hopefulness: having expectations of positive occurrences and feelings of hope for future success.

• resiliency: the ability to quickly bounce back or recover from stressors, frustrations, and failures due to a personal resolve to persevere in spite of academic/social obstacles.

• school connectedness: the cohesiveness between the school community, including students, families, school staff and the surrounding community.

• sense of belonging: students' subjective perception of being accepted and respected in their particular school setting.

• goal setting skills: ability to establish specific, measurable and time-targeted objectives and devising a plan to achieve the desired results.

• conflict resolution skills: ability to successfully manage and resolve conflict.

• college awareness: awareness of post-secondary educational pathways.

• self-regulation: individual's ability to control his or her own learning or behavior through cognitive processes and strategies.

• alternative education: a course of study that is different from conventional instruction that for purposes of this project is used to identify continuation schools, opportunity schools, alternative schools, community schools, and pregnant minor schools.

*As defined by Los Angeles School District:

• Continuation High Schools: small campuses with low student-to-teacher ratios offering instruction to students between the ages of 16 and 18 who are deemed as risk of not completing their education. The goal of each student is to make up credit deficiencies and either graduate from the continuation school or transferred back to
Some continuation schools offer evening classes to serve high school students who are regularly employed 30 hours or more a week. The major emphases in the evening classes are occupational orientation and work experience while working towards graduation requirements.

- **Community Day Schools.** Community day schools (CDS) are small schools providing interim educational opportunities for K-12 students who have been expelled, are at high risk, or have been referred by probation, or a School Attendance Review Board. The goal of CDS is to provide a challenging academic curriculum, develop social skills, and return students back to traditional schools.

- **Pregnant Minor Schools.** Pregnant minor schools consist of small campuses located throughout the District. Their primary goal is to provide interim educational opportunities to expectant mothers so that they may continue their education and be graduated. Schools provide counseling by school nurses, information on health and nutrition, and pre-natal and infant care instruction.

- **Alternative School.** The alternative school, Youth Opportunities Unlimited (Y.O.U.) is a small school for dropouts between the ages of 14 & 21 who have not been enrolled in school for at least 40 days. The three primary focuses of the schools are educational development, employment training, and youth & family development. The school was developed as a model of community based, collaborative education between the U.S. Department of Labor, the City of Los Angeles, and the District.

- **Opportunity Schools.** Opportunity schools are small campuses serving students (in grades 7-12) who are habitually truant, have irregular attendance, and exhibit other at-risk behaviors. These schools offer specialized instruction, guidance and counseling,
psychological services, and tutorial assistance to help students overcome barriers to learning.

The following chapter will take a deeper look at the achievement gap among Latino students and factors that contribute to students’ underperformance. Chapter II provides a comprehensive review of the research and literature on student predictors for academic achievement including psychosocial and cultural factors. In addition, literature on successful school practices, assessment instruments for student achievement will be discussed and information on promoting a college going culture and students at alternative schools will be provided.
CHAPTER II

Literature Review

In an effort to address the excessive rate of high school failure and underrepresentation of Latino minority students in institutions of higher learning, literature concerning school attainment of at-risk youth can provide an insight for educators and policy makers to implement structural changes in educational practices. Students in alternative education schools face many barriers in completing high school and pursuing a post-secondary education. The implementation of an effective intervention program that is reflective of the social, cultural, linguistic and environmental needs of the targeted population is pivotal. Literature in the field that may serve as supportive foundation to the development of comprehensive student programs targeting students at risk for academic failure and discontinuity will be discussed further.

Achievement Gap

Previous literature that explores the various educational achievement patterns among ethnic groups provide an insight to educators. In understanding the underachievement of ethnic minorities some researchers have attributed the discrepancy in achievement to institutional inequities and structural factors. While other academics, have accounted for these variations in achievement within an ecological developmental framework (Ward, 2006, p 51). Furthermore, it is pivotal to understand the factors that contribute to placing those groups at risk for greater academic underperformance. According to Ward (2006), it is argued that the factors that are more commonly cited include racial bias, parental practices and involvement, poor quality education and teachers, and low expectations for minority youth. In fact, according to Martinez (2003),
the type of student expectations exerted by adults has a significant effect on a student’s academic self-concept. Other important factors are the effect of poverty on school achievement outcomes and parental school attainability.

There is extensive literature on the negative effects socioeconomic has on the educational outcomes for low socioeconomic minority youth. More specifically, it has an effect on the cognitive development and hence the prospective student’s school performance. Consequently a child’s mobility within the academic attainment increases the probability of a post-secondary education. Recent research has demonstrated a greater influence of a student obtaining a post-secondary education is parent educational attainment within minority youth. According to Ward (2006) the findings indicate that generational effects may in turn help mediate the educational gap among low income minority populations.

A study by Kao & Thompson (2003) attempted to analyze the factors that account for ethnic, racial and immigrant differences in achievement. The researchers base their hypothesis on previous literature pertaining to cultural orientations and structural positions. It was argued that certain culture orientations promote academic achievement while others discourage it. In terms of structural positions such as social economic class, it was suggested that social economic class (SES) has an effect on parenting, peers and school environment. Therefore, it was speculated that higher achievement motives produced higher achievement test scores. Secondly, it was also believed that "class differences are manifested through varying parental practices and schooling opportunities, which in turn favor more advantaged students" (Kao & Thompson, 2003, p. 419). However, some of the hypotheses are more or less consistent with the findings.
Findings in variations in educational aspirations, educational attainment and high school completion will be further addressed. It was found that there is a correlation between high aspirations with grades and test scores, thus educational attainment, however, it is unclear what educational aspiration really means to today’s high school population. For that reason the importance of having a reliable measure for student’s attitudes and beliefs in relation to education should be emphasized. Furthermore, it is argued that parental socioeconomic status serves as a predictor for academic achievement among youth. However, other factors that account for ethnic variation that go beyond parental SES are debatable. It is argued that SES does not affect college and occupational aspirations. However, it noted that SES affects other intervening factors such as curriculum and classroom placement of students the college plans of their peers (Kao & Thompson, 2003, p. 432). In addition, cultural factors were considered. For Latino students, “familism” or the valuation of close ties to family members is an important form of social capital and was associated with higher academic achievement” (Kao & Thompson, 2003, p. 433). Overall, although parental SES has an influence on the variation of minority achievement there are other explanations that account for discrepancy in achievement.

**Latina High School Students**

Research presented by Kimura-Walsh (2008) explores college access for Latina students and looks at how college access is mediated by the current achievement level of students. Specifically the utilization of sources pertaining to college information was compared between low and high achieving Latina students. In addition, a comparison of access to college information among these two groups is analyzed. Qualitative data was
collected to assess students’ perceptions about social expectations to attend college, availability to resources, sources of social support, and barriers to higher education. It was found that students described their families as a source of encouragement and motivation. However parents limited exposure to higher education hinders their ability to offer specific advice on college matters. It was also found that the school failed to provide adequate access to qualified teachers, clean and safe facilities, up-to-date books and quality learning materials, and high quality coursework. Furthermore, it was found that students had limited access to availability to educational material, college information, and interaction with teachers and counselors. Interestingly, students reported that those limited resources were directed to the highest achieving students. Non achieving students did not report outreach services which suggest that additional sources of college information was not provided. The concluding findings indicate that instructional resources are geared to target the high achieving students.

**Academic Motivation**

Academic motivation is an important factor that has been related to academic achievement. It is of significant importance to understand what motivates students to foster more positive and successful student outcomes. There is extensive research in the area of academic motivation that can be useful to educators in working with unmotivated students. Specifically, intrinsic motivation leads students to complete a task for the enjoyment and value of the performed. These students are motivated to learn and perform tasks by their curiosity, interest and enjoyment. There is vast research that demonstrates a positive correlation between intrinsic motivation and academic achievement. In Otis, Grouzet, & Pelletier (2005), it was found that students with higher
levels of intrinsic motivation also complete their homework more often, have higher educational aspirations, and have fewer school absences. These positive student outcomes may be accounted for students being intrinsically motivated in school. However these results cannot be generalized to all groups of students. Findings in research by Unrau & Schlackman (2006) suggest that there may be no relationship between intrinsic motivation and achievement among Latino students.

According to research, various factors have been related to Latino students’ academic motivation. There are environmental and contextual factors involved that may influence the academic process. The contextual factors include, cultural values such as sense of pride, belonging, and obligation to the nuclear and extended family and respect for (Comas-Diaz, 1995; Dubul, Bernal & Knight, 1995; Marin & Marin, 1991). Furthermore in the study conducted by Wilkins and Kuperminc (2009), the role of person centered and environment centered factors as it relates to motivation was examined during the transition period from middle school to high school for a group of Latino students. Data was collected for this group and the measures were student reported academic climate, student reported expectations and ratings of classroom motivation. The purpose of the study was to explore how the motivational factors previously mentioned correlate over time during the student’s transition phase. Interestingly it was found that there is an important link between Latino youth’s cultural values and their academic achievement environment (Wilkins and Kuperminc, 2009, p 266). For Latino students the findings suggest that academic climate and academic motivation are equal predictors for academic achievement. The findings further suggest that “an academic climate highly focused on highly performance may contribute over time to academic
achievement” (Wilkins and Kuperminc, 2009, p 267). As suggested by the researchers the implications of these findings highlight the importance of attending to the learning environment when developing and implementing measures to increase academic proficiency in Latino students.

Social Cultural Factors

Environment. Environmental factors may also influence the predicament of urban youth’s education. The purpose of the study conducted by Rios (2010) was to explore the perceptions of street-oriented Latino youth in relation to schooling and policing and to investigate if the research process can create positive changes in the lives of these urban youth. The sample included gang associated youth from a continuation high school, a community center, and the streets. The methods of the study included ethnographic approach and action research approach. The action research approach is one which involves both the community and the researcher. The researcher and his team implemented a mentoring program, a gender-specific workshop series, a community-college awareness program, and a once-a-week workshop series with “the influential leaders of the gang. Data was collected from extensive observations, focus groups, interviews, and workshops. It was found that many of these youth constantly faced negative interactions with authority figures which impacted their perceptions of future outcomes. Furthermore, the importance of changing the perception of school and help create positive meaningful relationships with community members is emphasized. According to Rios (2010), the approach described above is a “public relations” approach, which facilitates the transformation process in some youth.
Furthermore, cultural context can dramatically shift the nature of schooling urban youth. Knaus (2009), demonstrates how critical race theory can be applied in a classroom as a means to promote the expression of voice and narrative of students that have been traditionally oppressed to express their insight into how society is structured and how they are affected by such structures. The article presents narratives of students in a writing class at a continuation school. The article highlights the importance of the development of a critical voice of students. In addition it stresses providing meaningful student engagement in the classroom with curriculum that is relevant to students’ social context of poverty, violence and personal struggle. Moreover, it is suggested that educators should acknowledge the emotional trauma and experiences that students may bring and consequently limit their engagement in academics.

Research approaches discussed in the articles described above in such a way that will add to our prior knowledge about working with high at-risk populations. More specifically, the action research approach, highlighted in Rios (2010), proves to be valuable in research investigating urban youth. He suggests that first using a qualitative design in the earlier phases of research to uncover the actions, culture, and perceptions generated by the studied population. The second phase includes actually using the data collected and acknowledging what resources are needed and create partnerships with different institutions and central figures in the community. In addition, researchers and educators can learn from the accounts of Latino urban youth to further understand factors that may influence academic attainability. For example, from the 36 dropouts interviewed they reported feeling stigmatized in school from an early stage and a mistrust of the
educational system. Rios (2010) gives emphasis to focusing on the structural obstacles that students face and create a change in how these obstacles are perceived by youth.

**Gender Factors.** Previous research takes into gender differences in educational competence. More specifically, gender factors may contribute to disparities in extracurricular activities that have been suggested to have positive outcomes in social adjustment, academic achievement and increased self-esteem (Larson, 2000). According to Borden, et al. (2006) Latina students’ decision to become involved in extracurricular activities depends on preferences, priorities, and responsibilities related to cultural and contextual influences. Latina students identified several reasons for not participating in programs that dealt with gender roles and housework responsibilities. Specifically, Perkins et al., (2005) reported students’ issues relating to parental expectations for the girls to do chores whereas for boys to study. Furthermore, research by Dodson &Dicker (2004) indicates that low income families rely on their children to perform household work and childcare due to low earnings and parental absence. In particular, low income families depend more on adolescent girls to engage in these household activities which may take away from study time and opportunities to become involved in more enriching activities. These demands may contribute to “losing opportunities to focus on education and interest and abilities that can have lifelong consequences on educational progress, as well as losing the chance to participate in clubs, sports, arts, and other programs (which) may shut the door on alternative routes to building confidence and proficiency” (Dodson &Dicker, 2004, p. 327).

**Family Role.** Although students face many obstacles in their educational achievement in grade school many Latino students continue facing other pressures in
their post-secondary schooling experience. Specifically, for Latino students, the high responsibility to the family may pose as an obstacle in the realization of their own individual goals. In Zaqualette’s (2005) study Latino students reporting that obtaining a degree was a way of honoring their parents and setting an example for their siblings and contributing monetarily to the family. Latino students that are attending college and have the opportunity for social upward mobility have the pressure to help the family. Latino parents value education and recognize the importance of education for economic stability and a better future for their children (Immerwahr, 2003). However, Latino parents expect their children to contribute to the family’s income. Latino parents support their children’s aspirations for post-secondary education but lack college knowledge. Interestingly, Zarate & Gallimore (2005) found that parental expectations for boys were more relevant to post-secondary educational pursuits than for girls. The findings indicate a “lack of association between girls’ college enrollment and parents expectations and assessments did not distinguish between Latinas who later went to college and those who did not” (Zarate & Gallimore, 2005, p. 405).

In addition as suggested by Behke et al. (2004) the educational and occupational aspirations of Latino students’ and their parents influence academic success. Previous research indicates that heightened aspirations predicted an improvement in grades for a group of 30 Latino youth (Yowell, 2000). However, Bikos & Wei-Cheng (2000) found that Latinos had lower academic aspirations than Caucasian and African American youth. This is important finding for this population because according to Rumberger (1983) on research on school dropout issues, positive academic aspirations were found to have a correlation with a reduction of dropping out of school. As statistics from U.S.
Department of Education, National Center for Education Statistics demonstrate, Latinos have a significant higher dropout rate than other ethnic groups.

The purpose of the study conducted by Behke et al. (2004) with a sample of ten families was to investigate the role of parents’ influence in the aspirational outcomes of students involved. It was found that indeed Latino students had very low aspirations of unrealistic occupational aspirations. In terms of Latino parents’ influence it was found that many parents were not aware of their children’s future plans although they would all like for their children to continue their education. Furthermore, the students reported certain barriers to aspiration attainment which included “lack of understanding of the pathway to achieve aspirations, racism, and the effects of low English proficiency” (Behke et al. 2004, p. 28). As suggested by the researchers in the study, a way to address the perceived barriers would be to increase the access to appropriate information concerning educational pathways, student support in gaining English language proficiency, and sensitivity to issues pertaining to time devoted to educational pursuits for both parents and students. “It is clear that parents that are more supportive and involved in their youth’s education and personal lives often have youth with higher aspirations and greater academic success (Behke et al. 2004, p. 32).

Predictors of Academic Achievement

An even more intriguing topic is what differentiates minority students that academically succeed versus the ones that do not. A study by Hassinger & Plourde (2005), attempts to analyze the characteristics of academically successful Latino students. More specifically it investigated why some Latino students are staying in school and excelling in their classes, while a high number are not completing their high school
Researchers investigated external factors such as supports and also intrinsic motivators. Hassinger & Plourde (2005), referred to resiliency, as a theory of Latino students’ achievement. As Hassinger & Plourde (2005) cited, “Resiliency theory identifies protective factors and support systems present in the families, schools, and communities of successful youth that may be missing in the lives of troubled youth” (p. 317). It is suggested that personal attributes such as resiliency enhances the likelihood for academic success of at risk youth. Hassinger & Plourde (2005), cite work that reference personal attribution as being factors in childhood such as taking an active approach to solving a problem, tendency to perceive experiences constructively, ability to gain positive attention from adults, and optimism or faith in the future. One of the goals of the study presented by Hassinger & Plourde (2005) was to examine the missing protective factors within a child’s support system that can lead to needing intervention and assistance. Furthermore, five protective factors -- supportive relationships, student characteristics, family factors, community factors and school factors -- are the measures that were utilized by Hassinger & Plourde (2005). Questions on the student survey were based on these five categories for high achieving Latino students. It was found that all participants reported that they had a caring adult who understood them and loved them. In regards to student characteristics that allowed them to overcome adversity, several traits such as high self-esteem, internal locus of control, and a positive disposition were associated with higher achievement. In regards to family factors, there was a positive association between a close bond with at least one caregiver that provided support and attention. School factors that allowed for a positive influence on student achievement are: meaningful participation in class, physically and emotionally safe school
environment, perceptions of school as a place of support, and school involvement. High expectations and positive teacher-student relationships allows for students to believe in their self-efficacy. In implementing an effective support program for students that are considered at-risk it is beneficial to identify factors that contribute to positive academic outcomes. The present study provided information that can be beneficial for educators.

**Expectations.** Past research on the effects of higher teacher expectations on academic achievement shows an influence on traditionally low-achieving students. According to Martinez (2003), “The low expectations placed on Latino and other students of color impact their relationships with school officials and their ability to navigate the systems successfully” (p. 14). In the study conducted by Martinez (2003), students’ interactions with teachers and schools officials as well as perceived denied opportunities were analyzed. The present study was a collection of interviews of four Latino students that participated in TRIO Student Support Service Program that supported their admission to a four year institution. Emerging themes in the interviews included parent involvement, low expectations, role models, transition to college life, and support services making a difference. In regards to expectations, students reported that their teachers and counselors had very low expectations of their academic aspirations. According to Darder (1991) teacher expectations of students from lower class and bicultural backgrounds are more likely to hold negative expectations for these students than for middle class White students (p. 18). Students reported that a factor that helped them stay in school in spite of their disadvantaged educational backgrounds was others beliefs in their potential for achievement. Therefore, it is suggested that high
expectations play a significant role in students’ ability to believe in their capabilities to obtain success.

**Interpersonal Relationships and School Engagement.** A significant amount of research indicates that positive relationships between children and adults positively effects children’s development. As cited in Anderson (2004), “The best documented asset of resilient children is a strong bond to a caring adult, which need to a parent.” A study by Anderson (2004), presents the evaluation of relationship-based interventions for students at-risk for academic failure. Specifically the study examines whether the closeness and quality of relationships between intervention staff and participating students in the Check and Connect program.

The Check and Connect program emphasizes school engagement with school through relationship building, problem solving, and persistence. The study was conducted with a group of elementary school students and positive results were provided. The staff members who implemented the model were referred to as mentors. The monitors were assigned caseloads of students with substantive attendance issues for a period of 20 weeks. The findings demonstrate improvements in student attendance and academic engagement. Specifically, students with lower risks for academic achievement who had closer relationships with their monitors had higher teacher ratings of social engagement. “Research clearly indicates that the relationships students develop with teachers and peer are an important asset of their motivation for achievement, and school behavior.” (Anderson, 2004, p 109)

Furthermore, according to the findings in the program described in Nowicki (2004) the importance of students forming effective relationships with peers and adults
seem to have a mediating influence on the graduating rate of the participating students. The Effective Learning Program (ELP) approach to intervention to reduce the dropout rates emphasizes the construct of locus of control, engagement in school, and language of relationship. The data was gathered from a group of 100 students that were recommended for the Effective Learning Program by counselors, teachers, administrators and parents based on the students’ grades, poor attendance and learning disabilities.

As suggested in the literature the locus of control orientation may be have an internal or external perspective. Someone that holds an internal control orientation would be the view that the world is open to manipulation and change. In contrast, an external control perspective is one that holds that outside forces act on a person incidentally. Furthermore, engagement in schools is reflected in the relationships among themselves and with their teachers. Therefore students that possess effective interpersonal skills will have more positive relationships and will have a better understanding of their behavior and how it relates to positive and negative outcomes of interaction with others. In addition according to the circumflex model, interpersonal relationships can be categorized into two dimensions that include status and affiliation. Status refers to either dominance or submission. Affiliation denotes hostility and friendliness. These dimensions can be combined to form four major interpersonal styles. It is presumed that these styles are complimentary. Conclusively it is stated that Friendly-Dominant and Friendly-Submissive relationships keep the interpersonal process going. While negative effects are attributed to Hostile-Dominant and Hostile-Submissive combination. According to circumflex model it is argued that interpersonal relationships can be understood through this paradigm (Nowicki, 2003, p 228).
In the study by Nowicki (2003), several student assessments were administered to access the locus of control, ability to read nonverbal cues and interpersonal styles. The Children’s Nowicki-Strickland Internal-External Locus of Control Inventory (CNSIE) and the Interpersonal Adjective Scale (IAS) were utilized to collect data for these constructs. It was found that candidates for the ELP program were more externally controlled, less capable of reading nonverbal cues and characterized by interpersonal styles that were more hostile and, at least in the case of the ELP groups, more dominant than their non-ELP student peers (Nowicki-Strickland, 2004, p 234-235). A significant correlation in locus of control was found to be related to academic achievement. Furthermore, the ELP intervention was associated with positive changes in school attention and retention, internality, fewer errors in verbal cues, and less hostile and dominant interpersonal style. The intervention allowed for changes in locus of control, nonverbal processing skills, and affective style that served for the overall success the intervention. Further investigation of these interpersonal factors should be considered to help at-risk students with their academic achievement.

Goals. What a person envisions for themselves and plans to realize allows them to work towards a goal. Conversely it is fundamental that students understand the significance of goals in their future attainment of success. According to Phinney et al. (2001) “To reach long-term goals, adolescents need to have a clear idea of what they want to do or be, feel confident that they can reach their goals, and know what is necessary for goal attainment.” (p. 363). The present study provides information on the way adolescents set goals and give attributions for outcomes and the variation that exist within various ethnic groups. According to the findings presented by Phinney (2001) it
found that there is no significant difference by ethnicity when SES is controlled in regards to goals. More specifically the findings suggest that there is no difference in terms of students’ expectations of reaching goals in the earlier school years. However, as students begin their high school years and approach graduation differences related to social class and ethnicity become salient. “At that point, those who lack resources, role models or support for more ambitious goals may lower their expectations (Phinney et al., 2001, p. 373-374). Furthermore, in terms of attributions to success internal attributions were made such as effort and ability rather than external factors. These findings suggest some implications in education practices where opportunities for students to experience success are maximized.

**Empowerment of Students.** In addition the literature presented by Knaus (2010) and Malagon & Alvarez (2010), recognize the importance of empowering students and acknowledging the home context that students bring into an educational setting as a way to avoid reinforcing stereotypes that lead students to reject standardized education. Furthermore, Martinez (2003) found that the interviewed students in the study presented report an absence of mentor relationships or role model throughout their K-12th education. It is important for students to be exposed to positive role models and mentors so they can become familiarized with professionals and can come to envision themselves as future professionals.

**Possible Selves.** Based on previous research the future-oriented component of self-concept, young people fabricate possible future selves based on knowledge of self traits and skills needed to achieve desired outcomes (Oyserman et al., 2004). The
concept of possible selves allows students to create hypothetical representations of a self they aspire to be and one they will not. Oyserman et al (2004) cites:

Youth with school-focused possible selves are at reduced risk of involvement in delinquent activities (Oyserman and Markus, 1990a,b; Oyserman and Saltz, 1993), attain better school outcomes (Oyserman et al., 1995; Oyserman and Harrison, 1998), and feel more connected to school (Oyserman, 1993, Oyserman and Harrison, 1998. (p. 314)

The intervention presented by Osyserman et al., (2002) sought to promote development of detailed, plausible, academically focused possible selves that could enable students feel connected and engaged in school. The study was done for a group of African America inner city middle school students. The intervention focused on helping students “articulate specific academically oriented possible selves, connect possible selves for the coming year to specific strategies to attain those selves, and develop skills to effectively interact with others in order to attain these possible selves” (Osyserman et al., 2002, p. 323). Positive findings resulted from these intervention methods. Students reported a greater sense of bonding to school, more balanced possible selves, and less getting in trouble with less frequency at school. The results suggest the correlation of students’ formulation concepts of possible selves as a means to increase school engagement and positive behaviors.

Self-regulation. The capacity to self-regulate in relation to extracurricular activities has shown to have an effect on student positive developmental outcomes. “Previous research has found that girls who live in lower asset neighborhoods exhibited higher levels of positive youth development and lower levels of depressive symptoms and
risk behaviors when they engaged in extracurricular activities” (Urban et al., 2009, par. 5). The study by Urban (2009) explores the possibility that the effect of extracurricular activities is moderated by students’ intentional self-regulation and thus developmental outcomes, depressive symptoms, and risk behaviors. It was found that high regulating girls living in less privileged neighborhoods showed higher levels of positive youth development, lower levels of risk behaviors and lower levels of depression when engaged in low to moderate participation in extracurricular activities. However, high regulating girls engaged in higher levels of activity involvement showed higher levels of risk behaviors, depressive symptoms. The findings in this research suggest that self-regulation can have a positive effect when combined with low to moderate engagement in extracurricular activities for at-risk female students. Although it is recognized that supportive, positive relationships with adults are the building blocks of successful development, there is a void between literature and school-based intervention practices. Effective interpersonal skills may be a program component that should be added into intervention curriculum.

**Alternative Education**

More specifically, the article by Malgon & Alvarez (2010), portray the account of five former continuation school attendees as it illustrates a more comprehensive understanding into the perspectives of these now college graduates. The research draws from extensive history oral interview of these five Latina women. Furthermore, the researchers explore the relation of race, class, gender, and sexuality as they intertwine with issues of skin color, immigration, general status and English proficiency. It was found that students’ disengagement in school can be attributed to experience of neglect,
disrespect, inadequate school conditions, and closed opportunities. Furthermore, some of the interviewees’ narratives discuss in more detail markers that influenced disengagement from school. One woman attributes her final disengagement in school to her teacher leaving the school. Yet, another one highlights the neglect of the detection of her learning disability in grade school. Other accounts illustrate the low expectations of students at the continuation by administrators and teachers. The interview further explores the interviewees’ experience at the community college and university level. The accounts of all the women interviewed reflect a motivation to pursue a higher education. The article highlights several implications for researchers. One is the importance of not stigmatizing students from continuation schools but rather further explore the barriers in their pursuit to educational achievement. Secondly, the educational inequities at the continuation schools where there is low expectation of students and the focus is on credit completion and disconnection of postsecondary awareness should be addressed. We can learn from the findings in & Alvarez (2010) that Latina students from continuation schools can one day be college graduates and even hold Master’s degrees.

School Continuity

School counselors should also consider factors influencing the educational and vocational transitions of graduating African American and Latino students. As Constantine, Kindaichi, & Miville (2007), explain “For Black and Latino youth, the transition is dependent on varied internal factors and external contexts, including prior educational experiences, cultural and familial experiences, and perceptions of barriers to educational and vocational goals” (Constantine et al., 2007, par. 4). Students who are members of minority groups that have been historically oppressed may have conceptions
that are contrary to the belief that academic performance translates directly into future success and may exhibit distrust of mainstream educational institutions. Important implications for counselors include assessing the career development struggles of African American and Latino students in order to deliver effective services for these underserved groups. It is suggested that career identity development process is in synchrony with adolescent development. For that reason, increasing awareness and sense of purpose regarding career development may foster a sense a purpose concerning their overall identity. Constantine et al., (2007) conclude that cultural factors such as collectivistic values including close family ties and obligation to family can pressure African American and Latino students to adhere to parental expectations for transitioning to work or higher education. Therefore, collaborate work with students and their families reinforcing positive elements of familial support is also stressed positive transitions for graduating African American and Latino students. Additionally, it is suggested that counselors should also collaborate with teachers and school administration to encourage coping and resiliency strategies to help students address discrimination, racism and prejudice.

In addition, African American and Latino students are underrepresented in college preparatory courses while disproportionally represented in special education. Moreover, according to Ohrt, Lambie & Ieva (2009) these two minority groups have traditionally been underrepresented in Advance Placement courses. African-American and Latino students often experience oppression both inside and outside the school context that may affect their ability to pursue high-level courses. In accordance with previous research presented, Ohrt et al., (2009), found that the strongest predictor for high educational aspirations for Latino and African-American students is parent/caregiver support. Other
predictive factors include levels of exposure and interaction with those who have college experience, positive role models. Additionally, other extraneous factors reported by Latino and African-American students report financial difficulty, child care, and barriers related to their ethnic identity has shown to have significant constraints to their career development activities. Therefore, Latino and African-American students' engage in limited career development activities and experience with people who have achieved higher education may contribute to their lower enrollment and scores in AP courses. Therefore, professional school counselors should be aware of the institutional barriers that may affect student’s educational attainment.

**College Misinformation.** Latinos face may obstacles in academic achievement and postsecondary school attainment. As suggested by Zalaquett (2005) factors such as minimal adult supervision and poor information in regards to college matters often has an influence on Latino students to make erroneous decisions about postsecondary education. Consequently, students that lack the appropriate education on college matters may delay or may encounter difficulties in obtaining a college degree. Some students reported not knowing how to complete a college and financial aid application. Many Latino students are first generation and first in their families to aspire to go to college. Parents of these students cannot offer the support and guidance on college matters. “Therefore, parents could not draw from their own experiences to determine what information was needed, what questions to ask, or where to go for answers” (Zalaquett, 2005, p. 38). A lack of college information that parents of these students possess leaves students having to rely on other sources of information. Sources of information may be from school and communities agencies. However, many Latino students do not obtain appropriate
advising about the numerous resources available to individuals interested in pursuing a
post-secondary education. “Discussions about financial aid programs, scholarships, and
other means of paying for college are in many cases reserved for students who
demonstrate ability with traditional measures, such as SAT scores” (Darder et al., 1997,
p. 339). Having appropriate information to all students about college opportunities is
pivotal to student’s feeling more confident the college going process.

Similar findings were reported in Immerwahr’s (2003) study, where seniors from
focus groups were interviewed provided researcher with a better understanding about
their future aspirations as it relates to college. In the study, students reported being
unaware of the college going process, lacking knowledge on career pathways, and
financial aid procedures. Students reported receiving minimal advice from their high
school counselor and obtaining information about college from other students, older
siblings that are attending college, or a family friend. Additional findings in the study
indicate that Latino students report planning on taking a full-time job or going to trade
school rather than attending a four year college after high school. Access to correct
information about college has a detrimental influence of the future choices students of
disadvantage background make in regards to college.

**Short-term Earning Alternative.** Pursuing a college education post high school
education is a prevalent expectation for students in households where parents are
educated. Students are expected to focus on their studies and pursue a fulfilling a career.
Students whose parents are educated are usually from a more privileged background and
hence there is less economic stress in the household. However, students from low
income backgrounds are more likely to start working at a younger age to start
contributing to the family’s income. Interviews in Immerwahr’s (2003) study, demonstrate that seniors reported working at least 20 to 40 hours a week. Students’ financial need and affinity for earning their own money may motivate them to enter the workforce right after high school rather than pursue an education. For students the idea of going to college means having to delay the money making process and getting in debt to obtain a postsecondary degree. As suggested by Immewahr’s (2003) findings, a student’s choice to attend college also depends on their willingness to delay short-term earnings for greater long-term earning potential. However, misinformed students fail to realize that getting in debt for educational purposes and delaying short-term earnings is an investment that will bring about even greater outcomes.

**Successful Practices**

Additionally, research provided by McGlynn (2009) presented a program that seems to pave the pathway for academic success for minority students. In an effort to close the academic gap between minority students and non-minority students’ transition programs were implemented. McGlynn, (2009) states:

“Upward Bound, which helps high school students’ transition to college, was created and the state of Florida created College Reach Out for first-generation-to-college high school students. Florida State University developed a "summer bridge program" that brought incoming first-generation students from low-income backgrounds to campus during the summer session before the start of their first year in college (p. 43).
Although these programs proved helpful they were not well coordinated. As a result the CARE program was created, The Center for Academic Retention and Enhancement (McGlynn, 2009). This program included recruitment of 6th grade low-income students from local schools in Florida and meeting with them and their parents to provide information about how they can help their children achieve academic goals. Starting in 9th grade, summer and after-school programs were offered when students learned about the college application process, financial aid and how to do well on the SAT and ACT. Furthermore, the program offers extensive services post high school graduation, offering college transition programs. Results from this program demonstrated that it enhanced minority success by reaching out to at-risk students in their grade school years by providing additional resources and support.

Past research on the effects of higher teacher expectations on academic achievement shows an influence on traditionally low-achieving students. According to Martinez (2003), “The low expectations placed on Latino and other students of color impact their relationships with school officials and their ability to navigate the systems successfully” (p. 14). In the study conducted by Martinez (2003), students’ interactions with teachers and schools officials as well as perceived denied opportunities were analyzed. The present study was a collection of interviews of four Latino students that participated in TRIO Student Support Service Program that supported their admission to a four year institution. Emerging themes in the interviews included parent involvement, low expectations, role models, transition to college life, and support services making a difference. In regards to expectations, students reported that their teachers and counselors had very low expectations of their academic aspirations. According to Darder
teacher expectations of students from lower class and bicultural backgrounds are more likely to hold negative expectations for these students than for middle class White students (p. 18). Students reported that a factor that helped them stay in school in spite of their disadvantaged educational backgrounds was others beliefs in their potential for achievement. Therefore, it is suggested that high expectations play a significant role in students’ ability to believe in their capabilities to obtain success.

**Sound Instrument of Measurement**

It would be ideal to be able to identify factors that contribute to the underachievement of bright and capable students. Opportunely, literature by McCoach & Siegle (2003), discussed how a survey has proven helpful in measuring students’ attitude towards school, teachers, goal evaluation, motivation and academic perceptions. This survey has allowed researchers to understand the relationship between these five factors and students. The purpose of the study was to try to differentiate between gifted high achievers and gifted underachievers. There is a discrepancy between the potential of student achievement and their actual performance. Previous literature on factors associated with underachievement high-light academic low self-perceptions, negative attitude toward school, negative attitudes towards teachers and classes, low motivation and self-regulation, and low goal valuation. In regards to student perceptions, “The perceptions students have about their skills influence they type of activities they select, how much they challenge themselves at those activities and the persistence they exhibit once they are involved in the activities” (McCoach & Siegle, 2003, p. 416). In terms of attitudes towards school, McCoach & Siegle (2003) cited “Underachievers exhibit more negative attitudes toward school than average and high achievers do” (p. 417).
relation between the children’s goals and their self-regulation and motivation. This relation is significant because goals influence the outcomes of students in regards to achievement. Furthermore, “Self-regulation is a significant predictor of academic achievement, and the use of internalized self-regulatory strategies helps individuals achieve in school” (McCoach & Siegle 2003, p. 418). McCoach & Siegle (2003) used The School Attitude Assessment Survey-Revised to measure youth’s attitude towards school, teachers, goal-evaluation, motivation and academic perceptions. It was found that this instrument proved to be a reliable measure to understand how these factors play a role in achievement.

**Creating a College going Culture**

A school climate in which ideals of pursuing a post-secondary education are transmitted to all students is critical especially in urban schools where students’ enrollment into institutions of higher learning is low. Noteworthy findings were highlighted in research by Roderick et al. (2011) that examines the extent to which indicators of the college-going climate of urban high schools are correlated with students’ application to, enrollment in, and choice among four-year colleges. A variance in students’ behavioral patterns for college procedures was observed and was mediated by whether or not the school provided a college going school climate. It was found that for qualified and aspiring students who attended urban schools where college systems norms and college related guidance structures were not in place were less likely to attend a four year college. In contrast, it was found that in schools where teachers have expectations for students to attend college and there’s a high participation in the financial aid process were more likely to engage in the college going process into a four year institution.
School Counselors’ Role

School counselors play a crucial role in being advocates for education equity and post-secondary educational continuity. Findings in the literature support that students’ proactivity in seeking counseling services is correlated with college enrollment. Zarate & Gallimore (2005) reported that “girls who eventually enrolled in college had taken more advantage of college counseling services than non-college bound girls” (p. 404). These findings lead to the implications that “girls who went to college had more opportunities or were more proactive and skillful at developing and negotiating relationships with school agents (Zarate & Gallimore, 2005, p. 404). Therefore it is important for educators to offer college information and engage students in post-secondary discussions regardless of his or her current academic standing. It is clear that additional services should be implemented to meet the diverse needs of students.
CHAPTER III

Project Audience and Implementation Factors

Introduction

My experience interning at an all-female alternative high school located in the East Los Angeles area afforded me a more comprehensive understanding as education advocate. In fact it is the only opportunity high school of its type in Los Angeles School district. Students attending this school have been sent there because of low credits and in some cases disciplinary issues. Some of the students are also teen mothers and are returning students after a period of prolonged absenteeism. In an effort to address the needs of this at-risk female population the opportunity school is working in collaboration with a Los Angeles county organization, Youth Opportunity Movement-Boyle Heights and receiving supportive services for their students.

I worked at this local opportunity school through an internship with Los Angeles Youth Opportunity Movement-Boyle Heights and had the opportunity to interact with the students personally as a school counseling and case manager intern. In my experience working there I realized the crucial need for a program that targets the academic, personal/social, and career needs of these students and is relatable to the student population such as the one at the opportunity school. I did some research in the field that provided a foundation for the program series Steps to Success that I developed. I will provide background information about my aspiration to create a program for high at-risk student populations, development of project, intended audience, personal qualifications, environment and equipment and project outline.
Development of Project

My aspirations for the development of this project derive from my own experiences. During my high school years there were episodes that hindered my educational learning. But I was fortunate enough to have teachers that helped me stay focused. A teacher in particular, my history teacher, believed in my capabilities and inspired me to have faith in myself and to achieve everything that I ever dreamed. He instilled in me the value and importance of education. I still visit this teacher today. From this teacher I first realized the difference appropriate guidance can make in a child’s education.

Growing up in Watts has exposed me to a rough seedy environment that many will struggle to escape. I have been a witness to issues of poverty, gang violence, prostitution, drug dealing and addiction, broken down school systems, low accessibility to food and inadequate health care that is prevalent in my community. Over the course of the years, I have overcome much adversity as a first generation Latina. I never imagined that one day I would be graduating from a four year university and pursuing a Master’s degree. Being aware of the social issues affecting my community I have come to appreciate having experienced these circumstances personally. The lack of education that was provided in school systems I attended in the poor socio economic neighborhoods I lived have made me feel fortunate to be able to break the cycle of poverty that is so prevalent in my community. Thusly, I have become inspired to serve under privileged student populations.

There have been many challenges that have molded my professional aspirations. The obstacles that I confronted and overcame in high school have contributed to the direction that I hope will lead to a brighter future. I learned many lessons from the
circumstances that I dealt with growing up. My own experiences have fashioned my perspectives and have conferred my passion for motivating our young people. I want to serve as a mentor and role model for today’s generation by helping students to realize their dreams and educational goals.

Furthermore, my internships have allowed me to gain experience working with high at risk populations. During my undergraduate experience at the University of California, Santa Barbara I had research position with research that focuses on Latina mothers and daughters in issues relating to health sex education and communication as it related to postsecondary aspirations. My other research assistant position pertained to working in a Positive Behavior Supports and Services program at a community school in downtown Santa Barbara that works with students who are criminal law violators transitioning back to school from Los Prietos boys camp, juvenile hall; probation-referred status offenders; social service referrals; or district expulsions. Most of these students have experienced difficult challenges in their regular schools, but our goal was to change this by providing them with daily reinforcements for good behavior, positive moral and constructive interactions with their teachers and peers. In addition my most current internship experience I previously mentioned, working at the opportunity high school serving the needs of female at risk female students has contributed to the creation of these workshops.

An intervention program that focuses on informing and supports students in alternative education to pursue a post-secondary education is crucial in inner city schools. Latino youth from disadvantaged backgrounds need to be guided in the right direction to take control of their lives.
A comprehensive program provides intervention support and an assessment tool that allows for the evaluation of the program’s effectiveness. The development of this project emerged as I first began doing research on academic achievement. During my investigation several factors were highlighted influencing achievement. Some of these factors included motivation, hopefulness, school connectedness, sense of belonging, goal setting skills, conflict resolution skills, self-regulation skills, and college awareness. I also decided to create an assessment tool to measure students’ outcomes and assess the effectiveness of the workshops on those specific factors.

I obtained items from the California Healthy Kids Survey, School Attitude Assessment Survey-Revised, and My Experiences at School Scale (MEASS) to create the assessment that corresponds with the Steps to Success Workshops. I created the workshop curriculum to address the three school counseling domains of academic, personal/social and career guidance. A PowerPoint presentations followed by a group activity constitutes each module of a workshop. I used information provided in my classes and in my internships site to include in the workshops. For the Career Pathway workshop module eight, career professionals will be presenting on their educational experience and expertise in their particular field. Career speakers should be invited in accordance to the students’ responses provided in the pre-assessment in regards to their career goals. Handouts to students will be provided as well. The overall distal objective of the support intervention programs is to promote improvement in grades and attendance with the hopes for post-secondary school continuity and achievement.
**Intended Audience**

The workshops are intended to be presented in a classroom alternative educational setting of about 30 Latina female students per series. The intended audience includes students attending the local opportunity school and schools servicing similar student populations. The majority of the high school level students at the opportunity school are of low socioeconomic and Latino origin. Age ranges for the students are of 13-20 years old. Students have been sent there because of missing credits. Some of the students sent there were expelled from their former high school because of disciplinary issues. Furthermore, some of students are teen mothers and had to leave school for a period of time and are now returning students. Due to school a period of discontinuity throughout their educational experience students are performing far below grade level. The reading and writing proficiency of students that will receive the workshops are well below average therefore the workshop curriculum and materials have been adapted accordingly. The reasons why these workshops are relevant to Latina students is because the curriculum is tailored to the varied sociocultural factors influencing academic achievement.

**Personal Qualifications**

The recommended workshop facilitators are school counselors, educators, social workers, interns and community partners that have a strong commitment to work with high at risk populations to ensure school equity and academic post-secondary continuity. The workshop facilitators should be well educated on factors that contribute to the achievement gap among minority students. In addition, the education professional should
be culturally sensitive, empathetic, non-judgmental, approachable and respectful of students’ diverse circumstances.

**Environment and Equipment**

Facilitators would conduct the pre assessment prior to the first workshop session. The pre and post assessments as well as each workshop session would be conducted during a 40 minute life skills class period in the designated classroom. The totality of the program would take 12 weeks to implement. The post-assessment will take place in the same manner that the pre-assessment is to be conducted.

**Instruments**

The instruments utilized for these workshops include a pre and post assessment survey, PowerPoint presentation slides, laptop, projector, and handouts. The pre and post assessment survey is used to assess the effectiveness of the workshops. The PowerPoint slides encompass the curriculum presented to school staff and students. The laptop and projector are used to present the PowerPoint presentations. The handouts are provided to students for completion of group activities. Furthermore, Table 1 provides an outline for the workshop series.
<table>
<thead>
<tr>
<th>Workshop Topics</th>
<th>Domain</th>
<th>Module</th>
<th>Learning Objectives</th>
</tr>
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</table>
| Building Successful    | Personal/Social| 1      | • Education in understanding self and others  
• Peer relationships  
• Effective social skills  
• Communication skills |
| Relationships          |                | 2      | • Coping strategies  
• Problem-solving  
• Decision-making  
• Conflict resolution |
| Goal Setting/Finding   | Career         | 3      | • Education in understanding of self, including strengths and weaknesses  
• Problem solving as it relates to academics  
• Exploring interest in extracurricular activities |
| an Interest            |                | 4      | • Personal goal setting  
• Academic plans  
• Transition plans  
• Career plans |
| Study Skills           | Academic       | 5      | • Exploring personal learning style  
• Developing self-discipline  
• Time management  
• Managing stress |
|                        |                | 6      | • Organizational skills  
• Test-taking skills  
• Effective study habits  
• Reading critically  
• Note taking skills |
| Career Pathways        | Career         | 7      | • Career Interest inventory  
• Career Exploration  
• Exploring Majors |
|                        |                | 8      | • Career awareness and the world of work  
• Presentations by working professionals from underrepresented groups |
| College Admission      | Academic       | 9      | • Correlation between high school academic achievement and college  
• Post-secondary planning and application process  
• College students from underrepresented groups |
| Process                |                | 10     | • Introduction to Community College, CSU, UC and Private College Systems  
• College eligibility requirements  
• Financial Aid Information |
CHAPTER IV

Conclusion

Discussion

In my personal and professional experience interacting and working with high at-risk student populations it has become evident that there is a pronounced need for program curriculums to be founded on comprehensive approaches such as Bronfenbrenner’s ecological system theory. Bronfenbrenner (1979, 2005) suggests an ecological systems theory where development is influenced by various environmental systems: the microsystem, the mesosystem, the exosystem, the macrosystem, and the chronosystem.

According to this theory these levels interact with one another directly and indirectly which influence a child’s development. The microsystem includes a child’s direct environmental experience such as his or her family, peers, school and neighborhood (Santrock, 2007, p. 29). The mesosystem, refers to relations between microsystems for instance the relation of family experiences to school experiences. The exosystem includes external environmental factors that do not directly affect an individual’s experiences, but is rather provide an indirect influence. According to Seginer (2006) there are four environmental factors that comprise the exosystem that significantly influence a child’s outcome such as parent’s social networks, parent’s workplace, neighborhoods, and educational policies (p. 29). Brofenbrenner (2005) suggest that the macrosystem incorporates cultural traditions, political views, and social values. Lastly the chronosystem deals with environmental events and transitions that occur in life.
The underlying consideration that constitutes the development of these workshops is one that acknowledges that human development reflects the influence of multifactorial dimensions. The workshop series aims to provide information to students about: (a) the importance of building successful relationships with all individuals with whom they interact with; (b) the significance of goal setting in relation to obtaining success; (c) the development of finding an interest; (d) the competence in employing effective study skills; (e) information on various career pathways; (f) adequate knowledge about the college going process.

The workshops outlined in this chapter were created for educators and other professionals to utilize to assist students in alternative education better navigate the educational system. The workshop series was specifically designed to assist students that have encountered challenges in the traditional educational system where their specific needs have been underserved. Each workshop module is comprised of three sections: welcome, main workshop content PowerPoint presentation, group activity, closing, and pertinent handouts. It is important to highlight that these outlines are guidelines and should be adapted in accordance to individual needs of each of the educational institutions.

**Future Work/Research**

Programs that demonstrate to be effective in producing the anticipated positive outcomes should be utilized in settings working with similar student populations. With the use of the pre and post assessment tool that I provided I suggest for a future outcome study on the effectiveness of the workshops to be conducted. Specifically, we can track students’ attendance to these workshops, analyze data for statistical differences in pre and
post assessments and monitor these students for a year post high school graduation. We can compare groups that demonstrated high and low attendance to the workshops and whether or not they pursued a post-secondary education at a four year college, community college or technical school. In addition a “pre and post parent” workshop can be added to the workshop series to advice parents of the type of information that the students will be receiving in addition to receiving college and financial aid knowledge information.

In all more research in the field of alternative education should be conducted using a large sample so that the results are more reliable and provide more generalizability. Both quantitative and qualitative measures should be useful in obtaining findings that are applicable in educational settings where high at-risk students could benefit from practices that are adaptive to their needs.

Evaluation

It is ideal that all educational programs assess the effectiveness of the practices implemented. Therefore it is suggested that the effectiveness of the Steps to Success workshop series is evaluated utilizing the data from the pre and post student assessments. The assessment includes both quantitative and qualitative measures. One of the benefits of quantitative data is that it allows for greater objectivity of the results which include enhancing the generalization of the results and ensures validity and reliability. Furthermore, qualitative data looks deeper and can account for attitudes, feelings, and behaviors. Qualitative measures can allow evaluators to learn from participants’ detailed responses and personal experiences. The results of the obtain data should be analyzed and compared to the baseline data in such a way that it affords a more comprehensive understanding of the effectiveness of the methods utilized in the workshops.
References


Roderick M., Coca V., Nagaoka J., (2011) Potholes on the road to college high school effects in shaping urban students’ participation in college application, four-year college enrollment, and college match. Journal of Sociology and Education, 84(3), 178-211, 178-211.


WORKSHOP TOPIC I
BUILDING SUCCESSFUL RELATIONSHIPS

Module 1

Domain: Personal/Social

Time Required: 45 minutes

WELCOME (5 minutes)

Greet Students: Greet and welcome students.

Introductory Comments: Introduce yourself and other professionals involved. Share the goals and objectives of the workshop series.

MAIN WORKSHOP CONTENT

- Education in understanding self and others
  - Introduce the idea that we have three things going on with us all the time: thinking, feeling and behaving.
- Peer relationships
- Effective social skills
- Communication skills

Group Activity:

Handout: My Bill of Rights-Discussion

Module 2

Domain: Personal/Social

Time Required: 45 minutes

Greet Students: (5 minutes)

MAIN WORKSHOP CONTENT

- Coping strategies
- Problem-solving
- Decision-making
- Conflict resolution

Group Activity

Handout: I Message Formula-Activity and Discussion
Appendix A

WORKSHOP TOPIC II
GOAL SETTING AND FINDING AN INTEREST

Module 3

Domain: Career

Time Required: 45 minutes

Greet Students: (5 minutes)

MAIN WORKSHOP CONTENT

- Education in understanding of self, including strengths and weaknesses
- Problem solving as it relates to academics
- Exploring interest in extracurricular activities

Group Activity:

- **Writing Prompt:** What are your current interests? What are some interests you would like to further explore?
- Group share out: Share responses with a group of three.
- Class share out

Module 4

Domain: Career

Time Required: 45 minutes

Greet Students: (5 minutes)

MAIN WORKSHOP CONTENT

- Personal goal setting
- Academic plans
- Transition plans
- Career plans

Group Activity:

- **Writing Prompt:** What are some careers that interest you and why?
- Group share out: Share responses with a group of three.
- Class share out.
WORKSHOP TOPIC III
STUDY SKILLS

Module 5

Domain: Academic

Time Required: 45 minutes

Greet Students: (5 minutes)

MAIN WORKSHOP CONTENT

- Exploring personal learning style
- Developing self-discipline
- Time management
- Managing stress

Group Activity:

Handout-Weekly Schedule-Review and Discussion

Module 6

Domain: Academic

Time Required: 45 minutes

Greet Students: (5 minutes)

MAIN WORKSHOP CONTENT

- Organizational skills
- Test-taking skills
- Effective study habits
- Reading critically
- Note taking skills

Group Activity:

- **Writing Prompt:** What are some areas of improvement for more effective study skills? What can you do to improve?
- Group share out: Share responses with a group of three.
- Class share out.
Appendix A

WORKSHOP TOPIC IV
CAREER PATHWAYS

Module 7

Domain: Academic

Time Required: 45 minutes

Greet Students: (5 minutes)

MAIN WORKSHOP CONTENT

• Career Interest inventory
• Career Exploration
• Exploring Majors

Group Activity:

Handout-Career Clusters-Review and Discussion

Module 8

Domain: Career

Time Required: 45 minutes

Greet Students: (5 minutes)

MAIN WORKSHOP CONTENT

• Career awareness and the world of work
• Presentations by working professionals from underrepresented groups

Group Activity:

• Questions and Answers Session
Appendix A

WORKSHOP TOPIC V

COLLEGE ADMISSION PROCESS

Module 9

Domain: Academic

Domain: Academic

Time Required: 45 minutes

Greet Students: (5 minutes)

MAIN WORKSHOP CONTENT

• Correlation between high school academic achievement and college
• Post-secondary planning and application process
• College students from underrepresented groups

Group Activity:

• Questions and Answers Session

Module 10

Domain: Academic

Domain: Academic

Time Required: 45 minutes

Greet Students: (5 minutes)

MAIN WORKSHOP CONTENT

• Introduction to Community College, CSU, UC and Private College Systems
• College eligibility requirements
• Financial Aid Information

Group Activity:

Handout-California Higher Education Opportunities-Review and Discussion
First, thank you for participating in this survey.

This survey asks about your behavior, experiences, and attitudes related to what you do at school and how you feel about it. The answers you provide are confidential.

Your answers will be very helpful in improving school programs.

**General Directions:**

1. Please read each statement carefully.
2. Circle the response that describes you the best.
3. Raise your hand if you have a question or statement is unclear.
4. Please answer all questions as best as you can.
Appendix B

ID #: ______________________________     DOB: ______________      Date: ______________           PRE/POST

We would like to know some background information about you.

1. How old are you?
   A) 13 years  B) 14 years  C) 15 years  D) 16 years  E) 17 years  
   F) 18 years  G) 19 years  D) 20 years  E) older than 20 years old

2. How do you describe yourself?
   A) American Indian or Alaska Native  E) Hispanic or Latino/a  
   B) Native Hawaiian or Pacific Islander  F) White or Caucasian  
   C) Asian or Asian American Other  G) Other  
   D) Black or African American

3. What best describes where you live? A home includes a house, apartment, trailer or mobile home.
   (Mark all that apply)
   A) A home with both parents
   B) A home with only one parent
   C) Other relative’s home
   D) A home with only one family
   E) Friend’s home
   F) Foster home, group care, or waiting placement
   G) Hotel or motel
   H) Migrant housing
   I) Shelter
   J) On the street, car or van, park campground or abandoned building
   K) Other transitional or temporary housing
   L) Other living arrangements

4. What is the highest level of education for your mother?
   A) Elementary  D) Some College  
   B) Middle School  E) College graduate  
   C) High School

5. What is the highest level of education for your father?
   A) Elementary  D) Some College  
   B) Middle School  E) College graduate  
   C) High School
### Appendix B

**ID #: ______________________________     DOB: ______________      Date: ______________           PRE/POST**

**CIRCLE THE ANSWER THAT BEST DESCRIBES HOW TRUE YOU FEEL THAT THESE STATEMENTS ARE ABOUT YOU PERSONALLY.**

<table>
<thead>
<tr>
<th></th>
<th>Not True</th>
<th>Somewhat True</th>
<th>Mostly True</th>
<th>Always True</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I am uncertain of what will happen next, I usually expect it to be something good.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Each day I look forward to having a lot of fun.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I usually expect to have a good day.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Overall, I expect more good things to happen to me than bad things.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>When things are bad, I expect them to get better.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**CIRCLE THE ANSWER THAT BEST DESCRIBES HOW MUCH YOU FEEL THAT THESE STATEMENTS ARE LIKE YOU PERSONALLY.**

<table>
<thead>
<tr>
<th></th>
<th>Not at all like me</th>
<th>Not very much like me</th>
<th>Like me</th>
<th>Very much like me</th>
</tr>
</thead>
<tbody>
<tr>
<td>I often stay up late to study.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>When I do not understand something, I ask the teacher again and again until I understand.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>When I try to solve a math problem, I will not stop until I find a solution.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**AT MY SCHOOL, THERE IS A TEACHER OR SOME OTHER ADULT...**

<table>
<thead>
<tr>
<th></th>
<th>Not At All True</th>
<th>A Little True</th>
<th>Pretty Much True</th>
<th>Very Much True</th>
</tr>
</thead>
<tbody>
<tr>
<td>who really cares about me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>who tells me when I do a good job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>who notices when I’m not there.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>who always wants me to do my best.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>who listens to me when I have something to say.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>who believes that I will succeed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
**Appendix B**

ID #: ______________________________     DOB: ______________      Date: ______________           PRE/POST

**OUTSIDE OF MY HOME AND SCHOOL…**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not At All True</th>
<th>A Little True</th>
<th>Pretty Much True</th>
<th>Very Much True</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am part of clubs, sports teams, church/temple o other group activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I am involved in music, art, literature, sports, or a hobby.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I help other people.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**DURING THE PAST 12 MONTHS, HOW MANY TIMES ON SCHOOL PROPERTY HAVE YOU…**

<table>
<thead>
<tr>
<th>Event</th>
<th>0 TIMES</th>
<th>1 TIME</th>
<th>2 TO 3 TIMES</th>
<th>4 OR MORE TIMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around?</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>been afraid of being beaten up?</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>been in a physical fight?</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>had mean rumors or lies spread about you?</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>had sexual jokes, comments or gestures made to you?</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>been offered, sold or given an illegal drug?</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

**During the past 12 months, how would you describe the grades you mostly received in school?**

<table>
<thead>
<tr>
<th>Grade Description</th>
<th>A) Mostly A’s</th>
<th>B) Mostly A’s and B’s</th>
<th>C) Mostly B’s</th>
<th>D) Mostly B’s and C’s</th>
<th>E) Mostly C’s</th>
<th>F) Mostly C’s and D’s</th>
<th>G) Mostly D’s</th>
<th>H) Mostly F’s</th>
</tr>
</thead>
</table>

**During the past 12 months, about how many times did you skip school or cut classes?**

<table>
<thead>
<tr>
<th>Frequency Description</th>
<th>A) 0 times</th>
<th>B) 1-2 times</th>
<th>C) A few times</th>
<th>D) Once a month</th>
<th>E) Once a week</th>
<th>F) More than once a week</th>
</tr>
</thead>
</table>

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Appendix B

ID #: ______________________________     DOB: ______________      Date: ______________           PRE/POST

POST-SECONDARY QUESTIONS

How sure are you that you will graduate from High School? Explain
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

What are your plans for after High School?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Do you feel high school has prepared for you your life after graduation? Explain
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Do you plan to go to college?
Yes / No

If so, what are some colleges of interest to you?
______________________________________________________________________________
______________________________________________________________________________

What would you like to study?
______________________________________________________________________________
______________________________________________________________________________

How sure are you that you will successful in college? Explain
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

What are your career goals?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Appendix B

ID #: ______________________________     DOB: ______________      Date: ______________           PRE/POST

Please indicate if the statement is true or false.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>My classes are interesting.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>I am intelligent.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>I can learn new ideas quickly in school.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>I am glad that I go to this school.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>This is a good school.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>I work hard at school.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>I relate well to my teachers.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>I am self-motivated to do my schoolwork.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>This school is a good match for me.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>School is easy for me.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>I like my teachers.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>My teachers make learning interesting.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>My teachers care about me.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>Doing well in school is important for my future career goals.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>I like this school.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>I can grasp complex concepts in school.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>Doing well in school is one of my goals.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>I complete my schoolwork regularly.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>It’s important to get good grades in school.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>I am organized about my schoolwork.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>I use a variety of strategies to learn new material.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>I want to do my best in school.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>It is important for me to do well in school.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>I spend a lot of time on my schoolwork.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>Most of the teachers at this school are good teachers.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>I am a responsible student.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>I put a lot of effort into my schoolwork.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>I like my classes.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>I concentrate on my schoolwork.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>I check my assignments before I turn them in.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>I am capable of getting straight As.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>I want to get good grades in school.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>I am good at learning new things in school</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>I am smart in school.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>I am proud of this school.</td>
<td>T</td>
<td>F</td>
</tr>
</tbody>
</table>
Write the following in order starting from one that requires the least schooling to the one that requires most schooling. (1-spent less time in schooling, 5-the most time in schooling)

*Bachelor’s Degree
*High School Diploma
*Associate’s Degree
*PhD Degree
*Master’s Degree

5. _________________

4. _________________

3. _________________

2. _________________

1. _________________
Steps to Success
Program Overview

A Presentation for Teachers, School Staff and Administrators
Discussion Agenda

- Program Implementation
- Program Goals
- Program Gears
- Program Overview
- Projected Outcomes
Why Implement this Program

- Educational inequities
- Barriers in completing high school and pursuing a post-secondary education
- Focus on meeting the extensiveness of students’ needs is crucial
- Intervention program that is reflective of the social, cultural, linguistic and environmental needs of the targeted population
Goals

The goal is to implement and collect data for the support intervention program and analyze data that can serve as a promising and informative tool for implementing programs that serve the needs of high at-risk student population in the Los Angeles area.
Program Gears

Pre-test

Workshops

Post-test
Program overview

INTERVENTION

5 Workshops Topics

- academic self perceptions
- motivation/hopefulness
- school connectedness/sense of belonging
- goal setting skills
- college awareness
- self regulation
- conflict resolution skills

GRADRES & ATTENDANCE
Pre/Post Evaluation

- Items from
  - California Healthy Kids Survey
  - School Attitude Assessment Survey-Revised
  - My Experiences at School Scale (MEASS)

- Measures
  - academic self perception
  - motivation
  - hopefulness
  - school connectedness
  - sense of belonging
  - goal setting
  - college awareness
  - self regulation
  - conflict resolution skills
Workshop  Topic 1
Building Successful Relationships

Module 1
Learning Objectives

- Education in understanding self and others
- Peer relationships
- Effective social skills
- Communication skills

- Domain: Personal/Social
Workshop Topic 1
Building Successful Relationships

Module 2

Learning Objectives

- Coping strategies
- Problem-solving,
- Decision-making and
- Conflict resolution

- Domain: Personal/Social
Workshop Topic 2
Goal Setting/Finding an Interest

Module 3

Learning Objectives

- Education in understanding of self, including strengths and weaknesses
- Problem solving as it relates to academics
- Exploring interest in extracurricular activities

Domain: Career
Workshop Topic 2
Goal Setting/Finding an Interest

Module 4

Learning Objectives

- Personal goal setting
- Academic plans
- Transition plans
- Career plans

- Domain: Career
Workshop Topic 3
Study Skills

Module 5
Learning Objectives

- Exploring personal learning style
- Developing self-discipline
- Time management
- Managing stress

○ Domain: Academic
Workshop Topic 3
Study Skills

Module 6

Learning Objectives

- Organizational skills
- Test-taking skills
- Effective study habits
- Reading critically
- Note-taking skills

Domain: Academic
Workshop Topic 4
Career Pathways

Module 7
Learning Objectives

- Career Interest inventory
- Career Exploration
- Exploring Majors

Domain: Career
Module 8

Learning Objectives

- Career awareness and the world of work
- Presentations by working professionals from underrepresented groups

Domain: Career
Workshop Topic 5
College Admission Process

Module 9

Learning Objectives

- Correlation between high school academic achievement and college
- Post-secondary planning and application process
- College students from underrepresented groups

Domain: Academic
Workshop Topic 5
College Admission Process

Module 10
Learning Objectives

- Introduction to Community College, CSU, UC and Private College Systems
- College eligibility requirements
- Financial Aid Information

Domain: Academic
Projected Outcomes

- Promote a student academic culture shift.

Where students....

- Improve grades and attendance
- Have a positive school attitude
- Understand the correlation between academic achievement and future career success and hence the attainability of proposed individual goals
- Gain the knowledge and skills to excel in their post-secondary educational objectives
STEPS TO SUCCESS

PROGRAM
Building Successful Relationships

Workshop Topic 1

Module 2
Workshop Topic 1
Building Successful Relationships

Module 1
Learning Objectives

- Education in understanding self and others
- Peer relationships
- Effective social skills
- Communication skills

Domain: Personal/Social
5 Basic Feelings All Humans Experience

- Happy: Content, Cheerful, Grateful, Optimistic, Joyful
- Excited: Ecstatic, Energetic, Surprised, Familiar
- Angry: Frustrated, Grumpy, Uproarious, Exasperated
- Scared: Intimidated, Nervous, Frightened, Upset
- Tender: Warm-hearted, Gentle, Cared for, Kind

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Communication Involves Three Components:

1. **Verbal Messages** - the words we choose

2. **Paraverbal Messages** - how we say the words

3. **Nonverbal Messages** - our body language
Verbal Communication

- Words that are critical, blaming, judgmental or accusatory tend to create a resistant and defensive mindset that is not conducive to productive problem solving. On the other hand, we can choose words that normalize the issues and problems and reduce resistance.
- Phrases such as "could it be that, people may . . .", "it is not uncommon for . . ."
- Use “I” starters
  Example: “I felt that I was pressured.” rather than “You pressured me.”
Paraverbal Communication

- Paraverbal communication refers to the messages that we transmit through the tone, pitch, and pacing of our voices.
- Some points to remember about our paraverbal communication:
  * When we are angry or excited, our speech tends to become more rapid and higher pitched.
  * When we are bored or feeling down, our speech tends to slow and take on a monotone quality.
  * When we are feeling defensive, our speech is often abrupt.
A sentence can convey entirely different meanings depending on the emphasis on words and the tone of voice.

“I didn’t ***SAY*** you were stupid.”

“I didn’t say **YOU** were stupid.”

“I didn’t say you were ***STUPID***.”
Nonverbal Communication

- Nonverbal messages are the primary way that we communicate emotions:
- **Facial Expression:** A face can light up with enthusiasm, energy, and approval, express confusion or boredom, and scowl with displeasure. The eyes are particularly expressive in telegraphing joy, sadness, anger, or confusion.

- **Postures and Gestures:** Our body postures can create a feeling of warm openness or cold rejection. For example, when someone faces us, sitting quietly with hands loosely folded in the lap, a feeling of anticipation and interest is created. A posture of arms crossed on the chest portrays a feeling of inflexibility. The action of gathering up one's materials and reaching for a purse signals a desire to end the conversation.
Look at the Difference

Face Expressions

Posture
Building Successful Relationships

Workshop Topic 1

Module 2
Workshop Topic 1
Building Successful Relationships

Module 2

Learning Objectives

- Coping strategies
- Problem-solving
- Decision-making
- Conflict resolution

Domain: Personal/Social
5 Step Problem Solving Strategy

Step 1: Specify the problem

Step 2: Analyze the problem

Step 3: Formulate possible solutions

Step 4: Evaluate possible solutions

Step 5: Choose a solution.
Keys to Problem Solving

- Think aloud—thinking aloud or talking yourself through the steps of problem solving is useful.
- Allow time for ideas to "gel" or consolidate-distance from a problem can allow you to clear your mind and get a new perspective.
- Talk about the problem—describing the problem to someone else can often make a problem become clearer and defined and a new solution may arise.
Decision Making Strategies

*Cause→Effect*
*Positive Decision→Positive Outcome*

- Consider the outcome in both the short term and the long term.
- Compare alternatives based on how easily you can accomplish each.
- Evaluate possible negative side effects each may produce.
- Consider the risk involved in each.
- Be creative, original; don't eliminate alternatives because you have not heard or used them before.
**Six Steps for Resolving Conflicts**

<table>
<thead>
<tr>
<th>Step 1: Cool off.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2: Tell what’s bothering you using “I messages.”</td>
</tr>
<tr>
<td>Step 3: Each person restates what they heard the other person say.</td>
</tr>
<tr>
<td>Step 4: Take responsibility.</td>
</tr>
<tr>
<td>Step 5: Brainstorm solutions and come up with one that satisfies both people.</td>
</tr>
<tr>
<td>Step 6: Affirm, forgive, or thank.</td>
</tr>
</tbody>
</table>
Goal Setting and Finding an Interest

Workshop Topic 2

Module 3
Workshop Topic 2
Goal Setting/Finding an Interest

Module 3
Learning Objectives

- Education in understanding of self, including strengths and weaknesses
- Problem solving as it relates to academics
- Exploring interest in extracurricular activities

- Domain: Career
Myers-Briggs Personality Types

- The Four Preferences
  - Extraversion and Introversion
  - Sensing and Intuition
  - Thinking and Feeling
  - Judging and Perceiving
How We Get Our Energy

**Extraversion**
- Doesn’t mind being in large groups and often enjoys it
- Likes to know and associate with lots of people
- Prefers social interaction to time alone
- When confronted with a problem, typically likes to talk it out with others and get their point of view
- Known to speak before thinking
- Doesn’t typically have trouble thinking of something to say, and is typically at ease in doing so
- Doesn’t typically have problems meeting new people wherever they go
- May need to practice their listening skills
- Easily adapts to social situations
- Typically appreciates situations for what they are worth as they are happening

**Introversion**
- Prefers one-on-one to large-group interaction
- Prefers to have a few close relationships
- Needs time alone to restore energy
- Typically good listeners
- More likely to think before speaking than extraverts are
- May be lost for words at times, not knowing what to say
- Enjoys reflecting
- May need to get time to self to take things in before fully appreciating them
- Dislikes crowds
- Reserved
## How We Gather Information

### Sensing
- Good with the concrete (what can be seen)
- Likes to think about what exists
- Realistic
- Typically has plenty of common sense
- Pays attention to and remembers details
- Takes in information in a step-by-step manner
- Prefers direct experience
- Pays attention to their surroundings

### Intuition
- Good with the abstract
- Likes to think of what’s possible
- Has an active imagination
- Thinks outside the box
- Enjoys seeing things in different ways
- Likes to daydream
- May be difficult to understand
- Gathers information through intuitive jumps and inferences
- May have unexplainable hunches or a sixth sense
- Complex
- Gets motivated by their inspirations
How We Make Our Decisions

<table>
<thead>
<tr>
<th>Thinking</th>
<th>Feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Wants truth and justice</td>
<td>o Naturally sympathetic</td>
</tr>
<tr>
<td>o Hard-nosed, firm</td>
<td>o Strives for harmony</td>
</tr>
<tr>
<td>o Decides with head</td>
<td>o Empathetic and forgiving</td>
</tr>
<tr>
<td>o Naturally skeptical</td>
<td>o Decides with heart</td>
</tr>
<tr>
<td>o Critical</td>
<td>o Naturally trusts others</td>
</tr>
<tr>
<td>o Blunt</td>
<td>o Supportive</td>
</tr>
<tr>
<td>o Looks at principles</td>
<td>o Tactful</td>
</tr>
<tr>
<td>o Objective</td>
<td>o Concerned with the feelings of others</td>
</tr>
</tbody>
</table>

101
How We Prefer To Live Our Life

Judging
- Likes to plan
- Organized
- Likes to come to conclusions
- Prepared
- Enjoys finishing things
- Relies on schedules, to-do lists, and deadlines
- Typically more serious-minded than perceivers
- Sees and sets boundaries
- Values a job well done
- Likes to know what to expect ahead of time
- Decisive

Perceiving
- Likes options
- Places emphasis on having fun
- Spontaneous
- Delays decision-making
- Flexible
- Good with improvisation
- Adapts, goes with the flow
- Enjoys starting things
- Can work on many things at once
- Enjoys surprises
- Doesn’t like to commit because they never know what may come up
The 16 Personality Types

- **ISTJ** - The Duty Fulfillers
- **ESTJ** - The Guardians
- **ISFJ** - The Nurturers
- **ESFJ** - The Caregivers
- **ISTP** - The Mechanics
- **ESTP** - The Doers
- **ESFP** - The Performers
- **ISFP** - The Artists
- **ENTJ** - The Executives
- **INTJ** - The Scientists
- **ENTP** - The Visionaries
- **INTP** - The Thinkers
- **ENFJ** - The Givers
- **INFJ** - The Protectors
- **ENFP** - The Inspirers
- **INFP** - The Idealists
Participation in Extracurricular Activities

- Why participate?
  - Personal development and confidence
  - Community and self-improvement
  - Emotional regulation
Types of Activities

- School Based
- Community Based
- Volunteer Based
School Based Activities

- Academic Clubs
- Team Sports
- Performing Arts
- School Involvement
Community Based Activities

- City Parks and Recreation
  - Athletics/Sports
  - Art and crafts classes
  - Music classes
  - Dance classes
Volunteer Based Activities

- Non-profit Organizations
- Church/Youth Groups
- Volunteer Opportunities
Goal Setting & Finding an Interest

Workshop Topic 2

Module 4
Workshop Topic 2
Goal Setting/Finding an Interest

Module 4
Learning Objectives

- Personal goal setting
- Academic plans
- Transition plans
- Career plans

Domain: Career
**SETTING “SMART” GOALS**

<table>
<thead>
<tr>
<th>SPECIFIC</th>
<th>The more specific and clear a goal is, the easier it is to make a plan to achieve that goal.</th>
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<tbody>
<tr>
<td>MEASURABLE</td>
<td>It is important for goals to be in reasonable limits and amounts.</td>
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<tr>
<td>ATTAINABLE</td>
<td>Goals should be challenging but attainable.</td>
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<td>REALISTIC</td>
<td>Don’t set yourself up for failure by asking yourself to accomplish too much too soon, or goals that are almost impossible.</td>
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<tr>
<td>TIME BOUND</td>
<td>Set an approximate time for achieving the goal.</td>
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Workshop Topic 3
Study Skills

Module 5
Learning Objectives

- Exploring personal learning style
- Developing self-discipline
- Time management
- Managing stress

Domain: Academic
What are the types of learning styles?

- Visual Learners
- Auditory Learners
- Tactile/Kinesthetic Learners
Visual Learners

- learn through seeing...
- These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They may think in pictures and learn best from visual displays including: diagrams, illustrated text books, overhead transparencies, videos, flipcharts and handouts. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.
Auditory Learners

- learn through listening...
- They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.
Tactile/Kinesthetic Learners

- learn through moving, doing and touching...
- Tactile/Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.
Making your learning style work for you!!!
Visual Learners:

- use visual materials such as pictures, charts, maps, graphs, etc.
- have a clear view of your teachers when they are speaking so you can see their body language and facial expression
- use color to highlight important points in text
- take notes or ask your teacher to provide handouts
- illustrate your ideas as a picture or brainstorming bubble before writing them down
- write a story and illustrate it
- use multi-media (e.g. computers, videos, and filmstrips)
- study in a quiet place away from verbal disturbances
- read illustrated books
- visualize information as a picture to aid memorization
Auditory Learners:
- participate in class discussions/debates
- make speeches and presentations
- use a tape recorder during lectures instead of taking notes
- read text out aloud
- create musical jingles to aid memorization
- create mnemonics to aid memorization
- discuss your ideas verbally
- dictate to someone while they write down your thoughts
- use verbal analogies, and story telling to demonstrate your point
Tactile/Kinesthetic Learners:
- take frequent study breaks
- move around to learn new things (e.g. read while on an exercise bike, mold a piece of clay to learn a new concept)
- work at a standing position
- chew gum while studying
- use bright colors to highlight reading material
- dress up your work space with posters
- if you wish, listen to music while you study
- skim through reading material to get a rough idea what it is about before settling down to read it in detail.
Sean Covey’s 7 Habits of Highly Effective Teens

1. Be Proactive
   - Being proactive is the key to unlocking the other habits. Take control and responsibility for your life. Proactive people understand that they are responsible for their own happiness or unhappiness. They don’t blame others for their own actions or feelings.

2. Begin With the End in Mind
   - If you aren’t clear about where you want to end up in life, about your values, goals, and what they stand for, you will wander, waste time, and be tossed to and fro by the opinions of others. Create a personal mission statement which will act as a road map and direct and guide your decision making process.

3. Put First Things First
   - This habit helps you prioritize and manage your time so that they focus on and complete the most important things in your life. Putting first things first also means learning to overcome fears and being strong during difficult times. It’s living life according to what matters most.
4. Think Win-Win
   - Learn to foster the belief that it is possible to create an atmosphere of win-win in every relationship. This habit encourages the idea that in any given discussion or situation both parties can arrive at a mutually beneficial solution.

5. Seek First to Understand, Then to be Understood
   - Because most people don't listen very well, one of the great frustrations in life is that many don't feel understood. This habit will ensure that you learn the most important communication skill there is: active listening.

6. Synergize
   - Synergy is achieved when two or more people work together to create something better than either could alone. Through this habit, teens learn it doesn't have to be "your way" or "my way" but rather a better way, a higher way. Synergy allows teens to value differences and better appreciate others.

7. Sharpen the Saw
   - You should never get too busy living to take time to renew yourself. When you "sharpen the saw" you are keeping your personal self, sharp so that you can better deal with life. It means regularly renewing and strengthening the four key dimensions of life - body, brain, heart, and soul.
The Six Pillars of Character

- **Trustworthiness**
  - Honesty
  - Integrity
  - Reliability (Promise-keeping)
  - Loyalty

- **Respect**
  - Civility, Courtesy and Decency
  - Dignity and Autonomy
  - Tolerance and Acceptance

- **Responsibility**
  - Accountability
  - Pursuit of Excellence
  - Self-Restraint

- **Fairness**
  - Process
  - Impartiality
  - Equity

- **Caring**

- **Citizenship**
Study Skills

Workshop Topic 3

Module 6
Workshop Topic 3
Study Skills

Module 6
Learning Objectives

- Organizational skills
- Test-taking skills
- Effective study habits
- Reading critically
- Note taking skills

Domain: Academic
Getting Organized

- Set goals
- Make schedules
- Have time for fun
- Be a better student
- Reduce stress
- Feel good about yourself
- Succeed in the future
Organization Skills

- Use a daily planner
- Use color-coded notebooks
- Keep your book and locker neat
- Schedule a regular homework time
- Set up a study area
- Avoid distractions
- Take breaks
Effective Study Habits

- Take responsibility for yourself
  Recognize that in order to succeed you need to make decisions about your priorities, your time, and your resources

- Center yourself around your values and principles
  Don’t let friends and acquaintances dictate what you consider important

- Put first things first
  Follow up on the priorities you have set for yourself, and don’t let others, or other interests, distract you from your goals

- Discover your key productivity periods and places
  Morning, afternoon, or evening? Find spaces where you can be the most focused and productive. Prioritize these for your most difficult study challenges
Consider yourself in a win-win situation
When you contribute your best to a class, you, your fellow students, and even your teacher will benefit. Your grade can then be one additional check on your performance.

First understand others, then attempt to be understood
When you have an issue with an instructor (a questionable grade, an assignment deadline, etc.) put yourself in the instructor’s place. Now ask yourself how you can best make your argument given his/her situation.

Look for better solutions to problems
For example, if you don't understand the course material, don't just re-read it. Try something else! Consult with the professor, a tutor, an academic advisor, a classmate, a study group, or your school's study skills center.

Look to continually challenge yourself
Time Management

- Make a list
- Know what's important
- Learn to schedule
- Know your peak times
- Control Interruptions

Tips
- Use waiting time
- Tackle hard subjects first
- Know your instructions
- Take care of yourself
- Don't cram
- Avoid perfectionism
- Plan creative time
- Don't overcommit
Career Pathways

Workshop Topic 4

Module 7
Workshop Topic 4
Career Pathways

Module 7

Learning Objectives

- Career Interest Inventory
- Career Exploration
- Exploring Majors

Domain: Career
Holland’s Code

The Models match jobs into job codes, interest clusters, work personality environments, or personality types. The Occupational Codes are:

- Realistic
- Investigative
- Artistic
- Social
- Enterprising
- Conventional
Realistic

- Realistic types prefer to deal with Things.
- A person with a Realistic Personality tends to be frank, practical, focused, mechanical, determined, or rugged.
- Examples of Realistic Abilities include manipulating tools, doing mechanical or manual tasks, or doing athletic activities.
Investigative

- **Investigative types** prefer to deal with things and ideas.
- A person with a **Investigative Personality** tend to be analytical, intellectual, reserved, independent and scholarly.
- Examples of **Investigative Abilities** include working with abstract ideas and intellectual problems.
Artistic

- **Artistic types** prefer to deal with **Ideas** and **People**.

- A person with a **Artistic Personality** tends to be **Complicated**, **Original**, **Impulsive**, **Independent**, **Expressive**, and **Creative**.

- Examples of **Artistic Abilities** include using **imagination and feelings in creative expression**.
Social

- **Social types** prefer to deal with **People**.
- A person with a **Social Personality** tends to be **Helping, Informing, Teaching, Inspiring, Counseling, and Serving**.
- Examples of **Social Abilities** include interacting with people and concerned with the welfare of people.
Enterprising

O Enterprising types prefer to deal with Data and People.

O A person with an Enterprising Personality tends to be Characteristics: Persuasive, Energetic, Sociable, Adventurous, Ambitious, and Risk-taking.

O Examples of Enterprising Abilities include leading, managing, and organizing.
Conventional

- **Conventional types** prefer to deal with *Data and Things*.
- A person with a **Conventional Personality** tends to be Careful, Conforming, Conservative, Conscientious, Self-controlled, and Structured.
- Examples of **Conventional Abilities** include ordering activities paying attention to details.
Career Pathways

Workshop Topic 4

Module 8
Workshop Topic 4
Career Pathways

Module 8
Learning Objectives

- Career awareness and the world of work
- Presentations by working professionals from underrepresented groups

Domain: Career
Levels of Education

- High School
- Certification
- Associate’s Degree (A.A or A.S)
- Bachelor’s Degree (B.A or B.S)
- Master’s (M.A or M.S)
- Doctorate’s Degree (Ph.D.)
Certification

Certification is formal recognition that an individual has proficiency within, and a comprehension of, a specified body of knowledge.
Associate's Degree

An associate degree is an undergraduate academic degree awarded by community colleges. The completion of a course of study usually lasting two years. An associate degree is equivalent to the first two years of a four-year college or university degree. It is the lowest in the hierarchy of post-secondary academic degrees offered.
Bachelor's Degree

A bachelor's degree is a four-year degree. It typically takes four years of full-time study to earn a bachelor's degree. In these four years, you will complete 120 semester credits or about 40 college courses.
Master's Degree

A Master’s degree is a two-year degree. To apply for a master’s degree you usually must already hold a bachelor’s degree. A master’s degree typically requires a year and one-half to two years of full-time study.

To earn a master’s degree you usually need to complete from 36 to 54 semester credits of study (or 60 to 90 quarter credits). This equals 12 to 18 college courses. Most master’s degrees are awarded by public or state universities.
Doctorate’s Degree

PhD, or Ph.D., stands for Doctor of Philosophy. A PhD is an advanced degree requiring usually three to eight years of study beyond receiving a Bachelor’s degree. The PhD candidate does not necessarily study philosophy. In fact, many candidates study science or different liberal arts fields.
Presentations by Career Professionals
College Admission Process

Workshop Topic 5

Module 9
Workshop Topic 5
College Admission Process

Module 9

Learning Objectives

- Correlation between high school academic achievement and college
- Post-secondary planning and application process
- College students from underrepresented groups

Domain: Academic
Presentations by College Students
College Admission Process

Workshop Topic 5

Module 10
Workshop Topic 5
College Admission Process

Module 10
Learning Objectives

- Introduction to Community College, CSU, UC and Private College Systems
- College eligibility requirements
- Financial Aid Information

Domain:
Educational Systems

- University of California
- California State University
- Private Colleges
- Community Colleges
University of California:
- Berkeley
- Davis
- Irvine
- Los Angeles
- Merced
- Riverside
- San Diego
- San Francisco
- Santa Barbara
- Santa Cruz

Degrees:
- Bachelor’s (B.A B.S)
- Ph. D
California State University

California State University
- Bakersfield
- Channel Island
- Chico
- Dominguez Hills
- East Bay
- Fresno
- Fullerton
- Humboldt
- Long Beach
- Los Angeles
- Maritime Academy
- Monterey Bay
- Northridge
- Sacramento
- San Bernardino
- San Marcos
- Stanislaus
- San Diego State University
- San Francisco State University
- San Jose State University
- California Polytechnic State University, San Luis Obispo
- Sonoma State University

Degrees:
- Bachelor's (B.A B.S)
- Teacher's Credential
- Ph. D
Private Colleges

- University of Southern California (USC)
- Pepperdine University
- Loyola Marymount University
- Stanford
- Mount St. Mary’s College
<table>
<thead>
<tr>
<th>California Higher Education Opportunities</th>
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<tbody>
<tr>
<td><strong>Number of Colleges</strong></td>
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<tr>
<td><strong>Tuition Fees</strong></td>
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<tr>
<td><strong>Available Degrees</strong></td>
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</tbody>
</table>
Financial Aid for College

Financial Aid Timeline:
1. Senior year fall semester apply: apply to colleges/university
2. Senior year spring semester:
   a) Apply for financial aid by filling out FAFSA with priority filling period Jan 1. through March 2.
   b) Confirm information on FAFSA.
   c) Receive financial aid package.
   d) Accept financial aid.

Website: [http://www.fafsa.ed.gov/](http://www.fafsa.ed.gov/)
## Financial Aid Types

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grants</strong></td>
<td>Aid from the State/Federal government that does not have to be paid back.</td>
</tr>
<tr>
<td><strong>Scholarships</strong></td>
<td>Aid from the University or private organization that does not have to be paid back.</td>
</tr>
<tr>
<td><strong>Work-Study</strong></td>
<td>Borrowed money that must be paid back. Student loans have low interest and must be paid back beginning 6 months after college graduation. Parent loans have slightly higher interest rates, must be paid along the way.</td>
</tr>
</tbody>
</table>
Appendix E

HANDOUT-WORKSHOP TOPIC I

My Bill of Rights

YOU HAVE THE RIGHT TO...

✓ Be treated with respect.
✓ Express your opinions and feelings.
✓ Set your own priorities.
✓ Say no without feeling guilty or giving explanations.
✓ Ask for what you want and need.
✓ Get what you want and need.
✓ Get what you pay for.
✓ Ask for information from professionals.
✓ Make mistakes.
✓ Choose not to assert yourself.
✓ Be independent.
✓ Have your needs met (including by yourself).
✓ Do less than you are humanly capable of.
✓ Act only in ways that promote your dignity and self-respect as long as others’ rights are not violated in the process.
I-MESSAGE FORMULA

I FEEL...

_____________________________________________________

_____________________________________________________

WHEN...

_____________________________________________________

_____________________________________________________

BECAUSE...

_____________________________________________________

_____________________________________________________

AND I WANT/NEED....

_____________________________________________________

_____________________________________________________
I-MESSAGE EXAMPLES

MESSAGE 1

I feel irritated
When you take a book from my locker without telling me
because I don’t know where it is and worry about it,
and I want you to ask me first.

MESSAGE 2

I’m really steamed
When you don’t come at the time you say you are going to
because I feel worried about you and scared to wait alone,
and I want you to respect my time (come on time).

MESSAGE 3

I feel resentful
when you always want me to spend my money on sodas and food
because I work very hard for my money,
and I want you to share equally in snack expenses.
HANDOUT-WORKSHOP TOPIC 2

Setting Goals

My goal is:

______________________________________________________
(State the goal positively)
I will achieve my goal by:

_________________________________________________________
_________________________________________________________
_________________________________________________________

To achieve my goal, I will:
Potential roadblocks to reaching my goal:

_________________________________________________________
_________________________________________________________
_________________________________________________________

Strategies to overcome the roadblocks are:

_________________________________________________________
_________________________________________________________
_________________________________________________________

This goal is important to me because:

_________________________________________________________
_________________________________________________________
_________________________________________________________

3 important action steps to reach my goal include:

_________________________________________________________
_________________________________________________________
_________________________________________________________

My goal is both realistic and challenging because:

_________________________________________________________
_________________________________________________________
# Career Goals

<table>
<thead>
<tr>
<th>Draft Goal</th>
<th>Short-term (1 Year)</th>
<th>Mid-Range (3-5 Years)</th>
<th>Long-term (10 Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where do you want to be in...?</td>
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</table>

**Specific:**
- What is the desired job?

**Measurable:**
- How can you quantify progress and completion?

**Achievable:**
- What training, certification and skills are needed?
- Experience necessary?
- Resources needed?
- Help from other people?

**Relevant**
- Is the goal in alignment with other life goals?

**Time-bound**
- What is the deadline?
- Is the deadline realistic?

**Final Goal**
## Weekly Schedule

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<th>Monday</th>
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Career Clusters

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics
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