Creating a Parent-Child Partnership and Promoting Future Success with Parent and Student College Workshops

A graduate project in partial fulfillment of the requirements for the degree of Master of Science in Counseling, School Counseling

by

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I would like to dedicate this project to my son Jacob and Klarissa. Jacob, you are too young to understand right now what it is that I have been doing these past two years, but as you get older I hope that you know that I took on this endeavor for you, and will continue to do everything I can to provide for you and make you happy.

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIGNATURE</td>
<td>ii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vi</td>
</tr>
<tr>
<td>CHAPTER I. INTRODUCTION AND PURPOSE OF THE PROJECT</td>
<td></td>
</tr>
<tr>
<td>A. Introduction</td>
<td>1</td>
</tr>
<tr>
<td>B. Statement of Need</td>
<td>1</td>
</tr>
<tr>
<td>C. The Purpose of the Project</td>
<td>4</td>
</tr>
<tr>
<td>D. Terminology</td>
<td>5</td>
</tr>
<tr>
<td>CHAPTER II. REVIEW OF THE LITERATURE</td>
<td></td>
</tr>
<tr>
<td>A. Introduction</td>
<td>6</td>
</tr>
<tr>
<td>B. Parent-School Partnership</td>
<td>6</td>
</tr>
<tr>
<td>C. Student’s Perception of Parent Involvement</td>
<td>9</td>
</tr>
<tr>
<td>D. Obstacles in Getting Parents Involved</td>
<td>11</td>
</tr>
<tr>
<td>E. The Importance of College Readiness in High School</td>
<td>14</td>
</tr>
<tr>
<td>F. The Importance of College Knowledge in High School</td>
<td>17</td>
</tr>
<tr>
<td>G. Successful College Preparation Programs</td>
<td>23</td>
</tr>
<tr>
<td>H. Synthesis of Literature Review</td>
<td>26</td>
</tr>
<tr>
<td>CHAPTER III. PROJECT AUDIENCE AND IMPLEMENTATION FACTORS</td>
<td></td>
</tr>
<tr>
<td>A. Introduction</td>
<td>28</td>
</tr>
<tr>
<td>B. Development of Project</td>
<td>28</td>
</tr>
<tr>
<td>C. Target Population</td>
<td>30</td>
</tr>
</tbody>
</table>
D. Personal Qualifications of the Facilitator

E. Environment

F. Outline of the Workshops

IV. CONCLUSION
   A. Summary
   B. Evaluation
   C. Future Work/Research

V. REFERENCES

VI. APPENDIX
   Parent/Student Workshops: Planning Ahead for Future Success
   Workshop One  Why College is Essential  40
   Workshop two  Planning for UC/CSU Eligibility  49
   Workshop three Going Beyond Eligibility  53
   Workshop four  Writing Your Personal Statement  56
   Workshop five  Exploring the College Systems  61
   Workshop six  Money for College  67
   Workshop seven College Assessments and Career Exploration  76
   Workshop eight  Celebrate the College Venture  87
ABSTRACT

CREATING A PARENT-CHILD PARTNERSHIP AND PROMOTING FUTURE SUCCESS WITH PARENT AND STUDENT COLLEGE WORKSHOPS

by

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Master of Science in Counseling

School Counseling

The goal for this project is to increase parental involvement and high school students’ college readiness. Parental involvement increases a student’s academic achievement, yet it declines as students get to high school. When a student is college ready, they have a higher probability of completing their postsecondary education. High school student’s perception concides with that of legislation in that they want parents to be more involved. There are however, many obstacles to increasing parental involvement, some of which include a lack of appropriate communication between the school and parents, teacher and parent misperceptions about parental involvement, language barriers, and complex high school curriculum. After considering these obstacles, it is important to understand the significance of college readiness in high school students. Providing students with the resources to plan for their postsecondary education will give them the opportunity to enroll in a college with all of the necessary requirements, and a higher probability of completing their college career. With this in mind a series of eight workshops will be provided for tenth grade students and their parents providing them with the knowledge on how to be college ready.
CHAPTER 1

INTRODUCTION

There are many aspects to a child’s education that will determine what he or she is able to achieve academically and one of those aspects is the way in which parents are involved in their child’s education. It is evident that some parents are more involved than others and the level and form of involvement varies from parent to parent. According to Lee (1995), parents tend to be more involved during the time when their child is in elementary school, and then this participation seems to decline, especially as students move from the middle grades to the early years of high school. Since parent involvement at the high school level has shown to increase academic achievement through better attendance, more credits earned, and other indicators of school success, it is important to continue getting parents involved (Epstein, 2005). Part of the high school process involves preparing students for postsecondary education. In fact, research suggests that parents become involved in the process of preparing their child for college in order for them to enroll effectively in college (Martinez, Saenz, & Yamamura, 2010). This project will combine the aspect of parental involvement with college readiness for high school students, by creating a workshop for students and their parents, in which they will learn how to go through the college admissions process, and how to be college ready.

Statement of the Problem

Parental involvement in children’s learning activities positively influence their levels of achievement and motivation to learn (Epstein, 1992). Epstein (2005) also asserts that parental involvement throughout high school has contributed to positive results for students, including higher achievement, better attendance, more course credits earned,
more responsible preparation for class, and other indicators of success in school. Overall parental involvement has shown to improve academic achievement in specific subject areas. Parental involvement has also shown to have a positive effect on students by reducing dropout rates (Rumberger, 1995). In addition, Miedel (1999) has found a decrease in the rates of grade retention and a reduction in the years a student is placed in special education, when parents are more involved.

Students also appear to benefit from parental involvement by showing an improvement in mathematics and writing skills. Crane (1996) found that parent-child participation in educational activities at home is a strong predictor of mathematics achievement, and that the home’s emotional and intellectual atmosphere has the potential to substantially increase children’s mathematics scores on standardized tests. Jordan, Snow and Porche (2000) also found that parents who engaged in both school and home literacy activities with their children resulted in significant gains in their child’s language scores, such as increased vocabulary, story comprehension, and sequencing in storytelling.

Easton (2010) conducted a study examining the effects of parental involvement on test scores and found a strong correlation between school engagement and math test scores in 12th grade. As predicted, parental expectations, and parent-student communication (as reported by the student) had the strongest correlations both with school engagement and mathematics scores. Parent-child communication (as reported by the student) had the strongest positive effect. The author also suggested that high parental expectations can positively affect academic achievement, though the effect is less for poor performing students. Easton also believed that helping parents and high school
students establish and maintain healthy relationships builds an open communication, closeness, and fostering of both separation and connectedness, which may lead to higher academic achievement (2010). Aside from being involved in their child’s academic education, another way in which parents can be involved is in making sure their child takes all of the necessary classes to be ready for college, which is referred to as college readiness.

According to Coca, Nagaoka, & Roderick (2009) the Secretary of Education’s Commission on the Future of Higher Education made high school reform a central component in improving access to and success in college, in order to develop a comprehensive national strategy for postsecondary education. In relation to making access to college a part of school reform, sociological researchers emphasized that in addition to measured qualifications, a student’s college readiness will be shaped by whether he or she has college knowledge. Part of this college knowledge is receiving information about the college application process, and taking all the steps needed to apply and enroll in four-year colleges; it is this type of information that urban students with postsecondary aspirations often lack (2006).

According to Martinez, Saenz, and Yamamura (2010) in addition to college readiness being characterized as a community effort we must examine schools and families as well. In their research using a focus group, the authors examined the meaning and significance of college readiness among multiple stakeholders. They found that teachers overwhelmingly thought that responsibility starts at home with the family. When the teachers were asked who was most responsible for college readiness, one teacher shared that parents are the foundation for college readiness. They did not put all of the
responsibility on the parent, but believe they are responsible only after the parent. The teachers viewed college readiness as a multi-faceted process with an emphasis on collective responsibility between parents, teachers, educators, and community members. Based on their results the authors recommended they move from individualized, student-centered model of college preparation to one that is family and community centered. They were reminded from multiple stakeholders that parents need more college information. Their findings suggest that if families are engaged in the college readiness process early in their lives, and throughout their child’s K-12 educational experience, the lack of college information and knowledge that impedes students and their families from successfully enrolling and graduating from college may diminish.

**Purpose of the Project**

Since there is an apparent decline in parental involvement in high school, and considerable lack of college knowledge, the purpose of this project is to develop a series of workshops for tenth grade high school students and their parents in which the parents and their child will learn all aspects of college readiness. The series of workshops will be given on weekends, to provide working parents the opportunity to participate. The workshops will provide information about high school requirements, grade point average, college requirements, college entrance exams, and other postsecondary plans. The workshops will also be interactive in that parents can share their stories about their experiences with college, and activities that will help them retain the information that is disseminated. This work will contribute to research on parental involvement in schools by introducing workshops that will help parents participate effectively in their child’s education. The hope is that this project will increase student and parent knowledge on
college readiness, which in turn will increase the student’s academic achievement, and also foster a parent-school partnership.

**Terminology**

**Parental Involvement:** refers to the amount of participation a parent has when it comes to schooling and his/her child’s life.

**College Readiness:** refers to students whom have the knowledge, skills, and behaviors to complete a college course of study successfully, without remediation.

**College Knowledge:** refers to a student who has the information, resources, and skills necessary to effectively navigate the college admission process.

**Stakeholders:** are parents, students, administrators, alumni, and the community, whom have an interest in the quality of provision and the quality of outcomes in education.

**A-G Requirements:** refers to the high school courses a student must take in order to be eligible to attend any school in the University of California (UC) or the California State University (CSU) systems as a freshman.

In order to create a program that will help high school students improve academic achievement there needs to be a review of the literature regarding parent involvement in high schools, college readiness and college knowledge, and the need for parent workshops. Not enough programs are created that help parents of adolescents become involved in their child’s school, much less involved in the process of preparing them for college. Educators also need to be aware that their support is required in order to encourage parents to get involved. To better understand this issue, the next chapter will review previous studies and research regarding parent involvement in high schools.
CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

In order to create a series of workshops that focuses on helping parents become involved in their child’s education through college readiness, it is important to examine research and literature regarding the importance of involving parents in their child’s education. The areas that are covered in this chapter will delve into the basics of parent involvement and how this will help students improve academic achievement. The focus will then include the partnership between parents and school, the student perspective about parent involvement, the obstacles that arise when trying to get parents involved, the importance of college readiness, and about college preparation programs that have been successful.

Parent-School Partnership

Drake (2000) declares that parents and schools must communicate and collaborate in order to help students reach their full potential.

The challenges that students in America’s public schools face cannot be solved by educators alone; nor can these problems be solved by parents or families alone. Students in schools across this nation are confronted by critical social, emotional, and environmental problems. More collaboration between the school and home will need to be focused on dealing with these problems (2000, p. 34).

This concept of parent-school partnerships has been a focus of legislation. According to the U.S Department of Education (1994) one of the 1994 Goals 2000 legislation was for
every school to promote partnerships that would increase parental involvement and participation in promoting the social, emotional, and academic growth of children. The No Child Left Behind (NCLB) Act of 2001 also focused on the needed to improve the parent-school partnership (Speth, Saifer & Forehand, 2008). The objective of the NCLB Act was to create high performing schools by challenging states to have 100 percent of their public school students proficient in reading and mathematics. It also required the states to define Adequate Yearly Progress (AYP), which was based on students’ scores on the state assessments plus graduation rates for high schools, and at least one other indicator for elementary and middle schools. In order to create these high performing schools it required that schools in need of improvement involve parents in the process. The NCLB Act viewed parent involvement as a necessary means to help increase student achievement and lift schools out of at risk status. It is vital that schools and parents create and maintain a partnership that will help achieve this goal (2008).

Speth, Saifer and Forehand (2008) conducted a study exploring how the improvement plans of Title I schools in the Northwest Region align with parent involvement requirements of the NCLB Act. Title I schools are schools that are in need of improvement based on students test scores and are required to submit a two-year plan that must address the academic issues that led to improvement status and describe strategies for student achievement. These researchers analyzed the 2006/07 school improvement plans for 308 Title I schools to determine whether they contained parent involvement activities (2008).

This team of researchers coded the 4,926 parent involvement activities from the 308 school improvement plans and determined that the majority of school plans, 54
percent, did not include the three parental involvement components that are required by section 1116 of the NCLB Act. Section 1116 of the NCLB Act details how schools must notify parents in writing of the schools improvement status and collaborate with parents to develop and implement an improvement plan that will improve academic achievement. It also requires schools to implement strategies that promote effective parental involvement. Of the 308 schools 85 percent were successful in integrating an effective parental involvement strategy because they were only required to list one effective strategy. Speth et al. also found that as the school level increased from elementary to high school, the number of parent involvement requirements from section 1116 decreased. Another important finding was that 75 percent of the schools served English language learners yet only 33 percent of these had mentioned activities that involved communicating with parents in a language that they could understand. The schools that did meet all of the requirements were schools that were provided with a template for completing their school improvement plans (2008).

This study indicated that although schools are required to create a partnership with parents to improve academic achievement, few are successful. Speth et al. also pointed out that schools can be more successful at trying to create this partnership if they are given a clear direction on how to get parents involved (2008). Most teachers and administrators would like to get parents involved, but they don’t know how to go about it, so they are constantly fearful about trying (Epstein, Coates, Salinas, Sanders, & Simon, 1997). When trying to create the parent-school partnership it is also important to keep in mind the child’s perspective on parent involvement.
Student’s Perception of Parent Involvement

As noted by Leon (2003), the topic of parent involvement is already a complex subject to define and difficult to implement, so when parents and their child have different perceptions regarding how they would like the other to be involved or when they don’t know how the other really feels about involvement, it makes it an even more difficult subject to address. Leon has found that contrary to what parents might think, adolescents do want their parent’s help, and believe it is important to spend time with their family as they experience secondary school life (2003). Herrold & O’ Donnell (2008) declared that although adolescents begin to experience a sense of autonomy during high school, they still want and need adult guidance and approval.

Hedlund (2010) conducted a study to examine whether high school students who perceived their parents’ involvement as being strong achieved better grades than those that perceived their parents as having a low level of involvement in their education. The researcher surveyed and interviewed students, teachers, and parents. The students were asked to rate specific statements using a Likert scale that ranged from never to always, that was related to how parents help them with school. One of the statements that were on the survey was, “My parents discuss my work and progress with me.” In the interview, they were asked two open-ended questions that were intended to develop a broader picture of their perceptions of their parents’ involvement (2010).

The results of the survey indicated that students in the high achievement group perceived their parents as more involved than those students grouped within the low achievement group. Most high achievement students also reported more frequent perceptions of higher parental involvement than the students in the low achievement
groups. In seventy percent of the cases, the high achievement group perceived higher levels of parental involvement than the low achievement group. The results indicated that 58.4 percent of the study population believed that parents were involved from a level of frequently to almost always. Only 38 percent of the students perceived their parents as highly involved. Only three students saw their parents as being more involved than they wanted them to be (2010).

When the students were interviewed, one student mentioned that when her dad is involved it shows her he cares and is paying attention to what she is doing. Another student mentioned that she is doing as well as she is in school because of her mother’s active involvement and interest. A majority of the students observed their parents as being positive and encouraging them to do their best (Hedlund, 2010).

Hedlund’s study (2010) indicated that even though adolescents are beginning to have independence during the secondary school level, they still want and need adult direction and support. The majority of the students had a positive attitude about their parents being involved in their education. The outcomes of this study imply continual, personal communication is an essential starting point for the majority of parental involvement. Miscommunication between parent and child is just one of the obstacles in parental involvement. Besides communication, there are many other obstacles that prevent parents from getting more involved in their child’s education (2010).

**Obstacles in Getting Parents Involved**

One of the obstacles that parents face is the lack of appropriate communication. In a survey of 307 high school teachers conducted by Dornbush and Ritter (1988), more than half said that they preferred to have contact with parents who had children with
learning difficulties, and those parents of children with disciplinary problems. This attitude from teachers will not get parents involved in the school. Epstein (2001) contends that parental contacts with the secondary school principals, teachers, and other administrators are too often restricted to conversations or confrontations about students’ problems and behavior. All students need some form of parent involvement, regardless of how well a student is doing. This attitude might be due to the fact that teachers in secondary schools have a larger number of students than teachers in elementary schools, making it more difficult for teachers to get all parents involved (Hedlund, 2010).

Another concern noted by Hedlund (2010) is the lack of shared understanding between the school and the family; as chances for parent involvement are hindered by a general uncertainty among teachers, parents, and students. Many parents do not know the expectations of their involvement, and teachers have a difficult time knowing how to get them involved. It appears that there is a breakdown in communication efforts between parents and the school, and when this breakdown occurs, efforts on the part of both parties diminishes and the bond between both is weakened (2010). Snow (1999) conducted a study which concluded that teachers were often waiting for parents to point to a readiness to participate, while parents were also waiting for encouragement from teachers. Each of the groups was waiting for one another to initiate parent involvement, with neither taking initiative (1999). Both teachers and parents hold misperceptions about parental involvement. According to Hedlund (2010), teachers believe that parents are not concerned in being involved, and parents believe that teachers wish to restrict parental participation due to not receiving specific invitations in regards to involvement practices available. This misperception is an indication that parents and the school need
better communication in what is expected of one another.

The difficulty in creating ways to make parents feel welcomed is another barrier to parental involvement (Ramussen, 1998). Because high schools are often larger than elementary or middle schools, they lose the neighborhood feeling that is associated with smaller schools. Griffith (1998) argues that the school’s physical features, organizational characteristics, and attitudes of school staff are significant influences on parental involvement. He defines organizational characteristics as the comfort in the parent-school relationship, the promptness of communication from the school to parents, and the perception of their collaboration. If parents feel that they don’t belong, aren’t needed, or unwelcome, they may feel uncomfortable participating in school events and initiating communication (1998).

Another area that can lead to obstacles in participation is whether schools are attentive to the language barriers that might inhibit parents from being involved. Ingram, Lieberman and Wolfe (2007) contend that a lack of verbal or written fluency in English presents substantial barriers to communicating with the school. Russel (2010) postulated that parents who cannot read English may struggle with reading notices that were sent home, may not understand the forms that they need to sign and return to school, and may be unable to communicate with school personnel. Keeping parents involved by providing forms of communication in a language that they will understand would create a more welcoming environment for parents (2010).

Another hurdle that high schools face is getting parents to show up to school events. According to Burke (2001), parents are less likely to participate in school events, or join parent-teacher groups as children get older. Howley (1999) states that,
Many schools have gone to the expense and effort of planning a series of events for parents and community members and have only two or three people attend. When this happens, school staff become disillusioned and begin to wonder if school partnerships are even worth the effort. (p. 3)

This obstacle goes hand in hand with the barrier of creating a school climate that is inviting to parents. It also relates to the barrier parents face that concerns communicating with their child. If parents asked their child how he or she feels about them being involved, they might find out that age does not matter (Burke, 2001).

Another dilemma that can result in a lack of parent involvement in high schools is the nature of and complexity of high school curriculum. As children move throughout high school it gets more and more difficult for parents to understand much less help their children with school work (Leon, 2003). According to Russell (2010), one reason why curriculum might be of difficulty for parents is that they have lower levels of education themselves. This might be an obstacle if parents have less confidence in their own abilities to help their child succeed in school (2010). Deslandes & Bertrand (2005) found that parents are more likely to be involved if they believe they have the skills and knowledge to help their child succeed in school. Fantuzzo, Tighe and Childs (2000) indicate that parents with an education beyond high school were more likely to be engaged in higher levels of school-based involvement and home-school communication than parents with only a high school education.

There are an abundance of obstacles that parents and schools face in improving parental involvement, in which only a few have been mentioned. Parents and schools need a better form of communication so that there are no misperceptions. Schools need to
find better ways to create a more welcoming school climate, and ways that will encourage parents to participate.

The Importance of College Readiness in High School

The advantages and importance of greater agreement of what constitutes college readiness are apparent at a time when an ever-increasing proportion of high school students are choosing to go to college, and making certain that they are not just eligible but prepared will help students achieve their goals (Conley, 2008). In survey after survey, students are making their intentions clear: They intend to go to college (Haycock, 2010). According to Haycock (2010), college aspirations are up for all ethnic groups, but the growth in college orientation among low-income students and students of color has been nothing short of stunning. Nationally, the share of tenth graders who stated they hoped to earn a bachelor’s degree or higher doubled, from 40 percent in 1980 to 80 percent in 2002 (Coca, Nagaoka, & Roderick, 2009). Despite the upward trend in college attendance, the proportion of those who completed bachelor’s degrees rose by less than 6 percentage points (Coca, et.al, 2009). In 2005, only 17.8 percent of African American young adults had earned a bachelor’s degree, an only 10.5 percent of Latino young adults had completed a bachelor’s degree or higher. Closing the aspirations-attainment gap requires more than increasing the number of students who enroll in college; therefore, the central strategy is to improve college access and performance by ensuring that students leave high school with the academic skills, coursework, and qualifications they need (2009).

The likelihood that students will make a successful transition to the college environment is often a function of their readiness (Conley, 2008). A key problem is that
the current measures used to prepare students for college are limited in their ability to communicate to students and educators what students must do to fully be prepared to succeed in college. Because college is truly different from high school, college readiness is fundamentally different from high school completion. The pupil-teacher relationship changes dramatically, as do expectations for engagement, independent work, motivation, and intellectual development. The college instructor is more likely to expect students to make inferences, interpret results, support arguments with evidence, engage in the give-and-take of ideas, and generally think deeply about what they are being taught. Several studies of college faculty, nationwide, expressed agreement that students arrive largely unprepared for the intellectual demands and expectations of postsecondary education.

Based on his research, Conley derived key areas that he believes are necessary for college readiness. The first is, key cognitive strategies, such as problem formulation and problem solving, research, reasoning, argumentation, and proof, etc. The second is Academic knowledge and skills in core academic subjects, such as English, mathematics, science, social studies, etc. The third strategy is academic behaviors, which encompasses behaviors that reflect greater student self-awareness, self-monitoring, and self-control. Finally, the fourth strategy for college readiness is contextual skills and awareness, which is also referred to as college knowledge. The goal of presenting a more comprehensive model of college readiness is to highlight the gaps that exist between those who are college eligible and those who are college ready (2008).

According to Coca, Nagaoka, & Roderick (2009), high schools’ will have to build instructional environments where students are learning content knowledge and core academic skills, as well as developing the non-cognitive skills that traditionally have not
been the focus for most high schools. They will also have to take responsibility for teaching college knowledge and providing support for students in the college-going process. The researchers suggested four policy strategies for increasing college readiness. The first is to develop valid indicators of college readiness and accountability by having the districts and states hold themselves accountable for students’ postsecondary performance. The second is to help high school educators meet the instructional challenge, which will require developing classroom environments that deeply engage students in acquiring the skills and knowledge they will need to gain access to and succeed in college. The third is to bridge the information and social capital gap, which focuses on strengthening schools’ capacity by providing the resources, strategies, and know-how to counselors and teachers so that they are appropriately equipped to provide support to students throughout the college planning process. The fourth is to use incentives and strong signals for students by sending clear messages directly to students about what they must do to prepare for college and, in turn, by providing students with incentives for strong performance. These four strategies are meant to provide guidelines for how states and school districts can focus their efforts to increase college readiness.

**The Importance of College Knowledge in High School**

If educators are to use college readiness as a strategy for accomplishing the goal of college access and success, they must couple academic preparedness with the knowledge and skills students need to navigate the college-going process, also called “college knowledge” (Coca, Nagaoka, & Roderick, 2009). In particular, low-income and minority students face barriers to college access beyond their qualifications and point to the importance of understanding the college application process, the financial aid system,
and the range of choices within the postsecondary system, as well as being able to navigate these complex processes and systems. High schools can support students’ by providing norms, information, and guidance about college-going, so that they can successfully enroll in college (2009).

Urban students with high postsecondary aspirations lack the information about the college application process and often have difficulty taking the necessary steps to apply and enroll in four-year colleges (Coca, Nagaoka, & Roderick, 2009). Economists Christopher Avery and Thomas Kane found that high school seniors with similar aspirations in Boston Public Schools and suburban high schools near Boston differed dramatically in the steps they took to apply to college. Among the students who planned to attend a four-year college, 91 percent of the suburban sample, and only slightly half of the Boston sample, had obtained an application from the college they were interested in attending by the fall of their senior year. In that sample, the percent of students who had actually applied to a four-year college by that fall was, 18 percent of the Boston sample, and 41 percent of the suburban sample. In their own study in Chicago, they found that only 41 percent of Chicago seniors who stated that they aspired to complete a four-year degree actually applied to and enrolled in a four-year college. In their study identified three critical points where students encountered obstacles on the road to college. First, the students who had initially planned to attend a four-year college instead planned to attend a two-year or vocational school or to delay enrollment. Second, only 60 percent of seniors who aspired to complete a four-year degree reported that they had applied to a four-year college. Third, even among students who had been accepted to a four-year college, some did not enroll (2009).
Research on college access suggests that low-income and first-generation college students do not effectively engage in a college search (Coca, Nagaoka, & Roderick, 2009). Students have difficulty identifying the kinds of colleges they might like to attend, the options that are available to them, and how much they will be expected to pay for college. For example, first-generation college students are likely to focus their college search to colleges of traditional feeder patterns. Low-income students are much less likely than other students with similar test scores to send those scores to top-tier public and private institutions. These findings suggest that many first-generation students, particularly those without a strong college-going tradition, conduct a constrained college search that often leads them to enroll in colleges that are less selective than they are actually eligible to attend. College choice matters because it may shape students’ likelihood of college graduation. Sociologists Alon & Tienda (2009) found that minority students’ likelihood of graduating increased as the selectivity of the college increased. In their work in Chicago, the most consistent predictor of whether students took steps toward college enrollment (planning to attend a four-year college, applying, being accepted, and enrolling in a four-year college), as well as whether they enrolled in a college that matched their qualifications, was whether their high schools had strong college-going climates measured by either the percentage of prior graduates attending four-year colleges or by teachers’ reports of whether they focused their work and curriculum on preparing and planning for college (2009).

Antonio, Kirst, & Venezia (2003), conducted a six-year national study in which they examined issues regarding postsecondary education admission standards and placement policies, the policy structures in place that support or assist students, their
parents, and K-12 educators, and if there were differences in how students receive and interpret those policies. Their research addressed the issues of inadequate preparation for college, high levels of remediation, and low rates of college completion. They found that many students and parents are confused by what is expected of students when they enter college, which can contribute to poor preparation for college. Some of these misunderstandings might be related to the variety of misconceptions about college that students have. Some of the misconceptions were that students believed they could not afford college, meeting the high school requirements would prepare them for college, that it’s better to take easier classes in high school and get better grades, and that they can take any class they want when they go to college. The confusion and frustration by students, and their parents also had to do with the current reforms, especially the state assessments, which are adding to their already hectic environments in which college counseling and related activities are put to the side. Even though students intended to attend college, the majority had not been involved in many college preparation activities. For example, approximately one-quarter of the students sampled had attended a college night, and only one-quarter had taken the ACT or SAT. The students that tended to participate more in college preparation activities were students of high socioeconomic status, honors students, and 11th graders (2003)

The vast majority of K-12 educators that Antonio, Kirst, & Venezia, 2003, interviewed expressed a deep concern about students’ preparation for college. The problems they cited facing, along with students, included inadequate college resources and materials, inequitable college advising by counselors and teachers, inequitable college preparatory curricula, and a general lack of teacher knowledge of college
preparation issues. One measure of student understanding of postsecondary admissions policies was whether they knew the course requirements for admissions. Less than 12 percent of the students knew all the course requirements for the institutions studied. For California it was less than one percent, which was surprising since the state had developed public university eligibility requirements, called the A-G requirements. A greater proportion of high-SES (socioeconomic status) students and students in honors English knew the requirements than did students in low-SES and students in non-honors English. Another measure of college admissions is that of placement tests. Across the five states studied, a greater proportion of students knew the required university placement exams of the less-selective universities than those of the more-selective universities, although knowledge about specific tests and subject areas was vague. Students in the community college focus groups reported being unaware that they would be required to take a placement test upon their enrollment (2003).

Students across the board overestimated the cost of tuition (Antonio, Kirst, & Venezia, 2003). Of the students sampled, 22 percent estimated the costs were between twice and five times more than the actual costs. Across the states, students overestimated the cost of community colleges and the less-selective university, but were closer in estimates to the more-selective university. High-SES students and honors English students tended to be slightly more accurate in their cost predictions. It is important that students and parents not overestimate costs of tuition because it can lead to the belief that they cannot afford college (2003).

The study by Antonio, Kirst, & Venezia (2003), also found that there are inequitable college preparatory opportunities for all students. Students who are in
accelerated curricular tracks in high school receive clearer signals about college preparation than do their peers in other tracks. Students in high-level courses, also often receive the information from a variety of sources, including the challenging content of their courses, university recruitment efforts, their parents, counselors, other students, and teachers who are knowledgeable about college level standards. Students in middle and lower level high school courses, however, are not reached by college counseling staff, or parents. They may not be reached by parents due to the fact that many economically disadvantaged parents often lack experience and information concerning college preparation for their children. Unfortunately, the main predictor of college success is the students’ high school course-taking patterns (2003).

Another measure of college admissions policies is the lack of college counseling for all students (Antonio, Kirst, & Venezia, 2003). Many high schools do not have counselors who specialize only on high school to college transitions; therefore, it leaves many students with few available people at the school site who are familiar with college transition issues to talk to. Counselors face a range of responsibilities such as test administration, course scheduling, providing mental health or other counseling services, addressing disciplinary issues, and supporting students with special needs, which leaves little time for college advisory. Many students in all states studied were dissatisfied with the college counseling in their high schools. For example in Illinois, one honors student said, “They just look at what you’re required to take to graduate from high school. The counselors don’t look at what you have to have to get into college (42).” Many students were concerned that college counseling was only for honors students (2003).

Overall the study by Antonio, Kirst, & Venezia, 2003, found that many students,
their parents, and educators are very confused or misinformed about how students should prepare for college. There were inequalities between students in honors and non-honors classes in terms of the amount of the college counseling they received. Students also had vague understandings of specific admission and placement policies. Based on their research, there were three actions that were most promising for immediate reform. The first was providing students, their parents, and educators with accurate, high quality, information about, and access to, courses that will help prepare students for college-level standards. The second was shifting media, policy, and research attention to include broad access colleges and universities attended by the majority of students. The third was to expand the focus of local, state, and federal programs from access to college to include access to success in college.

**Successful College Preparation Programs**

One of the programs that aims to help students prepare for postsecondary education is GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), a national, federally funded, research based initiative. This program was enacted as part of the 1998 Higher Education Act, and contributes to the mission and goals of the No Child Left Behind Act, to give more low-income students the skills, encouragement, and preparation to enter and succeed in postsecondary education. California GEAR UP Program has been impacting over one-third of the 1200 middle schools since 1999. In California’s GEAR UP Program the goal was to design a program that would create a self-sustaining college going culture by working with the schools through principals, teachers, counselors, families, and community leaders, to ensure that a higher proportion of middle school students will enroll and succeed in high school and
postsecondary education. The purpose of GEAR UP Program was to develop a college-going culture in middle schools. Their method in achieving their purpose was by providing professional development for principals, teachers, counselors, and families. According to GEAR UP Staff (2012), they also assisted schools in offering Advanced Placement (AP) and Honors courses, and with state encouragement increased the number of students enrolled in Algebra and Geometry for Grade 8. Another aspect of the GEAR UP Program was to provide academic counseling by teachers and counselors that would result in an individual academic plan for each student through high school as well as attend meetings about postsecondary education. The GEAR UP Program also requested that the American College Test (ACT) develop a middle school module of its EXPLORE program and encouraged the use of the College Board’s Preliminary Scholastic Assessment Test (PSAT) in middle school in order to give students an early indication of their academic strengths and weaknesses, information for developing an academic plan, and preparation for taking the Scholastic Assessment Test (SAT) and ACT in high school. They have also provided support to 16,065 family members by having parents participate in a nine-week course offered by the Parent Institute for Quality Education (PIQE) to give parents information of the ways in which they can support their children to be prepared for postsecondary education. As a result of their practices over 90 percent of the schools offered Advanced Mathematics courses by the end of their two-year involvement in the program. Also, a higher proportion of students at GEAR UP schools enrolled in Algebra and Geometry classes than did students nationwide. Participating family members and middle school educators assessed the program as effective in providing specific services that are expected to lead to systemic change (2012).
Another college preparation program is College Match. College Match is a nonprofit college preparation program for low-income students founded by Harley Frankel. Frankel, who worked in education policy in Washington for a decade, started College Match in 2002 (Asare, 2007). Frankel’s goal was to “identify low-income high school sophomores with strong academic records and provide each of them an intense array of services comparable to what affluent students receive at elite private prep schools” (Espinoza, 153). The program is highly selective, choosing about 50 low-income sophomores in the Los Angeles area each year. The program works with the students in their junior and senior year of high school to guide them through the process of planning and preparing for college. The program works collaboratively with SAT teachers, volunteers, and the college counselors at each of the high schools to provide the support for the students. One of the services the program provides is taking students on fieldtrips to highly selective colleges like, Stanford University, Santa Clara University, Mills College, and UC Berkeley, in order to expose students to colleges that they usually don’t envision themselves going to. The reason Frankel believes these trips are important is because low-income minority students are consistently more likely to apply to schools that they have seen and where they have spent time on campus. Another element of this program is the SAT preparation that students receive. For the two years that students are in the program they attend an SAT preparation class every Saturday for three and a half hours, about one hundred hours overall. He allocates a good portion of the budget for SAT preparation because the SAT is important in the college application process for highly selective schools, and he wants students to have good options for college. Another service provided to students is help with writing their personal statements. He assigns a
group of students a volunteer that will work closely with them on their personal statements. Every two weeks they meet with students for forty minutes to go over their essay, applications, list of schools they are interested in, and anything else related to the application process. Another aspect of the program is informing students and their parents that financial aid is available. According to Frankel none of the students believe they can go because they don’t think they can afford it; they don’t understand how the system works. Since he encourages students to apply to colleges that range from $50,000 to $60,000 a year, he makes sure to tell parents that the highly selective schools with large endowments that have a “need blind” admissions policy will meet students’ full financial need if admitted. According to the statistics of the program, its services have been successful. Of his 2011 graduating seniors, 51 percent have been admitted to Ivy League institutions or their equivalent. Additionally all of his 2011 seniors were admitted to at least one top-tier college. As a result of their one-hundred hours of college prep, students’ raised their SAT score by 350 points. Not only does the program get students accepted highly selective schools, but students also often get full funding. Additionally, between 96 and 99 percent of the students who participate in the program graduate from college (2007).

**Synthesis of Literature Review**

Research on parental involvement and college readiness supports the development of this project by showing that parental involvement increases a student’s academic achievement, and when preparing students to be college ready it increases their probability of enrolling and completing a postsecondary education. Parents become less involved in their child’s education as they transition into high school; a time when they
need to support their child through their preparation to college. High school students want their parents to be involved in their education; therefore, schools need to improve the partnership they have with parents by creating a more welcoming school environment. Another reason why parental involvement is important is because both students and their parents are misinformed of the process of college admissions and how the student can be ready for college, which results in poor preparation for college. In an effort to increase parental involvement and a student’s college readiness, both will be combined into a project which will contribute to a student’s success in a postsecondary education.

The literature reviewed suggested several elements of college readiness and college knowledge that should be implemented in schools. Since the main predictor of college success is a student’s high school course taking patterns, one of the suggestions was to encourage students to take courses that will prepare them for college-level standards, such as AP and honors courses. The importance of giving students’ and their parents’ high quality information about the college admissions process was also stated. The information pertinent to the effectiveness of a student’s preparation are information about all levels of colleges and universities, financial aid, college entrance exams, and any resources students would benefit from. Students and parents should also be encouraged to attend college activities that are provided by the school, and students given incentives for strong performance in school.

College preparation programs that are currently in place have been proven effective for student success. This project is similar to existing programs in that the information provided to students and parents about college will be the same. However, this project will differ in that there will be a larger emphasis on the level of involvement
parents will have in the program. In all programs researched parents are always involved in some way, but only for a fraction of the time. Research concludes that involving parents in their child’s education contributes to the success of their child. Therefore this project will provide high school students’ and their parents’ workshops in which they will both attend and receive information about the college admissions process, and participate in activities that will allow them to further understand their role in their journey to a postsecondary education.
CHAPTER 3

PROJECT AUDIENCE AND IMPLEMENTATION FACTORS

Introduction

This project will provide students’ and their parents’ workshops that will provide them with college knowledge, and get them college ready. According to the research a program such as this one will help prepare students for the college-level work, and guide them in the process of enrolling in college effectively. Since parents will be involved in the process they will be able to support their child throughout their high school and beyond. It is important that students receive this guidance and information because it increases their chances of completing their college education. The following sections will describe the way in which the workshops were developed, whom they are intended for, and whom would be qualified to implement the workshops.

Development of project

The goal of this project was to create a series of eight workshops for parents and students informing them about the college admissions process. Parental involvement in education is beneficial, yet declines as students are in high school. The intention was to create workshops that would not only create an avenue for parental involvement at the high school level, but also a way to give students the necessary tools to be prepared for college. The hope is that this type of program will benefit students, parents, and the school. The students will be prepared for college, parents will support their child and feel that the school is more accessible, and the school will create a college-going climate and parent-school partnership.

As a first-generation college student from a lower-middle class family, I did not
have guidance from my parents or the resources to help me prepare for college. It was difficult going through the process of applying for college because I did not know the necessary information I needed to apply. Since my parents did not go beyond a high school education in their native country Mexico, they did not know the first thing about the college admissions process, nor how they could support me in the process. As a result, I did not have anyone as a resource to help me through this important step in my high school. I took it upon myself to get the information I needed from the college office. Now as a future school counselor I would like to take this opportunity to create a project that will benefit students that do not have the resources to be prepared for college.

I knew that I wanted to create a workshop for parents to become more involved in their child’s high school education, but wasn’t sure which topic would be the best to implement in the workshops. After taking a college guidance class in our graduate program, I realized how much information there was to know about all aspects of postsecondary education, and how little is actually disseminated to students and parents in high school. I then realized that creating workshops about college readiness would be a great program to offer to students and their parents in high school.

The curriculum was developed by using the information that I received from my college guidance class at California State University, Northridge. I am also utilizing information from similar effective programs that I have researched in articles and online. Since I am incorporating parent participation and know that there are several obstacles in acquiring parental involvement, I researched strategies on how to get parents involved in school. I also researched different types of parent workshops in order to see what approach has been effective in developing a workshop that parents will want to
consistently attend.

**Target Population**

This project is designed for students in the tenth grade of high school and their parent/guardian. It is aimed at all students in the tenth grade, who are interested in pursuing a postsecondary education, or unsure of the path they want to take. It is also aimed for parents who aspire to learn about the college admissions process and how they can support their child throughout their high school education. This project is not intended for people of any specific ethnicity or socioeconomic status; however, there will be an emphasis on recruiting families of low-socioeconomic status because they typically do not have the resources or knowledge of how they can be involved in their child’s education.

**Personal Qualifications of the Facilitator**

The following project is to be utilized by a school counselor in the secondary school level. School counselors have a Master’s degree and a Pupil Personnel Services credential. The school counselor must have an interest in increasing parental involvement, and helping to create a college-going climate in high school. This professional must also have great communications skills in order to communicate effectively with parents and students. If this project is to be facilitated to Spanish-speaking parents, it must be translated into their own language, and facilitated by a school counselor who is fluent in Spanish.

**Environment**

These workshops are to be held in a classroom, auditorium, or multi-purpose room, in which desks and chairs can be easily moved. There must be access to a projector.
for possible power point presentations, and computers with internet access for activities that students and parents will engage in.

**Outline of the Workshops**

**Workshop #1/Why College is Essential**

Objectives:

1. Have participants take a pre survey.
2. For parents and students to get to know one another.
3. Go over expectations and objectives for all workshops.
4. Provide information on the benefits of going to college.

**Workshop #2/Planning for UC/CSU Eligibility**

Objectives:

1. Learn about what the A-G requirements are.
2. Learn about why it’s important to take advanced placement and honors courses.
3. Learn about the admission requirements for UC and CSU.

**Workshop #3/Going Beyond Eligibility**

Objectives:

1. Explain the UC/CSU Eligibility.
2. Explain what GPA is and how to calculate it.
3. Encourage participants to volunteer.
4. Encourage students to join extracurricular activities.

**Workshop #4/Writing Your Personal Statement**

Objectives:
1. Parents and students will discuss their educational and life experiences.

2. Students will get tips for writing their personal statement.

3. Students will practice writing their personal statement.

Workshop #5/Exploring the College Systems

Objectives:

1. Help students become familiar with terminology they will encounter through the college preparation process.

2. Go over the UC/CSU/CCC systems.

3. Create a college list and compare schools.

Workshop #6/Money for College

Objectives:

1. Discuss myths about financial aid.

2. Make parents and students aware of the types of financial aid.

3. Briefly go over the FAFSA application.

4. Make them aware of the resources for financial aid.

Workshop #7/College Assessments and Career Exploration

Objectives:

1. Discuss what college assessments there are.

2. Go over the eligibility index for UC and CSU.

3. Have students explore possible careers.

Workshop #8/Celebrate the College Venture

Objectives:
1. Give participants a certificate for attending the workshops.

2. Celebrate with a pot luck.

3. Have a raffle as an incentive for participation.

4. Have a participants fill out the post survey.
CHAPTER 4
CONCLUSION

Summary

The goal for this project is to increase parental involvement and high school students’ college readiness. Parental involvement increases a student’s academic achievement, yet it declines as students get to high school. When a student is college ready, they have a higher probability of completing their postsecondary education. It is also important to take into account that legislation requires schools to involve parents in the effort in to increase student growth, academically, socially, and emotionally. High school student’s perception also concedes with that of legislation in that they want parents to be more involved. There are however, many obstacles to increasing parental involvement, some of which include a lack of appropriate communication between the school and parents, teacher and parent misperceptions about parental involvement, language barriers, and complex high school curriculum. After considering these obstacles, it is important to understand the significance of college readiness in high school students. Providing students with the resources to plan for their postsecondary education will give them the opportunity to enroll in a college with all of the necessary requirements, and a higher probability of completing their college career. With this in mind a series of eight workshops will be provided for tenth grade students and their parents providing them with the knowledge on how to be college ready.

Evaluation

This program may be evaluated through a pre/post survey to determine whether any knowledge was gained from the workshops (in the appendix, workshop one). The pre/post survey can include questions that are specific in regards to how much they are...
involved in their child’s education, and what they know about preparing for college, using a Likert scale. The project can also be evaluated by doing a follow-up with the students and parents that participated. The follow-up would consist of evaluating how much parents are involved in their child’s education after participating in the workshops; whether they attend school events, talk to them about school, or volunteer in school. The follow-up would also determine whether students enrolled in college with all necessary requirements, such as eligible GPA and SAT scores, or enrolled in advanced courses.

**Future Work/Research**

Considering the research reviewed, it would be beneficial for further research to include the strategies used in combining students and parents into one workshop, and the effectiveness of such workshops. Further research should also include whether students who initially were not interested in college would change their perceptions after participating in a college preparatory workshop. It would also be useful to complete outcome studies that would determine whether parents become more involved in their child’s education after participating in workshops that prepare their child for college, and whether the students take initiative on taking more advanced classes in high school.
REFERENCES


WORKSHOP ONE: WHY COLLEGE IS ESSENTIAL

OBJECTIVES

1. Have participants take a pre survey.

2. For parents and students to get to know one another.

3. Go over expectations and objectives for all workshops.

4. Provide information on the benefits of going to college.

MATERIALS NEEDED

Blank paper

Pencils or pens

Handout on statistics on why college is essential

Handout on median earnings by level of education

Computers with internet access

Binders

Pre survey

INSTRUCTIONAL FORMAT

Welcome all participants

Welcome all participants for taking an interest in the workshops and committing to planning ahead for the future.

Introduction

Facilitator introduces herself or himself and gives participants a brief history of who she or he is.

Pre survey

Have participants fill out the pre survey, and collect it once they are done.
Icebreaker: What’s in a Name?

Have participants engage in an icebreaker in order to create a more comfortable learning atmosphere.

-Give participants a few minutes to write their name on a piece of paper and write a word for each letter in their name that describes themselves (example: Gaby: G for goofy, A for amazing, etc.).

-Put participants in groups and ask them to briefly explain the significance of the words they chose.

Go over expectations

Let participants know that throughout all of the workshops the following rules should be observed by everyone:

-All workshops shall be attended

-Respect the person that is speaking

-Engage in the workshops through participation in discussions and activities

-Must attend at least one college activity in the school

-Have fun

Briefly go over objectives for the workshops

The facilitator will tell the participants that the overall goal of the workshops is to increase parental involvement and student college readiness by planning ahead for college. All of handouts and activities they do will be put in a binder for them to keep for future reference. The hope is that the goal will be reached by going over the following objectives:

-Planning for UC/CSU eligibility
-How to increase your probability of getting into college

-Practice writing the personal statement

-Learning about the different college systems

-Learning about different types of financial aid and how to get it

-Learning about college assessments

-Exploring possible career choices

**Handout on the benefits of going to college**

Give participants the handout and discuss any questions they have.

**Activity**

Have students log on to www.californiarealitycheck.com for an estimate on how much they would need to earn in the future to have all of things they need and want in life.

**Closing thoughts**

Take this time to discuss with participants how they felt about the workshop, and any last questions they have about the topics that were introduced. Have them put all notes and handouts they received in their binder.
HANDOUT

PRE SURVEY FOR PLANNING AHEAD FOR FUTURE SUCCESS

1. What are the A-G requirements?

___________________________________________
___________________________________________

2. I only need to take the minimum amount of A-G courses to be eligible for a competitive college or university. T or F

3. Taking an AP or honors course will give me an extra point toward my GPA. T or F

4. What are the minimum eligibility requirements for a UC?

___________________________________________
___________________________________________
___________________________________________

5. Extracurricular activities are an important part of the college application. T or F

6. What is a personal statement? Why is it important?

___________________________________________
___________________________________________
___________________________________________
7. Name the four types of educational systems in California.

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--------------------------------------------------

8. I don’t need any college assessment test to get into a CSU. T or F

9. I need to have at least a 3.0 GPA to qualify for financial aid. T or F

10. Name the four types of financial aid available.

--------------------------------------------------

--------------------------------------------------

11. I need to take both the ACT and SAT to apply for a college or university. T or F

12. What is the difference between the ACT and the SAT?

--------------------------------------------------

--------------------------------------------------

13. If I have a 3.0 GPA I do not need to take the SAT? T or F
14. I don’t need to think about exploring careers until after I apply for a college or university. T or F

15. Name four ways I can prepare for college admissions.

________________________________________

________________________________________

________________________________________

________________________________________
**HANDOUT**

**WHY COLLEGE IS ESSENTIAL**

*Education pays off for all racial/ethnic groups, for men and women, and those from all family backgrounds. It also pays off for society; when people are educated there are lower rates of incarceration, lower demands of social support programs, higher tax revenues, and greater levels of civic participation.*

_The College Board_

- Individual benefits include:
  - There is a correlation between higher levels of education and higher earnings for all racial/ethnic groups and for both men and women.

  The earnings benefit to the average college graduate is high enough for the graduates to recoup both the cost of full tuition and fees and earnings forgone during college in a short period of time.

  Better working conditions

  Longer job tenure

  More on-the-job training opportunities

  More promotion opportunities

- Societal benefits include:

  Higher levels of education correspond to lower levels of unemployment and poverty, and adults with higher levels of education

  College graduates have lower smoking rates, more positive perceptions of personal health and lower incarceration rates than individuals who have not graduated from high school.

  Higher levels of education are correlated with higher levels of civic participation, including volunteer work, voting, and blood donation.
In 2003, the average full-time year-round worker in the United States with a four-year college degree earned $49,900, 62 percent more than the $30,800 earned by the average full-time year-round worker with only a high school diploma.

Those with a master’s degree earned almost twice as much, and those with professional degrees earned over three times as much per year as high school graduates.

Median earnings with those with some college but no degree were 16 percent higher than those for high school graduates.

The average college graduate working full-time year-round pays...
College Participation by Race and Ethnicity

- College Participation rates among whites are higher than those among blacks and particularly Hispanics. In the mid-1970s, postsecondary participation rates of high school graduates were similar for all three racial/ethnic groups. After widening in the 1980s, the white/black gap has narrowed over the past decade, but the white/Hispanic gap has been more persistent.
  - In 2001, only 35 percent of Hispanic and 40 percent of Black 18-24-year-old high school graduates were enrolled in college, compared to 45 percent of whites.
  - The gap between the college participation rates of black and white high school graduates declined from 6 percentage points in 1972 to 5 percentage points in 1982, but had risen to 10 percentage points by 1992. By 2001, the black/white gap had fallen back to 5 points.
  - The gap between the college participation rates of Hispanic and white high school graduates declined from 4 percentage points in 1972 to 3 percentage points in 1982, but had risen to 7 percentage points by 1992 and 11 percentage points in 2001.
WORKSHOP TWO: PLANNING FOR UC/CSU ELIGIBILITY

OBJECTIVES

1. Learn what the A-G requirements are.
2. Learn about why it’s important to take advanced placement (AP) and honors courses.
3. Learn about the admission requirements for UC and CSU.

MATERIALS NEEDED

Handouts for A-G requirements
A-G planning form

INSTRUCTIONAL FORMAT

Welcome all participants

Welcome all participants to the workshop and go over the objectives for the day.

Activity one

Explain that the A-G requirements are the high school courses a student must take in order to be eligible to attend any school in the University of California (UC) or the California State University (CSU) systems as a freshman. The classes must be passed with a grade of “C” or better.

Go over the A-G requirement handout, and answer any questions they may have.

Have students fill out the A-G planning form with classes they have taken so far, and explain that planning their high school coursework will give them the best preparation for college.

Activity two

Explain that AP courses are college-level courses in a variety of subject areas. Students can boost their GPA by passing the class because with each AP class they pass they earn one extra point. When completed the student will have the option to take a corresponding AP exam in which they can earn college credit if they earn a qualifying grade of 3 or above. Taking AP courses will also:

- Expose them to college-level work.
- Help them develop study skills necessary for more challenging classes.
- Will demonstrate to colleges that the student seeks academic challenges and is
prepared for college.

Explain that honors classes are also college-level courses, but the difference is that the student does not have the option of taking an exam for college credit. They cannot earn credit for more than two yearlong honors courses in ninth and 10th grade.

**Activity three**

Explain the admission requirements for UC and CSU systems

**CSU Eligibility:**
- Have or will have graduated from high school
- Meet the eligibility index with GPA and test scores (will discuss eligibility index in workshop three)
- A minimum GPA of 2.0 (a maximum of eight grade points for honors/AP or transferable community college courses)
- Must have completed A-G requirements with a grade of “C” or better
- Have taken the SAT or ACT

**UC Eligibility:**
- Have or will have graduated from high school
- Must have completed the A-G requirements with a grade of “C” or better. Eleven of the courses must be completed by the end of 11th grade. A course not completed with a grade of “C” or better can only be repeated once
- Maintain a 3.0 GPA or higher (a maximum of eight grade points for honors/AP or transferable community college courses)
- Have taken the ACT with Writing or SAT

In addition, students will be guaranteed admission somewhere in the UC system if they:
- Rank in the top 9 percent of all high school graduates statewide determined by admissions index), or
- Rank in the top 9 percent of their high school graduating class as determined by the UC (determined by GPA for all UC-approved courses completed in grades 10 and 11)

**Closing thoughts**

Discuss with participants how they felt about the workshop and answer any questions they have about the topics discussed for the day. Have them put all notes and handouts in their binder.
# A-G REQUIREMENTS

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Years Required (Grade C or Higher)</th>
<th>9&lt;sup&gt;th&lt;/sup&gt;</th>
<th>10&lt;sup&gt;th&lt;/sup&gt;</th>
<th>11&lt;sup&gt;th&lt;/sup&gt;</th>
<th>12&lt;sup&gt;th&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. History/Social Science</td>
<td>2 Required</td>
<td>2. World History</td>
<td>US History</td>
<td>Government &amp; Economics</td>
<td></td>
</tr>
<tr>
<td>B. English/Composition and Literature</td>
<td>4 Required</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
</tr>
<tr>
<td>C. Mathematics</td>
<td>3 Required</td>
<td>Algebra I or Geometry</td>
<td>Geometry or Algebra II</td>
<td>Algebra II or Math Analysis</td>
<td>Math Analysis or Calculus</td>
</tr>
<tr>
<td></td>
<td>4 Recommended</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Physics</td>
<td>Science</td>
</tr>
<tr>
<td>D. Laboratory Science</td>
<td>2 Required</td>
<td>LOTE I</td>
<td>LOTE II</td>
<td>LOTE III</td>
<td>LOTE IV</td>
</tr>
<tr>
<td></td>
<td>3-4 Recommended</td>
<td>Or LOTE I</td>
<td>Or LOTE II</td>
<td>Or LOTE III</td>
<td>Or LOTE III</td>
</tr>
<tr>
<td>E. Language Other Than English (LOTE)</td>
<td>2 Required</td>
<td>LOTE I</td>
<td>LOTE II</td>
<td>LOTE III</td>
<td>LOTE IV</td>
</tr>
<tr>
<td></td>
<td>3-4 Recommended</td>
<td>Or LOTE I</td>
<td>Or LOTE II</td>
<td>Or LOTE III</td>
<td>Or LOTE III</td>
</tr>
<tr>
<td>F. Visual and Performing Arts</td>
<td>1 Required in Sequence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. College Prep Electives</td>
<td>1 Required</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**A-G PLANNING FORM**

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
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<tr>
<td>Course</td>
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<table>
<thead>
<tr>
<th>9th Grade Credits: 60</th>
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<th>11th Grade Credits: 180</th>
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<tbody>
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<td>Earned:</td>
<td>Earned:</td>
<td>Earned:</td>
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<tr>
<td>GPA:</td>
<td>GPA:</td>
<td>GPA:</td>
<td>GPA:</td>
</tr>
</tbody>
</table>

52
WORKSHOP THREE: GOING BEYOND ELIGIBILITY

OBJECTIVES

1. Explain the UC/CSU Eligibility.
2. Explain what the GPA is and how to calculate it.
3. Encourage participants to volunteer.
4. Encourage students to join extracurricular activities.

MATERIALS NEEDED
Computers with internet access

INSTRUCTIONAL FORMAT

Welcome participants

Welcome all participants to the workshop and go over the objectives for the day.

Activity one

Explain to participants that taking courses beyond the minimum levels in reading, writing and mathematics will adequately prepare them for basic University courses that they will be expected to take in their freshman year.

The key to being accepted by a UC is preparation. Be prepared by taking as many rigorous courses as you can and do well in them. To be a competitive applicant, and therefore, more likely to be accepted to the University you must:

- Take as many rigorous courses as you can (community college courses or summer school)
- Earn good grades in challenging coursework
- Earn high scores on college entrance exams
- Participate in extra-curricular activities
- Write a compelling personal statement
Activity two

Explain that the Grade Point Average (GPA) is calculated by dividing the total number of grade points earned by total number of credit hours attempted. The GPA can range from 0.0 to 4.0 (5.0 for AP or Honors courses). The grade points are assigned as followed:

\[
\begin{align*}
A &= 4 \\
B &= 3 \\
C &= 2 \\
D &= 1 \\
F &= 0
\end{align*}
\]

Give the following example for practice:

If a student got an “A” in her English and Biology classes, one “B” in her physical education class, a “C” in her history and mathematics class, and an “F” in art class, what is her GPA?

Remind participants that the student must have a minimum of 3.0 to be eligible for a UC/CSU.

Activity three

Explain that one of the qualities UC schools look for in applicants is whether they participate in extra-curricular activities and volunteer. The reason they find this important is because they want to know whether the student challenges herself or himself beyond academics. Participating in these types of activities also helps student’s growth by building on their skills and values.

Students will need to go on their school’s website to view all extra-curricular activities available, and choose one that they will join. Parents will discuss with the student which activity will best fit the student’s schedule.

Students will also go online and research organizations that they would like to volunteer at. Students will be required to choose an organization that best fits their personality to volunteer at. Parents will discuss with their child which organization to volunteer at, and will also be required to sign up to volunteer for a college activity that will be provided at the school. The questions discussed between the student and parent are:

1. What are my (student’s) interests?
   Consider whether you would like to focus on a particular population or cause. What would motivate you to work?
2. What are my skills?
Think about whether you possess any unique skills or talents that an organization would benefit from. For example, are you gifted musically, computer savvy, or work well with kids?

3. What do I want to learn most from this experience?
Consider that the organization you volunteer in can teach you new skills that you can use when you go to college.

4. How flexible am I?
Consider in which location you would be willing to work; how far are you willing to drive?

5. How much time do I have to volunteer?
Think about how many hours per day, week, or month you are willing to dedicate to your volunteer job. Be realistic.

6. Do I want to work alone or in a group?
Some places organize team volunteer activities, and in others you will be more independent. Think about which will best suit your personality.

From www.scholarship.com

Closing thoughts
Discuss with participants how they felt about the workshop and answer any questions they have about the topics discussed for the day. Have them put all notes in their binder.
WORKSHOP FOUR: WRITING YOUR PERSONAL STATEMENT

OBJECTIVES

1. Parents and students will discuss their educational and life experiences.
2. Students will get tips for writing their personal statement.
3. Students will practice writing their personal statement.

MATERIALS NEEDED

Personal statement writing tips handout
Brag sheet handout
Blank paper
Pencils

INSTRUCTIONAL FORMAT

Welcome participants

Welcome all participants to the workshop and go over the objectives for the day.

Activity one

Have students and parents begin discussion by asking each other questions about their educational and life experiences. This activity will give them the opportunity to learn more about each other, and will transition the student into writing their personal statement. The questions they will ask each other are as follows:

Students will ask their parents the following:

1. What did you like most about school? The least?
2. Were you encouraged to do well in school? What messages did adults give you about your education?
3. Did you go to college? Why or why not?
4. If you had a chance to further your education what would you study?
5. What do you look forward to seeing in my future?
6. Who did you look up to?

Parents will ask the students the following:

1. What do you like most about school? The least?
2. Where and why do you want to go to college?
3. What career would you like to have?
4. What messages are you getting about attending college at school? How does that make you feel?
5. What can we do as a family to help you do well in school?

From www.admissions.ucsb.edu

**Activity two**

Explain that the personal statement is part of the UC application. It will enable the Office of Admissions to form the best impression of the student. For UCSB for example, there are two writing prompts to choose from, one is for incoming freshman, and the other is for students that are transferring from a community college, and one is for both. You will have 1,000 words to answer both prompts.

Example of Prompt:

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

Suggestions for the prompt:
- Think about answering this prompt first, as it may help set the context you will describe in the first prompt.
- Choose a topic that has not been addressed in detail in another section of the application
- Keep the information relevant to your personal experience.

**Activity three**

Go over the writing prompt and writing tip handouts and have students fill it out.

**Activity four**

Have students use the forms they filled out to help them start writing a practice of their personal statement.

During this time parents will have the opportunity to ask the facilitator any questions they have.
Closing thoughts

Discuss with participants how they felt about the workshop and answer any questions they have about the topics discussed for the day. Have them put all notes in their binder.
HANDOUT

WRITING PROMPTS FOR PERSONAL STATEMENT

These prompts will help you think about the things that you will need to write in your essay.

1. Where do you see yourself five years from now?
2. What is something you are really good at?
3. How did you become good at that?
4. What is something you would really like to be good at?
5. What is something you would like to learn?
6. What is one thing that has been a challenge for you?
7. How do you think you could overcome this challenge?
8. Who do you admire most and why?
9. What do you think are some of your strengths?
10. What do you think are some of your weaknesses?
Prompt:

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

Things to consider:

Make a list of four things that describe you (e.g. athletic, a leader, started a club, etc.)

1._________________________________________________________________
2._________________________________________________________________
3._________________________________________________________________
4._________________________________________________________________

Now ask your parent to do the same:

1._________________________________________________________________
2._________________________________________________________________
3._________________________________________________________________
4._________________________________________________________________

Did any of the answers overlap?

Hints:

Remember to give examples of what you learned from your experiences and demonstrate how they contribute to the person you are today.

Avoid using the same topic in both responses. Every piece of new information can add clarity to your application.

www.admissions.ucsb.edu
WORKSHOP FIVE: EXPLORING THE COLLEGE SYSTEMS

OBJECTIVES

1. Help students become familiar with terminology they will encounter through the college preparation process.

2. Go over the UC/CSU/CCC systems.

3. Create a college list and compare schools.

MATERIALS NEEDED

Handout of the college terminology
Handout of the college systems
Handout of the college comparison worksheet
Computers with internet access

INSTRUCTIONAL FORMAT

Welcome participants

Welcome all participants to the workshop and go over the objectives for the day.

Activity one

Go over the college terminology handout, and answer any questions they might have.

Activity two

Go over the college systems handout and discuss the differences in each system.

Activity three

The participants will go online and use the websites provided to search for colleges. They will fill out the college comparison handout to help them discuss their top choices, and create a list of the schools they would like to attend.

Closing thoughts

Discuss with participants how they felt about the workshop and answer any questions they have about the topics discussed for the day. Have them put all notes and handouts in their binder.
HANDOUT

COLLEGE TERMINOLOGY

**Associate Degree:** Degree given upon completion of two years of full-time study or the equivalent. Most associate degrees are awarded by two-year colleges, although some universities also offer associate degrees. Some associate degrees transfer to four-year universities; others are for career preparation.

**Bachelor’s Degree:** Degree given upon completion of four years of full-time study or the equivalent.

**Master’s Degree:** An academic degree conferred by a college or university upon those who complete at least one year of prescribed study beyond the bachelor’s degree.

**Doctorate:** The highest academic degree in any field of knowledge.

**College:** A higher education institution that generally offers associate, or two-year, degrees but does not offer bachelor’s or graduate level programs.

**Community College:** Is also known as a “two-year college”, grants associate degrees for transfer to four-year institutions or for career preparation. They are called open door institutions because performance standards (standardized test scores or combination of class rank and grade point average) are not required for admission.

**Commuter College:** A college at which students live off campus and travel to campus for classes.

**University:** A higher education institution that usually offers four-year degrees, as well as degrees beyond the baccalaureate level (graduate and professional degrees). They may also offer associates degrees.

**State (public) Colleges and University:** Colleges and universities that receive funding from state taxes to pay part of operating costs.

**Independent (private) Colleges and Universities:** Accredited colleges and universities that offer associate, bachelor’s and/or graduate degrees in traditional subject areas. They are not supported by state taxes and are not for profit. They receive the bulk of their revenues from tuition, donations and grants.

**Full-time Student:** An undergraduate student enrolled in at least 12 credit hours or a graduate student enrolled in at least nine credit hours, or the equivalent, in one semester or academic term.
**Part-time Student:** A student who is enrolled in a certain number of course credits or hours which are less than full-time.

**Residential student:** A student that lives on campus in dormitories or apartments.

**Undergraduate Student:** A student working toward an associate or bachelor’s degree or certificate.

**Graduate Student:** A student working toward a master’s degree or doctoral degree.

**Major:** An academic subject area, such as anthropology or psychology, in which students take many courses and choose to earn a degree.

**Minor:** An area of interest studied at the same time as a major. It requires fewer courses than a major.

**Prerequisite:** A course which a student must take before he or she can enroll in another (usually more challenging) course.

**Standardized Test (ACT or SAT):** They are tests used by colleges and universities to evaluate applicants’ academic skills and abilities. The standardized tests most widely used by colleges and universities are the ACT and SAT (which will be discussed in a later workshop).

**Tuition:** Payment that students make to cover costs of their classes at state and private colleges and universities. Other fees may also be required.
<table>
<thead>
<tr>
<th><strong>COMMUNITY COLLEGE (CCC)</strong></th>
<th><strong>CALIFORNIA STATE UNIVERSITY (CSU)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>112</td>
<td>23</td>
</tr>
<tr>
<td><strong>Requirements:</strong> None</td>
<td><strong>Requirements:</strong> A-G Courses</td>
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<tr>
<td></td>
<td>2.0 GPA</td>
</tr>
<tr>
<td></td>
<td>ACT or SAT (on most campuses, for students with a GPA under 3.0)</td>
</tr>
<tr>
<td><strong>Degrees offered:</strong> Associate degree Vocational certificate</td>
<td><strong>Degrees offered:</strong> Bachelor’s degree (4 years) Master’s degree (2 more years) Doctorate degree</td>
</tr>
<tr>
<td><strong>In-state student tuition:</strong> $864 (1 year, full-time)</td>
<td><strong>In-state tuition:</strong> $6,489 (1 year, full-time)</td>
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</table>

<table>
<thead>
<tr>
<th><strong>UNIVERSITY OF CALIFORNIA (UC)</strong></th>
<th><strong>PRIVATE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>77</td>
</tr>
<tr>
<td><strong>Requirements:</strong> A-G Courses</td>
<td><strong>Requirements:</strong> Varies (check with each college or university)</td>
</tr>
<tr>
<td>3.0 GPA</td>
<td>Degrees offered:** Bachelor’s degree (4 years) Master’s degree (2 more years) Doctorate degree</td>
</tr>
<tr>
<td>ACT with writing or SAT Reasoning Test</td>
<td><strong>In-state tuition:</strong> $30,144 (1 year, full-time)</td>
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<tr>
<td><strong>Degrees offered:</strong> Bachelor’s degree (4 years) Master’s degree (2 more years) Doctorate degree</td>
<td><strong>In-state tuition:</strong> $13,200 (1 year, full-time)</td>
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</table>
California Community Colleges (CCC)
- Admit all students who are 18 years or a high school graduate
- Enroll high school students under special arrangement to earn college or high school credits

California State University (CSU)
- Each campus has its own personality, academic focus, and strengths
- Each campus has its own special geographic features and traditions
- CSU offers quality education in the liberal arts and sciences and specialized training in a variety of career fields.
- On-campus housing is available on most campuses

University of California (UC)
- Each campus has its own personality, academic focus, and strengths
- Offers various advanced degrees including medicine and law,
- Has many nationally ranked academic and athletic programs
- On-campus housing is available on all campuses

Independent California Colleges and Universities
- Offer over 350 different degrees
- Each school is different which offers students the opportunity to choose the type of educational environment that best suits their need
<table>
<thead>
<tr>
<th><strong>Comparative Criteria</strong></th>
<th><strong>College 1:</strong></th>
<th><strong>College 2:</strong></th>
<th><strong>College 3:</strong></th>
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<tr>
<td>Location</td>
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<td>Admission Requirements</td>
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<td>Type</td>
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<td>Cost</td>
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<td>Test Required</td>
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<td>Average SAT/ACT scores</td>
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<td>Major of Interest</td>
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<td>Housing Availability</td>
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<td>% going on to high degree</td>
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<td>Total Enrollment-Size</td>
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<td>Scholarships/Grants</td>
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<td>Available</td>
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<tr>
<td>% of Student on</td>
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<td>Campus Appearance</td>
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<td>Student Abroad Programs</td>
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<td>Student services</td>
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<td>Sports and Activities</td>
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</tbody>
</table>

www.californiacolleges.com

www.csumentor.edu

www.collegeboard.com
WORKSHOP SIX: MONEY FOR COLLEGE

OBJECTIVES:

1. Discuss myths about financial aid.
2. Make parents and students aware of the types of financial aid.
3. Briefly go over the FAFSA application.
4. Make them aware of the resources for financial aid.

MATERIALS NEEDED

Handout of myths about financial aid
Handout of types of financial aid
Handout on resources for financial aid
Computers with internet access.

INSTRUCTIONAL FORMAT

Welcome participants

Welcome all participants to the workshop and go over the objectives for the day.

Activity one

Go over the handout on financial aid myths, which will also explain what financial aid is.

Activity two

Go over the handout for different types of financial aid.

Activity three

Have parents go online to http://fafsa.ed.gov to access the financial aid application. Then go over the handout which let them know the basics on filling out the application.

Activity four

Go over the handout of financial aid resources. Then have participants go online to sign-up on the fastweb website at www.fastweb.com for scholarships.
Closing thoughts

Discuss with participants how they felt about the workshop and answer any questions they have about the topics discussed for the day. Have them put all notes and handouts in their binder.
HANDOUT

MYTHS ABOUT FINANCIAL AID

Financial aid is money that the government and other organizations give you or lend you so you can pay for college. Financial aid makes up the difference between what a college costs and the amount your family can pay.

MYTH #1: Only students with the best grades qualify for the financial aid.

Facts:
- Some scholarships are “merit-based,” meaning; they are awarded based on a student’s academic performance.
- Most financial aid is “need-based,” meaning; the award is based on family’s ability to pay for college. The equation used to determine financial need is:

  College Costs (tuition, fees, books, supplies, room & board, transportation, etc.) minus
  Expected Family Contribution (the amount the Federal Government determined you and your family can contribute)

MYTH #2: Since we haven’t saved anything for college, community college is my only option.

Facts:
- Parent contribution can be paid from savings, current income, or loans.
- Expected over the course of the year.
- Tuition can be paid in installment plan
- One way to prepare for the cost of college is to fill out the FAFSA before senior year so that it tells you the Expected Family Contribution (EFC).

MYTH #3: Only rich kids go to elite, expensive schools.

Facts:
- The higher the cost of education, the easier it is to demonstrate financial need.
- Studies have shown that parental incomes of students in private colleges are on average, lower than incomes of students’ at large state universities.

MYTH #4: Only students from low-income families qualify for financial aid.

Facts:
- Most financial aid is reserved for families; however, there are many forms of assistance to help families meet their expected contribution. Some examples are low-interest loans.
and scholarships.
-Apply whether you think you qualify or not.

MYTH #5: I need to pay a service to find scholarships for college.

Facts:
- Most financial aid and scholarship applications are free.
- Do not pay to get information on financial aid and scholarships. It might be a scam.

MYTH #6: I shouldn’t take out student loans because all debt is bad.

Facts:
- Student loans are “good debt” because with a college degree you are increasing your earnings potential.
- Defaulting on student loans is bad for your credit. Make sure to make prompt and timely payments so you can build your credit rating.
HANDOUT

TYPES OF FINANCIAL AID

There are four different types of loans, which are grants, loans, scholarships, and student employment. Each one will be discussed in detail.

GRANTS:

Financial aid that does not need to be paid back. It is usually awarded based on need, but can be awarded for special skills, good grades, talents, heritage or other criteria. Examples are:

- **Pell Grant**: The Pell Grant is a federal grant for undergraduates with exceptional financial need. The grants award up to $5,550 per year. (Graduate students and international students are not eligible).

- **Cal Grant**: The California Student Aid commission awards Cal Grants to eligible California residents attending a four-year college or university in California. There are the Cal Grant A, and Cal Grant B, which can be used for tuition, room and board, and school supplies. Each will grant a certain amount of money depending on whether you are a freshman, sophomore, junior, or senior.

- **TEACH Grant**: Grants up to $4,000 per year (total of $16,000 as an undergraduate) are available to all students, regardless of income, who are U.S citizens or permanent residents who are planning to become teachers and are willing to teach full-time for four years in schools that are specified as serving disadvantaged populations or are located in areas that have a shortage of highly qualified teachers. They also need to be prepared to teach in high-need fields such as bilingual education, foreign languages, mathematics or science.

LOANS:

The Federal government has several different types of loan programs for college students and their parents. These loans must be paid back. They include:

- **Federal Direct Loans**: Made by the federal government directly to students and parents through colleges.

- **Federal Perkins Loan Program**: Funded by the federal government and awarded by the college or university. These loans have low interest rates and are repayable over a long period of time.

- **Federal PLUS Loans**: Provides low interest federal loans to credit approved parents of eligible undergraduate students. Repayment begins 60 days after loan
funds are paid. These loans are available from banks, lending institutions and participating direct lending schools.

**Federal Subsidized Stafford Loan Program:** Provides low-interest federal loans to eligible students through banks, lending institutions and participating direct loans schools. It is based on need, and the interest is paid by the federal government for qualifying students while they are enrolled at least half-time. Repayment begins after the student leaves school.

**SCHOLARSHIPS:**

A gift of money (that does not have to be repaid) given to recognize student achievement, skills and talent. A scholarship may be based partly on financial need. They can come from private companies, charitable foundations, religious organizations or civic groups. If you are proactive, and search the lists online, you can easily fund your college education. Never pay a service for a scholarship search.

**STUDENT EMPLOYMENT:**

Employment opportunities that is available through the university for students eligible to work in the United States. Each campus has an office that maintains listings of on-and-off campus job opportunities and provides assistance to students looking for work.
HANDOUT
THE FINANCIAL AID APPLICATION

Eligibility
To be eligible for federal student aid, you must:

- Be a United States citizen or eligible non-citizen, with a valid Social Security number.
- Have a high school diploma, General Education Development (GED) or equivalent home school credential, or pass an approved “ability to benefit” test.
- Enroll as a regular student in an eligible degree or certificate program by the U.S Department of Education.
- Register (or have registered) for Selective Service (applies to males between the ages of 18 to 25).

How to Apply
Complete the Free Application for Federal Student Aid (FAFSA) to be considered for financial aid from the federal government, state governments and many colleges. You can also apply for financial aid directly from the colleges you’re applying to, and from private organizations. Some schools require an additional form in order to apply, for example, the CSS/Financial Aid PROFILE form, which collects information used by almost 400 colleges and scholarship programs to award financial aid from sources outside of the federal government. After you fill out the application, the College Board sends it to the colleges and scholarship programs you have chosen.

When to apply
You do not have to be admitted to a college to apply. January 1st of the year you plan to go to college is the first day you can file the FAFSA. College, state and private financial aid deadlines vary. Aim to file the FAFSA as close to January 1st as possible; remember that financial aid dollars are limited, and in many cases are awarded on a first-come, first-served basis. The deadline is June 30, but the priority deadline is in the beginning of March.

Documents you will need
Make sure to have these ready before you start filling out the application.
- Social security number.
- Driver’s license.
- W-2 forms and other records of money earned.
-Federal income tax returns, such as the IRS Form 1040, 1040A, 1040EZ, 1040 Telefile, foreign tax return.
-Untaxed income records-Social Security, Temporary Assistance to needy families, welfare or veterans’ benefit records.
-Current bank statements.
-Current business and investment mortgage information.
-Business and farm records.
-Records of stocks, bonds, and other investments.

**After applying**

The federal FAFSA processor sends a Student Aid Report (SAR) to the student, which contains the information you fill out in the application and the Estimated Family Contribution.

Information is sent from colleges and universities to the student in the form of:
- follow-up requests for information;
- preliminary aid estimates;
- financial aid offers.
HANDOUT

FINANCIAL AID RESOURCES

WEBSITES

U.S. Department of Education:
www.studentaid.ed.gov

The College Board:
www.collegeboard.com

Electronic FAFSA:
www.fafsa.ed.gov

FinAid:
www.finaid.org

FastWeb:
www.fastweb.com

PROFILE:
https://profileonline.collegeboard.com

Scholarships for undocumented students:
http://californiacashcollege.org/genUpload/Scholars05.pdf

Collegiate Athletics:
www.ncaa.org
WORKSHOP SEVEN: COLLEGE ASSESSMENTS AND CAREER EXPLORATION

OBJECTIVES:

1. Discuss what college assessments there are.
2. Go over the eligibility index for UC and CSU.
3. Have students explore possible careers.

MATERIALS NEEDED

College assessments handout
Eligibility handouts
ACT and SAT conversion tables
Exploring careers handout
Computers with internet access

INSTRUCTIONAL FORMAT:

Welcome participants

Welcome all participants to the workshop and go over the objectives for the day.

Activity one

Go over college assessments handout and explain standardized tests.

Activity two

Go over the eligibility index handout.

Activity three

Give participants the careers handout to fill out, which gives them questions to consider before searching for careers. After, have them go online to www.myroad.com to take the career assessment profile under “personality profiler.” The assessment will target the students’ aptitudes, and then will give them a list of majors to explore. They will also have the opportunity to research careers on this website that can go hand-in-hand with the major related to their personality. After researching possible careers have students fill in the exploring careers handout.

Have students and parents discuss the career options the student has come up with.
Activity four

Give students a handout with all of the resources they can use throughout their college preparation.

Closing thoughts

Discuss with participants how they felt about the workshop and answer any questions they have about the topics discussed for the day. Have them put all notes and handouts in their binder.
The combination of high school grades (GPA) and SAT scores is the best predictor of your academic success in college.

SAT Reasoning Test (Scholastic Aptitude Test):

Is a globally recognized college admission test, which allows you to show colleges what you know and how well you can apply that knowledge. It tests your knowledge of reading, writing, and mathematics, subjects that are taught every day in school. Most students take it during their junior or senior year of high school. December of your senior year is the last month that colleges will allow you to take any of the college entrance exams. Almost all colleges and universities use the SAT to make admission decisions. Check to see if you are eligible to receive a fee waiver in the college office!

It consists of 70 minutes of critical reading questions; 70 minutes of math problems; a 60 minute writing section, which includes multiple choice questions and a short essay. There is also a one 25-minute unscored section, known as the variable or equating section.

The best way to get ready for the SAT is to take challenging courses, study hard, and read and write outside of the classroom. Also, in order to feel comfortable with the test format, it is best to take the PSAT/NMSQT.

PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test):

Is a standardized test that provides practice for the SAT. It also gives you a chance to enter NMSC scholarship programs and gain access to college and career planning tools. It measures critical reading skills, math problem-solving skills, and writing skills.

The most common reasons for taking the PSAT/NMSQT are to:

-Receive feedback on your strengths and weaknesses on skills necessary for college study.
-See how your performance on an admissions test might compare with that of others applying to college.
-Enter the competition for scholarships from NMSC (grade11).
-prepare for the SAT, and become familiar with the kinds of questions and the exact directions you will see on the SAT.
-Receive information from colleges when you check “yes” to Student Search Service.
**SAT Subject Tests:**

There are 20 SAT Subject Tests in five general subject areas: English, history, languages, mathematics, and science. Each test is an hour-long.

The content-based tests allow you to showcase achievement in specific subject areas where you excel. These are the only national admission tests where you choose the tests that showcase your achievements and interests. They allow you to differentiate yourself in the college admission process or send a strong message regarding your readiness to study specific majors or programs in college. Is required by some institutions for admission and/or placement into freshman courses.

**ACT (American College Test):**

A standardized college entrance examination that measures knowledge and skills in English, mathematics, reading and science reasoning. Tests scores reflect what students have learned throughout high school and provide colleges and universities with excellent information for recruiting, advising, placement, and retention.

It’s a 175-minute exam, in four parts: English (75 questions), mathematics (60 questions), reading comprehension (40 questions) and science reasoning (40 questions). Each section is scored from 1 to 36 and scaled for slight variations in difficulty. Scores on the multiple-choice tests are based on the number of questions answered correctly. The composite score is the average of the four scaled scores.
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#### Eligibility Index Table for Residents of California or Graduates of California High Schools

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If you take the ACT with Writing exam:

Use your highest ACT composite and combined English with writing scores from a single sitting. (If you take the test more than once, you can’t use the composite score from one exam and the English with writing score from another.). Find your composite score on the conversion table below and note the corresponding UC Score. Find your English with writing score on the table and note the corresponding UC Score. Your UC Score from the ACT composite may meet the minimum, but you also need to take the English with writing test. Add the two UC Scores together to get your UC Score total. The following chart illustrates the ACT test score translation table:

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</table>
If you take both the SAT and the ACT: Convert your test scores to equivalent UC Scores using the methods described above. Use your highest UC Score total in the next step.

Find your GPA in the index below. If your UC Score total meets or exceeds the minimum score shown for your GPA range you will be guaranteed admission to a UC campus. The following is the UC Admissions index for the 9% statewide.

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<tr>
<th>High school GPA</th>
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<th>UC Score total</th>
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<td>4.00 - 4.04</td>
<td>202</td>
<td>4.35 &amp; above</td>
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</table>
**HANDOUT**

**BEFORE EXPLORING CAREERS**

When exploring careers you can never start too early. Choosing which career you will have is one of the most important decisions you will make, and one of the most difficult because there are so many to choose from. You might decide that you want a certain career now, like engineering, and then decide a year later that you want to be an architect. The following activity will link your personality to possible careers that are suitable for you. Have Fun!

1. Think about what interests you.
   Think about people you have met or heard about that have interesting careers.
2. Consider how to get there.
   Try to find out which skills, classes and degrees are required for each job. You might find that you don’t like any of the courses needed for that major to prepare you for that job.
3. Try it out.
   Get a feel for what one of the jobs on your list is really like. Once you have gotten a better feel for a career, decide whether you would like to keep it on your list.

<table>
<thead>
<tr>
<th>INTERESTS</th>
<th>JOBS</th>
<th>REQUIREMENTS</th>
<th>THINGS TO DO NOW</th>
</tr>
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<tbody>
<tr>
<td>Example: Children</td>
<td>Example: Teacher Pediatrician School Counselor</td>
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From [http://apps.collegeboard.com/search/index.jsp](http://apps.collegeboard.com/search/index.jsp)
HANDOUT

COLLEGE RESOURCES

SAT/ACT
http://www.collegeboard.com
http://www.actstudent.org

Free SAT Prep
www.ineedapencil.com
www.number2.com
www.vocabulary.com/topsat3.htm

How to decide where to apply:
College Matchmaker/Explore Careers
http://apps.collegeboard.com/search/index.jsp
College Search
www.californiacolleges.com
www.csumentor.edu
www.mycollegeguide.org

Common Application for a Private University:
http://commonapp.org

College Visits:

Essay and Interview Advice:
Essay Skills
Admission Essay
Interview

What Schools Need and When:
Planning Timelines
Senior Year Calendar
College Application Checklist
http://www.collegeboard.com/student/apply/the-application/8435.html
Scholarship Information:
http://www.scholarshipexperts.com
http://fastweb.com
www.schoalrshare.com

Federal Financial Aid:
http://fafsa.ed.gov
https://profileonline.collegeboard.com/prf/index.jsp
www.icanaffordcollege.com
WORKSHOP EIGHT: CELEBRATE THE COLLEGE VENTURE

OBJECTIVES:

1. Give participants a certificate for attending the workshops.
2. Celebrate with a pot luck.
3. Have a raffle as an incentive for participation.
4. Have participants fill out the post survey.

MATERIALS NEEDED

Certificates
Post survey (same as pre survey in workshop one)

INSTRUCTIONAL FORMAT

Welcome participants

Thank all of the participants for attending all of the workshops, all of the effort, and dedication they put in wanting to be college ready. Encourage students to continue working on being prepared for college, by taking rigorous classes, taking the necessary college assessment tests, and continuing their search for the right college or university for them. Encourage parents to continue supporting their child through this process, and being involved in school.

Activity one

Call out each participants name and give them their certificate for attending the workshops.

Activity two

Celebrate by eating all of the food that each participant brought.

Activity three

Have a raffle of an item that participants would like.

Activity four

Give participants the survey to fill out, and collect it once they are done.
Closing thoughts

Give participants the opportunity to share what they enjoyed most about the workshops, and what piece of information that was discussed was most valuable to them. Remind them to continue filling their binder with information they to acquire about college.
Certificate of Appreciation

FOR COMPLETION AND PARTICIPATION IN
“PARENT/STUDENT WORKSHOPS: PLANNING AHEAD FOR FUTURE SUCCESS”

This certificate is awarded to

Name of Recipient

________________________________________       ___________
Signature  Date

________________________________________      ___________
Signature  Date