Session 1

THE IMPORTANCE OF CONTINUAL PARENTAL INVOLVEMENT
Reflection

- Converting Dreams into reality?
  
  - Reflect for a moment:
    
    - I would like my child to achieve:
      
      - Within one year?
      
      - In twenty-five years?
    
  
- Reflect in one sentence where you would like your child to be in the given time.
Workshop Goals

For Parents to learn:

- The importance of parental involvement.
- How to communicate with school counselors and with teachers.
- Become an empowered parent.
- High school graduation and college requirements.
- The journey to a better tomorrow begins today! - Julio Castro
Why Get Involved?
Cotton and Wikelund (2006)

Greater active involvement = Greater achievement

Earlier involvement = More powerful effects
Video

Julian Castro - 2012 Democratic National Convention

Website: http://www.youtube.com/watch?v=tAOjpWVJ3y8
Reflection

- Find a partner:
  - Discuss briefly, how do you feel after hearing this speech.
- Did you hear anything that inspired you?
- Did you hear anything that made you think?
Just the Facts

- Percentage of Latino students going to college.
- Percentage of Latino students who did not graduate from high school.
- Percentage of Latino parental involvement in middle and high school.
Dropping out of High School

• Dropping out is linked to problems that last well in adulthood.

• Adults who drop out of high school often:
  - Have trouble getting a job
  - Earn less
  - Have legal problems
  - Need public assistance
  - Develop unhealthy habits
What does an Education Really Mean?

- **Education**
  - High school Diploma: 9.4% unemployment
  - College Diploma: 4.7% unemployment

- **Lack of Education**
  - No High school Diploma: 15.4% unemployment
  - No College Diploma: 7.9% unemployment
### Benefits of an Education

#### Social Benefits:
- Lower unemployment rates
- Better job security
- Less stress
- More job opportunities

#### Economic Benefits:
- Elevated salaries
- Affording a higher quality of life
- More skilled job opportunities
- Higher job placement
Why get involved?

- As Julian Castro stated, “opportunity today equals prosperity tomorrow”.
  
  Julio Castro

- You can provide that opportunity just by being present.
What does Parental Involvement mean?

- It means better success in school.
  - Studies have shown children with involved parents achieve high grades in school.
- Continued Parental involvement means:
  - A better opportunity for your child to go to college.
Developing a Culture of Success!

- College is attainable for all students.
- It takes more heart than brains to be an involved parent.
- Opportunity today brings prosperity tomorrow.
- There is no substitute for a caring parent.
- You do more for your child then you realize.
- Progress Generation.
The basic equations

- Student + Parent = success
- Success = college opportunities.
- College opportunities = more money.
- Therefore, Parental involvement = better job for the student.
Types of Parental Involvement

- **Internal Involvement:**
  - Means being involved at home.
  - **Examples:**
    - Helping with homework.
    - Talking to your child.
    - Baking cookies for a school bake sale.

- **External Involvement:**
  - Means being involved in school.
  - **Examples:**
    - Volunteering to chaperone a dance.
    - Attending parent teacher conferences.
Parental Involvement
Progress Generation

- The idea that each generation of a family is better off than the previous generation.
- YOU can make this happen, by being involved and encouraging your child.
Reflection

- Find another person to talk to.
- Ask them this question: Share one thing you learned from this session and how you may use this in the future.
Share your experience

- Describe the reason's you did or did not graduate from school.
- Describe the positive consequences of graduating or the negative consequences of dropping out of High School.
- What are some challenges preventing you from finishing high school?
- What are some ways you can overcome those challenges (for example; get more academic support)?
Session 2

COMMUNICATING WITH YOUR CHILD
Situation

- You are at work Monday morning, your boss storms into the room, yells your name and begins speaking to you
  - "What is wrong with you, I asked you to process a simple file, how could you do it wrong. Why can’t you be more like John!"

- Reflect with a partner: How would this interaction make you feel?

- Share your responses
That situation we just talked about happens everyday.

Can you guess where???

- With our children.

How many of us have said to one our children, “You never listen to me, why can’t you be more like your sister or brother.”

Communication like this brings low self-esteem and the feeling of inferiority.
Communicating with your child

- One of the most difficult things to do is communicate with your middle school or high school aged child.
- It is important to remember, they need you even though they will never show it.
Your changing child

The changes of adolescence can be challenging for both parents and children

- Your child’s body will begin changing
- Your child will also be going through mental and emotional changes
- Your child needs accurate information and reassurance
- Your child may experiment in his or her search for self-identity
- It may feel like an emotional roller coaster at times
- You may feel like your child is pulling away from you
- Keep the lines of communication open
- Stay alert-body image concerns and social pressures can sometimes lead to eating disorders

- Which changes have you noticed in your child?
- Make notes of any questions you or your child has about adolescence. Find the answers together.
Changes in the social scene:

- Will also be a big part of your child’s transition to middle school
- Middle school can pull people apart
- Middle school can also bring new people together
- Cliques often form
- Interactions with older students can sometimes be difficult, too
- Social changes can have a big impact on your child
- The changing social scene comes at a time when many children are also facing physical and emotional changes
How to encourage a positive self-image

1. Admit to your mistakes in front of them.
   - Show them it is OK not to be perfect.
2. Encourage them to use mistakes as a way to LEARN.
3. Focus on their successes NOT their failures
4. Give them the power to make decisions EVEN at an early age.
5. Respect their opinions
6. Let them know you are PROUD.
### 8 values to Empowering your Child

<table>
<thead>
<tr>
<th>1. Sense of Belonging</th>
<th>5. Sense of ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Sense of being Unique</td>
<td>6. Sense of Joy</td>
</tr>
<tr>
<td>3. Sense of Power</td>
<td>7. Stimulate sense of</td>
</tr>
<tr>
<td>4. Sense of purpose in</td>
<td>Curiosity</td>
</tr>
<tr>
<td>life</td>
<td>8. Sense of integrity.</td>
</tr>
</tbody>
</table>
How to Communicate

- Adolescents is the journey from child to adult.
- To become an adult, a child needs to make decisions.
- Remember:
  - A child’s input at this point is important.
- Speak with your children about family rules.
- Be consistent.
- Be generous with your praise.
- Do not use consequences as a means to teaching a lesson.
Erikson’s developmental theory

<table>
<thead>
<tr>
<th>Age</th>
<th>Conflict</th>
<th>Resolution or “Virtue”</th>
<th>Culmination in old age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infancy (0-1 year)</td>
<td>Basic trust vs. mistrust</td>
<td>Hope</td>
<td>Appreciation of interdependence and relatedness</td>
</tr>
<tr>
<td>Early childhood (1-3 years)</td>
<td>Autonomy vs. shame</td>
<td>Will</td>
<td>Acceptance of the cycle of life, from integration to disintegration</td>
</tr>
<tr>
<td>Play age (3-6 years)</td>
<td>Initiative vs. guilt</td>
<td>Purpose</td>
<td>Humor; empathy; resilience</td>
</tr>
<tr>
<td>School age (6-12 years)</td>
<td>Industry vs. Inferiority</td>
<td>Competence</td>
<td>Humility; acceptance of the course of one’s life and unfulfilled hopes</td>
</tr>
<tr>
<td>Adolescence (12-19 years)</td>
<td>Identity vs. Confusion</td>
<td>Fidelity</td>
<td>Sense of complexity of life; merging of sensory, logical and aesthetic perception</td>
</tr>
<tr>
<td>Early adulthood (20-25 years)</td>
<td>Intimacy vs. Isolation</td>
<td>Love</td>
<td>Sense of the complexity of relationships; value of tenderness and loving freely</td>
</tr>
<tr>
<td>Adulthood (26-64 years)</td>
<td>Generativity vs. stagnation</td>
<td>Care</td>
<td>Caritas, caring for others, and agape, empathy and concern</td>
</tr>
<tr>
<td>Old age (65-death)</td>
<td>Integrity vs. Despair</td>
<td>Wisdom</td>
<td>Existential identity; a sense of integrity strong enough to withstand physical disintegration</td>
</tr>
</tbody>
</table>
Guidelines to communicate with your child

- Show interest in what your child is saying.
- Encourage the conversation by asking follow up questions.
- Reflect on what they said, maybe provide a life experience from your life that relates to the situation.
# Communicating: Bridges and Barriers

**Bridges:**
- Listen!
- Always make eye contact with the speaker.
- Reply with your feelings, I feel...
- State how proud you are of your child for handling the situation well.

**Barriers:**
- Not listening
- Not being patient.
- Providing solutions when they were not asked for.
- Changing the subject during the conversation.
- Being judgmental
- Criticizing
Conversation starters

- What is the book about you are reading?
- Is this what you learned about in school today?
- I am not quite sure how to do this, can you show me?

- Most important, just show your child you are there.
  - When talking to your child, forget everything else, its their time now.
- Be present, even teenagers need to know they are important to their parents.
Ways to communicate better

1. Do not use words or phrases that can sound like attacks: “You never listen!”

2. Try not to have the conversation when you are angry.

3. Keep the conversation in the present, do not bring up the past.

4. LISTEN to what your child is saying, do not be so quick to give advice or solve the problem.

5. Keep your verbal and non-verbal messages the same.
   - Example: Do not tell your child you are not angry while yelling.
Types of communication

- Aggressive: Negative
  - You never listen to me.
  - You always make the same mistake.
  - You never do things right.
  - You shouldn’t feel this way.
  - You are so lazy.

- Assertive: Positive
  - I would like to say something please listen to me.
  - I feel uncomfortable with this situation.
  - I understand why you feel this way.
  - I am worried about your safety.
The importance of positive communication

- Positive communication instills:
  - A sense of security.
  - A sense of respect.
  - Communication skills.

- Its not only what you say, but how you say it that counts!
Stay connected with your child as he or she gets older

- It’s good for you and your child
- Keep the lines of communication open
- Let your child know he or she is loved
- To get your child talking try:
  - Are you listening?
  - Spend time together

Make an effort to talk with your child every day
Scenarios

- Use the scenario cards in your parent notebook.
  - Chose a partner and play out one of the scenarios found in your parent notebook.
  - What strategies worked, what strategies did not work.

- Practicing communication is important!
If your child is starting middle school

- Foster school success - Middle school means different academic and social challenges. Your child needs your guidance to meet them.
- Parents are the key to children’s success in middle school years and beyond
What was middle school for you?

- Write some notes. For example, what things were you excited about—learning new subjects, join sport teams? What made you anxious—your changing body, dealing with older children? What strategies did you use to cope and succeed? Share this with your child.
The move

• The move to middle school is an important time in your child’s life. He or she will face:
  • A new schedule
  • Changing friendships
  • New surroundings
  • Different types of people
  • A changing body, mind and sense of self
  • Important decisions

With the challenges of middle school come many wonderful opportunities. Help your child focus on those.
Create a good study space

Where your child can do homework

- Find a good spot in your home
- Make sure the space is stocked with supplies
- Help your child stay on top of assignments
- Be available to help
- Together, make a regular homework schedule
Session 3

COMMUNICATION: PARENTS, TEACHERS AND SCHOOL COUNSELORS
I dreamed I was in a shop and saw two sculptors working.

The clay they used was the mind of a child.

One was a teacher, in his tools were books, music and art.

The other one, a father, worked with a skillful hand and his heart was filled with sweetness and love.

Day after day the teacher labored with his sure and skillful hand while the father labored at his side as he polished and smoothed.

And at the end of their labor, they felt proud of what they had created, because what they had formed in the child could not be sold nor purchased. And both agreed that if they would have worked one without the other, they would have failed because behind the teacher was the school and behind the father, the home. –Ray A. Lingenfelter
In reading the poem, what are your thoughts of the role of the parent in the educational process?
Communication

• Most important factor in education:
  ○ Communication

• Teacher

• School Counselor

• Child
The Rights of Parents

- A free quality education for their child.
- A welcoming environment that values family contributions.
- Translation services to ensure quality communication.
- Know your child’s progress and performance in class.
- Visit their child’s classroom and develop partnerships with teachers.
- File a formal complain when necessary without fear of retaliation.
The Responsibilities of Parents

- Promote literacy, high achievement and a love of learning at home.
- Ensure their child attends school everyday.
- Monitor and guide their child’s academic process.
- Seek tutoring and other learning supports when needed.
- Conference with teachers and school staff when necessary.
- Participate in school meetings.
What does school partnerships mean?

“The evidence is consistent, positive and convincing: families have a major influence on their children’s achievement. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.”
Home and School Collaboration

- Remember:
  - Remember your child’s success depends greatly upon how well you as a parent can work with teachers and counselors.
  - Your participation in this process is IMPORTANT!
Parents as equal partners

- **Partnership:**
  - Maintains high expectations for student achievement.

- **Teachers and Parents:**
  - Partnerships allow children to see that the teachers and parents both play key role in the education process.

- **Break the mold:**
  - Education is no longer just the responsibility of the teacher, but rather the responsibility of the school community.

- **School Community:**
  - To be successful, the school community needs to consist of three basic components:
    - Parents
    - Teachers
    - School Counselors
The important roles of parents

- **Nurture your child’s school success**
  
  - Your involvement is key to helping your child succeed at school.

- **Partner with school staff**

  School staff depend on parents to:
  
  - share important information about their child
  - monitor homework
  - help students get to school on time, everyday
**Tips to developing good partnerships**

- Open communication
- Teachers have the same goal as you, success for your child.
- Contact the teacher, set up conferences
- Schools can provide translators.
- Contact counselors for periodic updates.
- Go to your child’s school.
- Visit the classroom.
- Visit the counselors office.
- Keep in constant contact, phone calls, emails, set up appointments to meet.
Challenges and Solutions

- I work a lot
- I have children
- I do not speak English well

- Set an appointment before or after school with teacher or school counselor.
- School can provide translators to assist communication
Help your child learn to succeed

The skills he or she learns during these years will set the stage for success in high school and life.

- Help your child get excited about all the opportunities
- Help ease your child’s transition
- Understand the changes
- Help your child meet the academic challenges
- Form a team with your child’s teachers
- Teach your child to make positive choices
- Get support

Remember: Your care and involvement is a key to your child’s success in middle school!
Work together with your child’s school

To help your child succeed

- Understand school policies
- Learn about notification policies
- Provide contact information
- Talk with school staff
- Ask staff to help
- Stay informed

A partnership between parents and school staff is key to increase prevent dropout rates and to increase student success.
Foster a love of learning

- Make learning a part of each day
- Encourage reading
- Ask questions
- Share your experiences
- Explore the world around you

Not only will your child want to go to school he or she will want to succeed.

Enthusiasm is contagious. Share your excitement about learning with your child.
What Are the Barriers to Parent Involvement?

- Discomfort with formal education setting for parents
- School’s comfort level with inviting parents into the building
- School system’s tolerance for risk
- Parental attitude
- Traditional concepts of what school volunteers do
Session 4

CREATING A NEW ATTITUDE
Parent Liaison Testimonials

- While the parent liaisons are talking please turn to the chart in your parent notebook.
- The chart titled: Parent Liaison Experience on pg.#
Parental Involvement Pie

- Where are you now?

- 1. How much of your day is spent on:

  a. Talking with your child about school ___

  b. Reviewing your child's homework ___

  c. Being involved in school _____

  d. Advocating _____

  e. Parenting ______

  f. Collaborating _____
Strategies to Increasing Parental Involvement

- Know your child’s teacher.
- Know the school principal.
- Visit the child’s classroom.
- Ask the teacher frequently about your child’s progress.
- Attend parent teacher conferences.
- Always look for extra ways to assist your child in their education.
- Be there
Challenges

- As members of a minority group, Latinos are often faced with obstacles created by negative stereotypes held by people who are outside of the minority group, but these negative beliefs are also often held by the members themselves. Individuals often internalize stereotypes, which become part of their self-view.
Power of Empowerment

- Latino parent care very much about the success of their children.
- They just have not gotten involved at levels that match their caring.

Issue:
- Latino parents lack the feeling of Empowerment.
- They feel they do not know enough to help their child.

Solution:
- PARENTAL EMPOWERMENT!
What parental involvement can do

- Statistical slide on relationship of parental involvement and success in school.
Challenges to Parental Involvement

- Latino parents lack involvement for many reasons.
  - Language barriers
  - Educational barriers
  - Cultural Barriers
  - Socio-economic barriers.

- Here is the good news!
  - Changing these trends is easy!
Importance of parental involvement

• What does this all mean?
  ○ As the slides previously have shown, parental involvement has a tremendous effect on student success.

• However,
  ○ Parental involvement in Latino families tend to be lacking.

• GOAL: Change these trends.
Strategies to becoming an involved parent

- Being an involved parent is not hard at all.

- How to become an involved parent:
  - Talk to your child
  - Talk to your child’s teacher.
  - Attend back to school night, parent teacher conferences.
  - Volunteer
  - Be involved.

- The action may seem small but the result could be very BIG.
10 steps to being more involved

1. Ask questions
2. Talk to your child
3. Talk to your child’s teacher OFTEN.
4. Contact school counselors.
5. Know what your child is doing in school.
6. Understand the CAHSEE requirements and CST testing.
7. College Knowledge
8. Be assertive
9. Be involved
10. Be Active
11. Initiate conversation
How to encourage your child’s success at school

- As a parent, you can make a big difference in your child’s education.

- Regular involvement is key to your child’s success now and in the future.

- Remember: Your child learns from what he or she hears you say and sees you do.
The Role of a Parent

- In the chart, think of what you do as a parent to be involved, is there anything more you think you could do?

<table>
<thead>
<tr>
<th>Role parents play</th>
<th>Role parents should play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Going to conferences</td>
<td>Contacting the teacher</td>
</tr>
</tbody>
</table>
The Role you play as a Parent

- **Be involved in your child’s education**
  
  For example:
  
  - talk to your child about school every day
  
  - monitor and assist with homework
  
  - help your child set goals and work toward achieving them

- **Work with school staff**
  
  You can do this by:
  
  - attending parent-teacher meetings
  
  - going to school events
  
  - volunteering your time

Help your child get the education he or she needs to succeed in life!!!
Strategies for Practice

- Establish a routine quiet study time.
- Establish a specific study time each day.
- Have family time, NO TV.
- Keep the study hour everyday, even if there is no homework!

- Have school materials at home and available.
  - Examples: scissors, glue, paper, pens, pencils, dictionary.
- Be a model for your children.
Requirements for California High School Graduation

- **A-G**: High school requirements required to graduate.
  - The actual classes that must be taken for graduation.

- **CAHSEE**:
  - Exam that must be passed to graduate from high school.

- **CST**:
  - California Standards Test
  - Taken at the end of the year.
  - Can have a big impact on the classes your child is scheduled in.
About A-G’s

- Subject requirements for admission to the University of California or the California State University as a **freshman**

- Every high school has its own University of California A-G certified course list

- Students must complete the required courses with a "C" grade or higher

- To be competitive students should take more courses above the minimum requirement

- A-G requirements are **different** than high school graduation requirements
California High School Exit Exam

- CAHSEE
  - California High School Exit Exam

- MUST be passed before graduating high school.


- Passing scores:
  - English: 350
  - Math: 350

- Purpose:
  - Ensures high school students have mastered basic skills necessary to be successful in the working world.
California Standardized Test

- CST Testing:
  - California Standards Test.
  - Tests the mastery level of Standard Achievement

- Tests:
  - All core subjects.

- Test results:
  - Determine class level for the following year.
Session 5

IT’S NEVER EVER TOO EARLY TO PREPARE FOR COLLEGE
Family Involvement – family members have opportunities to gain knowledge about the college planning process
College Routes

- **Alternative route** - After high school going straight to a community college and then transferring to a university.

- **Recommended route** - After high school going straight to a 4 year university or college.
• **Honors (H)/Advanced Placement (AP) Courses/ College courses (CL):** UC gives extra points to UC certified (H) and AP courses taken in the last three years of high school that are passed with a grade of C or better

• **Final GPA** is determined by grades earned in the “a-g” subjects taken in the last three years of high school

• When submitting college application GPA is based on 10-11th grade coursework

[http://doorways.ucop.edu/list](http://doorways.ucop.edu/list)
California Community Colleges

- **Website** www.cccco.edu
- **112** two-year institutions
- **Tuition** $26 a semester unit; $624/year for a full-time student
- **Degrees and program offered**
  - Associate degrees (AA/AS)
  - Transferable courses to a 4-year college university
  - Technical or vocational education certificates
  - Academic advancement for students under 18
- **Requirements**
  - No subject requirements
  - 18 years of age
  - If under 18:
    - High school diploma or
    - High school equivalent (GED)
CSU: California State University

- **Website** www.csumentor.edu
- **23 campuses**
- **Tuition** $4,230/year (State university fee) $786 (campus fees)
- **Degrees and program offered**
  - Bachelors of Arts/Science (BA/BS), Masters, Teaching credentials, Doctorate degrees
- **Accept** Upper 33% of California high school graduates
- **Requirements:**
  - Minimum 2.0 GPA
  - A-G Requirement with a “C” or better
  - SAT Reasoning or ACT
UC: University of California

- **Website** [www.universityofcalifornia.edu](http://www.universityofcalifornia.edu)
- **10 campuses**
- **Tuition** $9,285/year
- **Degrees and program offered**
  - Bachelors of Arts/Science (BA/BS),
  - Masters
  - Teaching credentials
  - Doctorate degrees,
  - Professional degrees
- **Accepts** top 12.5% of California high school students
- **Requirements**
  - Minimum 3.0 GPA (CA residents) 3.4 GPA (Non-CA residents)
  - A-G subject requirements with a “C” or better
  - SAT Reasoning or ACT exam with writing
- **Other**
  - Personal Statement
  - Honors & awards
  - Extracurricular activities
Independent/Private colleges & universities

- **Website** [www.aiccu.edu](http://www.aiccu.edu)
- **76 campuses**
- **Tuition** $14,000-$50,000/year
- **Degrees and program offered**
  - Associate (AA/AS)
  - Bachelors of Arts / Science (BA/BS)
  - Master’s
  - Doctorate degrees
  - Professional Degrees
- **Requirements**
  - A-G requirements
  - SAT Reasoning or ACT and SAT Subject Tests
  - Most schools have requirements very similar to that of the UC system (check the college’s website for specific requirements)
Advanced Placement Exam (AP):

- Offers university level courses in high school
- Students take the exam at the end of the course.
- Students who pass the exam with a score of 3 or 4 may receive university credit.

Preliminary Scholastic Aptitude Test/ National Merit SCHOLARSHIP Qualifying Test (PSAT/NMSQT):

- The PSAT is a small version example of the SAT Reasoning Test
- The PSAT prepares students for the SAT Reasoning test by giving an evaluation score with recommended areas that the student should focus and study more.
- The PSAT determined eligibility for National Merit Scholarships

Early assessment program:

- Found in the 11th grade CST (Math and English section)
- One way to exempt the EPT/ELM exam
- If students pass certain questions in the CST they will not need to take a remedial class in a CSU or community college

Website: www.calstate.edu/eap
Scholastic Aptitude Test (SAT) Reasoning:

- Administered by College Board
- The exam is 3 hours & 45 minutes long.
- The maximum score is 2400 points (800 points per section)
- The exam is based on reading, writing, and mathematics
- One point is earned for each correct answer and a fraction of a point is lost for each incorrect answer.

Website [www.collegeboard.com](http://www.collegeboard.com)
College Admission Exams

**Scholastic Aptitude Test (SAT) Subject:**

- Administered by College Board
- Each test is an hour long
- Students may take up to 3 subject tests per test day.
- The maximum score per subject test taken is 800 points.
- The SAT subject test is based on specific academic subjects that the student feels more competent in. There are a total of 20 SAT subject tests.
- The SAT subject test is used to show the knowledge and mastery of subjects for impacted majors.
- **Website** [www.collegeboard.com](http://www.collegeboard.com)

**American College Testing (ACT):**

- The exam is 2 hours and 55 minutes. The writing section is 30 minutes.
- The maximum score is 36 points.
- One point is earned for each correct answer and 0 points are lost for each incorrect answer.
- The exam is based on subject areas in mathematics, English, science, and reading and a writing section that is optional.
- **ACT Website** [www.act.org](http://www.act.org)
## College Expenses

*Note: Figures are 2006-2007 estimates. Specific figures should be obtained from the Financial Aid Office of a specific college.

Adapted from the Los Angeles County Office of Education, 2006. [www.schoolguides.org](http://www.schoolguides.org)

<table>
<thead>
<tr>
<th>Annual Expenses</th>
<th>Community College</th>
<th>California State University</th>
<th>University of California</th>
<th>Independent (private) Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition &amp; Fees</td>
<td>$660</td>
<td>$3,137</td>
<td>$6,800</td>
<td>$30,000</td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>$1,250</td>
<td>$1,250</td>
<td>$1,500</td>
<td>$1,500</td>
</tr>
<tr>
<td>Living</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>$1,250</td>
<td>$1,250</td>
<td>$1,500</td>
<td>$1,500</td>
</tr>
<tr>
<td>Transportation/Personal Expenses</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$4,910 per year</td>
<td>$15,387 per year</td>
<td>$22,200 per year</td>
<td>$44,500 per year</td>
</tr>
</tbody>
</table>
Free Application Financial Student Aid

- Website [www.fafsa.ed.gov](http://www.fafsa.ed.gov) (Official website)
- Website [www.fafsa4caster.com](http://www.fafsa4caster.com) (Early aid estimator)

**EXPECTED FAMILY CONTRIBUTION (EFC)**

Cost of Attendance - Expected Family Contribution = Financial Need

- What is Federal Student aid?
  - Federal student aid comes from the federal government, U.S Department of Education.
  - It covers such expenses as tuition and fees, room and board, book and supplies, and transportation.
Forms of Financial Aid

- **Two Types of Financial Aid**

  - **Reward Aid (AKA Free money) does not need to be repaid:**
    - Scholarships are awarded on academic merit, need, and/or other criteria.
    - Grants are awarded on the basis of need and academic status.

  - **Self-Help Aid (AKA Not free money) must be repaid or earned:**
    - Student loans are loans with interest available to students and their parents.
    - Work-study or part-time employment.
## Scholarships

<table>
<thead>
<tr>
<th>College –Specific Awards</th>
<th>Academic awards, departmental awards, athletic awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Organizations</td>
<td>Businesses, corporations, unions, private organizations, high schools or school districts, military</td>
</tr>
<tr>
<td>State and Federal Sources</td>
<td>$33 billion in grant aid for post-secondary education students annually</td>
</tr>
</tbody>
</table>

## Grants

- **National Science and Mathematics Access to Retain Talent (SMART) Grants**
- **Academic Competitiveness Grants (ACG)**
- **Federal Pell Grant**
- **Federal Supplemental Educational Opportunity Grant (FSEOG)**

Information gathered from [http://www.scholarship.org/types_available.htm](http://www.scholarship.org/types_available.htm)
Self-help Aid for College

Loans

- Federal Perkins Loan

- Stafford Subsidized Loans

- Stafford Unsubsidized Loans

Federal work study programs

-The work-study program provides part-time employment to undergraduates and graduates to help with college expenses.
California Grants

- CA state Grant
  - **Cal Grant A Awards:** Given to all graduating high school seniors with a 3.0 GPA or above who meets the financial requirements.
  - **Cal Grant B Awards:** Given to low-income students with a 2.0 GPA.
  - **Cal Grant C Awards:** Helps students in technical, occupational, or career training. Students must meet financial and eligibility requirements.

- University Grant

*FAFSA and GPA verification form by March 2 deadline.*
Affording College for all Immigration Statuses

- CA Dream Act: There are three California Laws that undocumented students can qualify for to make their college education more reasonable and reachable.
  
  - **AB540**: Authorizes any students, including undocumented students, who meet the following criteria to pay in-state tuition at California’s public colleges and universities.
  
  - **AB130**: Authorizes AB540 students to privately funded scholarships given out by California public college/university.
  
  - **AB131**: Authorizes AB540 students to apply for Board of Governor’s Fee Waiver and Cal Grant

  [www.chirla.org](http://www.chirla.org)

  [www.cadreamnetwork.org](http://www.cadreamnetwork.org)
Its never too Early

- Think about college as an important part of their future. Continue to talk to your child about college plans as if he or she will definitely go to college.

- Talk to your child about his or her interest and help match those interest with a college major and career.

- Find out if whether your child’s school has college or financial aid nights. Plan to attend those events with your child.
Session 6

OUTREACHING AND EMPOWERMENT
Outreach

- What does it mean to outreach:
  - Basically it means getting the word out!

- How can this help parents:
  - Well simply, the more events they know about the more they will attend.

- How to improve outreach:
  - Do not just send flyers home, hang them at the school, send them home with the students, place them in the teachers box to be posted in their classroom bulletin, hand flyers at the school entrance, include parent events in the school bulletin, create a parent newsletter, put notices in the local paper!
10 Positive Outreach Strategies

1. Send emails to parents
2. Send flyers home with students.
3. Hang flyers around the school
4. Put flyers in teachers mailboxes.
5. Phone calls home
6. Mail notices directly home to parents in English and Spanish.
7. Parent Liaisons meet parents during school.
8. Communicate with teachers, parents.
9. Make upcoming events clearly known.
10. Create a warm environment.
What is Communication?

- Communication:
  - Is the act of sending a message from one person to another person.

- Communication consists of three parts:
  - Sender of a message
  - Message itself
  - Receiver

- It is important all three are working together!
Aspects of Communication

- Two main aspects of communication:
  - Speaking
  - Listening

- Listening in many ways is more important than speaking.

- Three aspects of listening:
  - Attending
  - Active
  - Empathy
Attending Listening

- Ways of letting the speaker know you are listening to them.

- External Skills:
  - Good facial expressions, eye contact, head nods.

- Internal skills:
  - Blocking urges to interrupt, passing judgment, rush to conclusions.
Active Listening

- Shows the speaker that you have heard both the subject and the emotional content of the message.

- Active listening skills:
  - Summarizing
  - Empathy
  - Questioning
Empathy

- Is an understanding of a person's mood or feelings.
  - Having empathy allows you to feel what the other person is feeling.
- Being able to feel the other person’s pain helps in working together to solve a problem.

Empathy

E — Everybody needs somebody
M — Model and mirror
P — Put yourself in their shoes
A — Ask if you can help
T — Treat others the way you want to be treated
H — Hurtful or helpful
Y — You feel better and they feel better.
Why good Listening is Important

- Good listening is important for several reasons:
  - You gain more information by listening.
  - Essential for solving problems.
  - Develops trust and understanding.
<table>
<thead>
<tr>
<th>Do not do!</th>
<th>Do!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not be judgmental</td>
<td>Be accepting</td>
</tr>
<tr>
<td>Do not be callous</td>
<td>Be empathetic</td>
</tr>
<tr>
<td>Do not play the expert</td>
<td>Be collaborative</td>
</tr>
<tr>
<td>Do not be closed minded</td>
<td>Be open-minded</td>
</tr>
<tr>
<td>Do not be vague</td>
<td>Be clear</td>
</tr>
</tbody>
</table>
Interpersonal Skills

- **Essential for positive communication:**
  - Communication as problem solving skills

- **Communication skills:**
  - Communication can only be successful if conducted in a professional matter, with the best interests of both parties in mind.

- **People respond better to positive interactions:**
  - Remember communication is supposed to help problems not cause them!
Being a facilitator

- **Facilitating:**
  - Is taking information you learned and presenting it to other people.

- **Facilitating requires:**
  - Strong communication skills which depend on strong listening skills.
Activity

- In groups of three practice good listening strategies.
  - Have one person in the group talk about the issue they are having.
  - The two others will listen.
- First listener:
  - The first listener will be judgmental and try to solve everything.
  - The second listener will use the strategies we talked about.
- Reflection: ask the group to share their thoughts about which conversation they thought was more productive.