A COLLEGE/CAREER AWARENESS MENTORING PROGRAM TO IMPROVE ACADEMIC ACHIEVEMENT IN AT-RISK 10th GRADE HIGH SCHOOL STUDENTS

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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DEDICATION

I would like to dedicate this thesis project to my mother, for always encouraging me to reach for the stars, and teaching me to never give up. My mother has seen me at my lowest and at my highest throughout the two years of graduate school, and no matter what the circumstance was she was always there to say something positive. She has taught me to be a strong independent woman. Without her inspiration I would not be where I am today. I continuously wanted to make her proud throughout all of my milestones in education.

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ABSTRACT

A COLLEGE/CAREER MENTORING PROGRAM TO IMPROVE ACADEMIC ACHIEVEMENT IN AT-RISK 10th GRADE HIGH SCHOOL STUDENTS

By

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Master of Science in Counseling,
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The purpose of this project is to bring college and career awareness to at-risk 10th grade students through the creation of a mentoring program. Students who are identified as at-risk of dropping out of high school will benefit from having a college senior mentor. Students engaging in this mentoring program will develop college and career readiness through a host of activities, including participation in career assessments, building interview skills, engaging in résumé building, and learning how to create short-term and long-term goals. Students will engage in activities to promote college and career awareness including, the “College Choice 101” (Wager, 2012) cards, building time-management and organization skills, and creating a college-to-do-list to follow in the 11th grade. The College and Career-Mentoring Program (CAMP) will bring awareness of the importance of higher education, and will encourage career mindfulness. The students will also learn the importance of developing a successful mentoring relationship, which may facilitate and improve their academic achievement throughout high school.
Chapter 1: INTRODUCTION

Mentoring programs have become a popular intervention for students in the United States because it is an inexpensive and effective means of positively influencing at-risk youth (Portwood, Ayers, Kinnison, Warris, & Wise, 2005). Herrera, DuCois, and Grossman (2013) found that mentoring programs, for students at “higher risk” (p. 3), encouraged positive beliefs in participating students about their ability to succeed in school, led to an improvement in school grades, a decrease in depressive symptoms, and an increase in peer acceptance. The organization Big Brothers/Big Sisters of America (BB/BSA) is a mentoring program with a mission to “create and support relationships that provide consistent, positive, one-to-one interaction between a single-parent child and an adult volunteer who will be an advisor and friend on the journey from childhood to adulthood” (BBBS, 2006). Studies show that an active mentoring relationship established through a program such as Big Brother/Big Sister aims to improve self-esteem, academic achievement, school attendance, and to reduce substance abuse (Tierney, Grossman, & Resch, 2000). In order for high school sophomores to build self-confidence in their academic career, an educated mentor must take the time and interest to help boost the students’ confidence to become a lifelong learner.

Statement of Problem

While the possible benefits of mentoring have been strongly advocated for and have been proven to decrease dropout rates (Tierney et al., 2000), there is still a lack of research supporting mentoring programs to improve college and career readiness and to help decrease dropout rates. Although there is no research supporting college and career readiness it is still important to take into consideration mentoring programs that examine dropout rates in California. Wilson, Smith, Lipsey, Steinka-Fry, and Jan Morrison (2011) stated that school and community-based programs,
such as mentoring programs, help decrease the likelihood of students dropping out of high school. In 2013, the State Superintendent of the California Department of Education (CDE) announced that graduation rates were increasing and dropout rates were decreasing, with the most significant difference being made among African American and Hispanic students. The dropout rate has decreased by 1.5%, from 14.7% in 2011 to 13.2% in 2012. Despite these statistics there are still concerns related to dropouts, and California is still trying to find the best interventions to keep students in school. According to the National High School Center (2007), ninth grade is the most crucial school year in a student’s entire high school career, because the period of time between ninth and tenth grade is the period with the highest dropout rate. Data published in 2005 through the National Center for Education Statistics (NCES) has shown a 10.5% dropout rate from ninth grade to tenth grade. It is important to reach out to students during this transition period from ninth grade to tenth grade by giving the students the tools to succeed in a college and career-mentoring program, in order to decrease high school dropout rates.

**Purpose of Project**

The purpose of this project is to create a program that will improve outcomes of 10\textsuperscript{th} grade high school students, identified as at-risk, and improve college/career readiness through a collaborative mentoring program. Additionally, implementation of this project may help to decrease dropout rates in high schools. Finally, this project is generated to train college seniors to be effective mentors for high school students over the course of one academic semester, in order to help decrease high school dropout rates. The College/Career Mentoring Awareness Program (CAMP) will be facilitated by high school counselors, and will be led by college seniors enrolled in their last year of college. The college seniors are held responsible for mentoring a 10\textsuperscript{th} grade student for an entire academic semester.
Terminology

At-Risk: A student who is at risk of leaving high school before graduating (Slicker & Palmer, 1993), and/or a student who is at risk of making contact with the juvenile justice system (Mboka, 2012).

Higher-risk: youth who face significant personal and/or environmental challenges (Herrera, DuCois, & Grossman, 2013).

Lifelong learner: Lifelong learners are people who display an attitude and ability that prompts them to learn across their life spans (Crow, 2006).

College-going-culture: College-going-culture in a high school promotes aspirations and behaviors beneficial to preparing for, applying to and enrolling in college (Corwin, 2007).

Mentor: a mentor is someone who listens to, cares for, gives advice to, and shares information and life/career experiences with another, especially a younger individual seeking assistance (Dondero, 1997).

Poverty: Engle and Black (2008) defined poverty as being typically based on income measures, with the absolute poverty line calculated as the food expenditure necessary to meet dietary recommendations, supplemented by a small allowance for nonfood goods. However, Saunders (2013) explains poverty in a broader manner, suggesting that poor means lacking not only material assets and health but also capabilities, such as social belonging, cultural identity, respect and dignity, and information and education.
Summary

Researchers have extensively studied the effectiveness of mentoring programs, in order to positively influence youth in need of support. Mentoring programs such as Big Brothers/Big Sisters help to demonstrate the importance of a mentoring program, and the difference mentoring makes on children’s overall development. In the upcoming chapter, mentoring will be defined and examined through male and female points of view. Research on gender differences will be reviewed related to perception on important mentoring behaviors. Fostering trust in a mentoring relationship is of great importance because it can promote the development of perception of ability, benevolence, integrity, and perceived risk. It is important to foster trust in a mentoring relationship in order to allow the mentee to open up and feel comfortable with their mentor. Based on the literature, the importance of building trust in a well-known mentoring program will be explored using the Big Brothers/Big Sisters program, along with dialogue about the positive effect the program has on young adults. A distinguished mentoring program such as Big Brothers/Big Sister requires targeted students to be identified as at-risk students. This research is relevant to review because it targets at-risk youth, which is the focus of the program proposed for this graduate project. The study conducted on the effects of Big Brothers/Big Sisters will provide insight about the impact a program such as this has on the student’s academic achievement and attendance. There will also be discussion about the results for mentoring at-risk youth and the impact university students have on mentoring at-risk youth.

The overall expectations for mentoring high-poverty youth will be taken into consideration by the program coordinators when looking at the mentors’ point of view. Mentors’ expectations, such as being a role model, and being knowledgeable about inner-city schools are discussed in the next chapter, in order to examine the motivations of mentors. Examining
expectations for mentoring high-poverty youth is important because it will bring awareness of the effects of poverty on youth, and economic disparities across neighborhoods, schools, races, and ethnicities. Furthermore, the purpose of examining high-poverty youth in mentoring programs is because poverty and dropout rates are connected across three primary settings, the family home, schools, and communities (Rumberger, 2013). In the review of the literature, the importance of a college going culture in a high school setting, and how a college student in the role of a mentor increases college aspirations and decreases dropout rates will be reviewed. Lastly, one must take into consideration reasons as to why high school students dropout, in order to recognize similar patterns in high-risk students. Researchers found reasons related to why students dropout has been explored; these reasons include high school students working 1-20 labor hours, mothers with less than a high school diploma, single parent families, and student retention.

The following studies discussed in chapter two will focus on crucial evidence such as, mentoring programs making a significant difference on student’s academic achievement, which is necessary to help support the development of a mentoring program. Discussion will focus on the need for mentoring at-risk students, and review the needed level of support in mentoring youth. Mentoring strategies that were considered useful and successful found in the literature will also be incorporated into the CAMP project. The literature will also connect concepts related to mentoring, with the main goal being to improve the child’s academic achievement.
Chapter 2: LITERATURE REVIEW

Introduction

This literature review will focus on the importance of outcomes related to developing a successful mentoring program. This includes the development of a successful mentoring relationship, which requires the fostering of trust. Opinions on mentoring relationships, based on gender, are also examined in order to better understand each gender’s perceptions of the importance of mentoring.

For the purpose of this project each section in the literature review will be closely examined and related to the College/Career Awareness Program (CAMP) project. CAMP is considered a unique proposed project because although this chapter will examine the impact mentoring programs have on dropout rates and academic achievement, there is has been little research conducted on college and career mentoring programs as they relate to decreases in dropout rates. Examining the results of a mentoring program for at-risk youth is related to CAMP, because CAMP targets 10th grade students identified as at-risk, who may be categorized as high-poverty youth. Lastly, the importance of promoting a college going culture and the effects of mentoring on dropout rates are discussed in the literature review and are linked to at-risk students.

Defining Mentoring

The word mentor is derived from the work of Homer (1713). Homer created Odysseus’s loyal friend known as “Mentor.” While preparing to leave for the Trojan War, Odysseus left his son in the care of Mentor, and today a mentor is known as a loyal, wise and trusted teacher and friend. Dondero (1997) further defined a mentor as someone who listens to, cares for, gives advice to, and shares information and life/career experiences with another, especially a younger
individual seeking assistance. Bandura (1977) defined a mentor as someone who provides support in academic and social development. He also believed that a mentor serves as a role model, offering friendship, guidance, and stability.

Baugh and Sullivan (2005) defined “Mentoring” in a more detailed manner, and focused on the career aspect of mentoring. In their work, the authors elaborate on the definition of a mentor, and state that the mentor can be an immediate superior, peers within one’s own organization, subordinates, and any number of other individuals. A mentoring relationship can be developed between two individuals, as well as occur in groups. In comparison to historical mentoring relationships, current mentoring experiences are more likely to be relatively brief. This can be attributed to the likelihood that individuals will undergo several career changes throughout their lifetime. Baugh and Sullivan (2005) also explained the importance of examining the initiation and maintenance of mentoring relationships. Prior to beginning the actual mentoring process, mentees and mentors should meet to discuss their expectations and desires; this contributes to the establishment of trust between the two individuals.

Fostering Trust in Mentoring Relationships

In order to establish a successful mentoring relationship, it is important that mentors and mentees trust each other. Leck and Orser (2013) conducted an exploratory study on Fostering Trust in Mentoring Relationships. [Note: Leck and Orser refer to the mentees in their study as protégés; for the purposes of this project, the word protégé has been substituted with mentee]. A qualitative approach was used to conduct this study. The sample size consisted of thirteen male mentors, and eleven female mentors, who all had over twenty years of work experience, and held senior level executive positions in both private and public sector organizations. The average years of mentoring experience was approximately ten years. All of the mentors were
participating in either a volunteer mentoring program outside of their business or within a program in their organization. Leck and Orser (2013) established and organized their results based on Mayer, Davis, and Schoorman’s (1995) integrative model of trust formation, which focused on perception of ability, benevolence, integrity, and risk impact levels of trust. The four areas of trust formation just mentioned can affect the mentoring relationship. The researchers used these categories to organize and place each mentor’s response into context when they examined participant responses to questions focused on building trust in a mentoring relationship.

*Perception of Ability*

Leck and Orser (2013) found that the mentors saw signs of trustworthiness when their mentee demonstrated willingness to learn, and specifically were looking for mentees who demonstrated openness and a genuine interest in improving themselves. Study participants agreed that a good mentor needs to have the ability to set realistic goals, and that these goals should be set in the beginning of the mentoring relationship. The participants in the study suggested that the mentee who did not seek out their mentor for advice resulted in lower trust for the mentor. The participants in the study also suggested that s/he could not advance in the mentoring process if the mentee did not listen to the mentor’s advice. The participants in the study indicated that in order for trust to grow in a mentoring relationship the mentee must be able to receive honest feedback from the mentor.

*Perception of Benevolence*

When looking at the results for perception of benevolence many mentors defined trust as “feeling safe to open up and speak one’s mind” (Leck & Orser, 2013, p. 417). Some mentors stated feeling a sense of natural chemistry, and an important feeling of connection with their
mentee. The mentors suggested that showing their mentee signs of love such as; mentors speaking fondly of their mentee, and genuinely wanting to help their mentee, were used to help build trust in the mentoring relationship. The mentors showings signs of love to their mentee is important when trying to foster trust because the connection between the mentor and mentee is stronger, which resulted in the mentee having an easier time trusting their mentor.

Perception of Integrity

The researchers then looked at the results for perceptions of integrity. Based on the responses of the study participants, the researchers came to the conclusion that mentors found it important that their mentee attain the ability to keep confidences, in order to build the foundation of trust in a mentoring relationship. The mentors also thought it would be important to declare a conflict of interest, in order to strengthen the trust in the mentoring relationship.

Perceived Risk

The last category of responses related to perceived risk. The mentors thought that trust was built over time, and believed that the more time the mentor and mentee spent together the more proof they had of trust being built and reinforced. The participants in this study agreed that trust was built when a personalized mentoring plan was created between the mentor and mentee, instead of choosing to follow the mentoring plan provided by the company. The participants in this study acknowledged the seriousness of working through a major event/crisis that a mentor or mentee might experience while engaged in the mentoring relationship, which in some cases made the trust in the mentoring relationship stronger. Leck and Orser (2013) suggested future research on training the mentor on how to handle stressful situations that might occur during the mentoring relationship.
Overall, the researchers were able to highlight key areas that can be used to influence the creation of an exceptional mentoring program. Some aspects of Leck and Orser’s (2013) research to incorporate into a workshop include the following: trust is built on students’ willingness to learn, setting realistic goals is key, and the idea that students need to feel safe to speak their minds. Leck and Orser (2013) suggest that mentoring programs be customized to the mentee and mentor, instead of the “one size fits all” framework that is established in most mentoring programs. The researchers discussed the mentors’ agreement on the topic of confidentiality, and how it is the key factor in establishing trust in a mentoring relationship.

They further discussed the importance of taking into consideration gender differences in mentoring relationships. The researchers found that mentees, especially female mentees, found it valuable to be trained before they entered a mentoring relationship, so that they knew the most effective ways to build trust in a mentoring relationship. The participants in Leck and Orser’s (2013) study agreed that there were differences in gender related to mentoring relationships. The women agreed that female mentors and female mentees had a stronger relationship related to trust. The effects of gender on the mentoring relationship will be discussed in the following section, with examination of the perceived importance of mentoring functions based on gender differences.

Gender Affects on Mentoring

Levesque, O’Neil, Nelson, and Dumas (2005) tested for gender differences in the perceived importance of mentoring functions, and found few differences between males’ and females’ perceptions of important mentoring behaviors. They collected survey data of 2,159 alumni students who graduated from the Master’s of Business Administration (MBA) program of a northeastern university. The survey questions elicited responses from alumni about the
mentoring behaviors they personally identified as important. The five most frequent responses were coaching, information support, exposure and visibility, political assistance, and championing, at 49%, 46.3%, 27.8%, 21.8% and 20.3% respectively. With regard to championing, findings indicated that more women than men—25% and 18% respectively—found championing to be an important mentoring behavior. Overall the study found that women and men seem to be more similar than different when stating the importance in mentoring behaviors. It is important to understand opinions on mentoring relationships based on gender in order to see if gender is necessary to consider. A mentoring program would benefit from having both female and male mentors, because Levesque et al. (2005) found few gender differences in mentoring behaviors. Both genders seemed to find importance in mentoring behaviors such as championing, exposure and visibility, coaching, informational support, and political assistance. After reviewing research findings, such as the work of Leck and Orser (2013), and that of Levesque et al. (2005) the CAMP project will benefit by developing tools to help in determining compatibility between mentors and mentees, based on the key aspects of the mentoring relationship. A well-known mentoring program such a Big Brothers/Big Sisters could further help influence the principles of future mentoring programs and assist in helping project participants foster trust when developing the mentoring relationship.

**An Impact Study of Big Brothers/Big Sisters**

Tierney et al. (2000) provide reliable evidence that mentoring programs can positively affect young people, by examining research conducted at local affiliates of Big Brothers/Big Sisters of America (BB/BSA). Public/Private Ventures (P/PV) is a “national nonprofit organization whose mission is to improve the effectiveness of social policies, programs and community initiatives, especially as they affect youth and young adults” (Tierney et al., 2000, p.
4. P/PV conducted a comparative study in 1992 and 1993 of 959 participants ages 10 to 16 years old. Half of the participants were assigned to the treatment group, and the other half were assigned to the control group. Most of the participants in this study were from low-income households, and some families had a history of violence or substance abuse. A little over 60% of participants were male students, and more than half were ethnic minority group members. Of these participants, 70% identified as African American (Tierney et al., 2000). Both the treatment and control group were interviewed 18 months after the intervention, in order to determine whether their one-to-one mentoring experience made a noticeable difference in these young individuals. The results from the interview found that participants in a Big Brother/Big Sister (BB/BS) program were less likely to start using drugs, or hit someone. The researchers also discovered that students enrolled in BB/BS improved their school attendance and performance, and attitude toward completing schoolwork.

Another improvement seen in the research related to the peer and family relationship. The researchers used five scales related to intimacy in communication, instrumental support, emotional support, conflict, and relationship inequality to determine peer relationships. The results indicated that emotional support was stronger among Little Brothers and Little Sisters, and intimacy in communication was stronger among Little Brothers in comparison to the control group. The results also showed that the youth’s relationship with his or her custodial parent improved following program participation, especially among White Little Brothers (Tierney et al. 2000). The work of Tierney et al. (2000) showed the significant difference a mentor can make on students, and helps support two of CAMP’s purposes; to increase school attendance and performance for at-risk students.
Thompson and Kelly-Vance (2001) researched the impact of mentoring on academic achievement of at-risk youth by examining an established mentoring program known as Big Brothers/Big Sisters of the Midlands. The treatment group consisted of 12 boys who had a mentor, and a control group comprised of 13 boys without mentors, who had been accepted into the Big Brothers/Big Sisters program but were waiting to be assigned a volunteer. The participants in the treatment group ranged in age from 9 to 15 years and participants in the control group ranged in age from 7 to 15 years. The ethnic demographics of participants are as follows: 92% Caucasian and 8% Hispanic in the treatment group, and 77% Caucasian, 15% African-American, and 8% Hispanic in the control group (Thompson & Kelly-Vance, 2001). All of the participants had a risk factor identified as a single parent home, which is also a requirement to be able to participate in the Big Brother/Big Sisters of America program. For the purpose of Thompson and Kelly-Vance’s (2001) study it was required that participants have at least one additional risk factor.

The researches held an interview with the student and parent/guardian, in order to identify risk factors such as: Truancy/running away; living in poverty; out of home placement; associating with delinquent peers; tobacco/alcohol/drug use by youth; history of physical/emotional/sexual abuse; family history of domestic violence; family history of substance abuse; physical disability; involvement in the juvenile justice system; academic problems (behind in grade level, special education placement); and frequent school absences/detentions/suspensions (Thompson & Kelly-Vance, 2001, p. 228).

The selection process for mentoring volunteers was comprised of a minimum of three written personal references, a background investigation, an individual interview, and a home visit. The mentor met with the student two to four hours on a weekly basis for an entire year.
The mentor and student participated in a variety of activities, in order to establish a friendship based on student, mentor, and parental input. The mentor and student participated in activities such as going to a movie, playing games, working on homework, talking on the phone, and other various activities that friends do with each other. The researchers used a thirty minute Kaufman Test of Educational Achievement (K-TEA) Brief Form, in order to observe composite scores on Reading, Mathematics, and Spelling. The results of this study indicated that boys who had consistent contact with their mentor positively affected their composite reading and math portions of the achievement test (Thompson & Kelly-Vance, 2001). Studies developed by researchers such as Thompson and Kelly-Vance help better understand the importance for developing a mentoring program, and the positive impact it has on the academic achievement for students at-risk. A mentoring program would also benefit from interviewing both students and parents for risk factors. It is also essential to observe the difference between mentors being identified as volunteers or college senior mentors, in order to determine if identifying the volunteers as a college senior mentor makes the mentor feel more appreciated. The mentor’s current occupation may also determine a significant difference when observing the affects a mentor has on students identified as at-risk.

**University Students Mentoring At-Risk Youth**

Mboka (2012) created a university-sponsored school-based program that targeted at-risk students ages five through eighteen, who made contact or are at-risk of making contact with the juvenile justice system. The mentors were enrolled in a youth mentoring course in the criminal justice department at a public university in the western United States. Student-mentors were required to meet with their mentee once a week for thirty hours for the entire fall or spring semester. The program required student-mentors to submit a parental consent form signed by the
legal guardian or parent, to be tested for tuberculosis, and be cleared by the University Health Department. Student-mentors were also fingerprinted and subjected to a criminal background check by the University Campus Police Department.

The program lasted fifteen weeks, and student-mentors met with their assigned mentee on school grounds during school hours. The program’s guidelines specified permission of meeting off school grounds only after authorization from the mentee’s legal guardian was obtained. The mentoring activities used for this program consisted of “one-on-one friendly discussions, helping mentees with academic work, talking about personal issues, finding solutions to issues associated with delinquency, incorrigibility, poor academic performance, and facilitating the mentee’s access to information pertaining to post-secondary education, employment opportunities, and career goals” (Mboka, 2012, p. 74). A 35-item questionnaire was developed and administered to the student-mentors at the end of the fall semester. Mboka stated that the program did benefit both the mentee and mentors, but unfortunately the insufficient preparation, administrative and logistical impediments were major obstacles to the attainment of the program’s goals and objectives. The mentors stated feeling as though the mentoring program did not benefit their mentee. The researcher collected data from the mentors using a Likert scale with ratings consisting of strongly agree to strongly disagree. The areas assessed were as follows: (1) their relationship with their mentee; (2) easy scheduling time; (3) willingness to work with their mentee; (4) motivations being encouraged by their mentee; (5) satisfaction in participating; (6) that they helped their mentee; (7) that they learned a lot about at-risk youth; (8) that the program benefited other students or at-risk youth; (9) that school authorities made it easier to make contact with youth; (10) and that the school staff were helpful. Mboka (2012) suggested a need for more understanding of factors such as, specialized training, goal oriented mentoring,
voluntary recruitment, and longer periods of mentoring relationships in order to produce positive results for both the student-mentor and student-mentee. Mentoring program’s strengths and weaknesses are important to consider when trying to build a successful mentoring program for at-risk students.

A mentoring program can incorporate Mboka’s (2012) requirements related to signed parental consent, testing for tuberculosis, and criminal background checks in order to ensure the student’s safety. Mboka’s (2012) suggested that a successful mentoring program was a result of the student-mentor’s overall satisfaction with the program. Mentoring programs for at-risk students that have not succeeded give a stronger purpose to developing a more comprehensive program with all of the researchers suggestions, in order to help students who may experience multiple risk factors as described above.

**Mentoring High-Poverty Youth**

Hughes and Dykstra (2008) conducted a very interesting study to examine students attending high-poverty high schools and the use of mentoring strategies. The study was conducted at a private urban university in the southeastern United States. The participants in the study were enrolled in an elective service-learning class titled “High-Poverty Youth: Improving Outcomes” (Hughes & Dykstra, 2008, p. 22). The purpose of this study and course was to “improve outcomes for youth attending high-poverty high schools through mentoring and to increase participating students’ awareness of (a) the effects of poverty on youth, and (b) economics disparities across neighborhoods, schools, races, and ethnicities” (Hughes & Dykstra, 2008, p. 22).

The course lasted sixteen weeks, and students met twice weekly. The instructor was responsible for teaching the students about “mentor training, racial segregation, White privilege,
unemployment, and the working poor…” and this information was “…augmented by readings, videos and guest speakers” (Hughes & Dykstra, 2008, p. 20). Each university student was matched one-on-one with a high school student as a mentee based on similar interests and class schedules. The mentor was able to meet with the mentee once or twice weekly during class study time, when mentees were given free time to work on class assignments. Mentors were instructed by their university instructor to find a quiet corner of the mentee’s classroom, the school library, or computer center, in order to meet and discuss friendships, homework, class performance, and college applications (Hughes & Dykstra, 2008, p. 23). Throughout the mentoring relationship, mentors were encouraged to attend sporting events, go to the mall, watch a movie, or eat out with their mentee. Communication between the mentor and mentee was also established through e-mail, the telephone, and text messaging.

The authors stated that one-third of the students reported having a relationship with their mentee a year or more after the course was completed, either electronically, or through in-person meetings. The mentors were required to keep a journal, where one mentor stated that he benefited from his mentoring experience, and felt a sense of fulfillment, because he actually felt as though he made a positive impact on his mentee. Hughes and Dykstra (2008) discussed what mentors indicated mattered in serving as a mentor and what motivated people to volunteer to mentor youth. Mentors stated feeling motivated primarily by “(1) being a role model, friend, source of support, and caring adult, and (2) increasing their understanding of inner-city schools and culture in order to serve youth better” (Hughes & Dykstra, 2008, p. 30).

Future mentoring programs should require their mentors to keep a journal, in order to compare results to Hughes and Dykstra’s (2008) study on mentors’ motivation to serve high-poverty students. A mentoring program can use different techniques taken from the work of
Hughes and Dykstra (2008), such as communicating with mentees through e-mail, phone, and text messaging. A mentoring program will benefit from Hughes and Dykstra’s different mentoring strategies for working with high-poverty students, who tend to be at risk-students, and may also lack awareness of the college-going culture.

**Mentoring At-Risk Students about College-Going Culture**

Radcliff and Bos (2011) conducted a seven-year research study on mentoring approaches to create a college-going culture for at-risk secondary level students, to determine if mentor-led initiatives such as, college visits, goal setting, and others were connected to improvements in students’ college perceptions. A mentor-led program was created with the above strategies, and included information related to, “…tutoring, career investigations, role model presentations, writing projects, and presentations about college preparation” (Radcliff & Bos, 2011, p. 90). Radcliff and Bos (2011) predicted focus on these areas would have a positive effect on students’ aspirations to go to college, and increase acceptance of mentees into post-secondary institutions.

The authors conducted a longitudinal research study using the quasi-experimental design method involving randomly selected participants for the treatment and control group. Data was collected through surveys, interviews, written reflective statements, student projects, and student enrollment and academic performance measures. The mentors in this study were college students enrolled in teacher preparation classes. Participants included at-risk students randomly selected by an administrator, who were low scoring in two foundational subjects. Students were divided in half; 50 students for the treatment group, and 50 students for the control group. All of the 100 participants started the sixth grade in Fall 2005, and the sample size was reduced to 40 students in the treatment group and 40 students in the control group by eighth grade, which was a result of the students dropping out of the study. A comparison group of 35 honor roll students
was created in Fall 2006, and another comparison group of 34 students neither at-risk nor on the honor roll was used in this study.

The results for the participants in Fall 2009 included 29 students in the control group, and 33 students in the treatment group. Student demographic information for this study included 60% Hispanic, 30% Anglo, and 7% African American. The five mentoring goals for this study were as follows: (1) understand the nature of college, (2) recognize that a college education may be important to their future, (3) increase positive perceptions and aspirations about college, (4) prepare academically for college admission, and (5) set short-term and long-term goals. This mentoring program was able to accomplish the first three goals, evidenced by responses on a follow-up survey. Goal number four was met when students prepared for the state mandated Texas Assessment of Knowledge and Skills (TAKS) test with their tutor, in which they all passed. The final goal of setting short-term and long-term goals was met during ninth grade, where students were asked to discuss the students’ goals and progress for 30 minutes once every other week. As the students matured the support shifted from career interest and recognizing the importance of education in sixth and seventh grade to practicing strategies to study for the TAKS exam. The mentoring shifted once more in ninth grade to help students adjust to high school, and set short-term and long-term goals in ninth and tenth grade. Students began in middle school with a trusting, respectful, and individualized relationship with their mentor and advanced to a mentoring relationship focused on goal setting once they were in high school. Participants were eager to have a mentoring relationship with a college student.

In the seven-year study—data reported in the article was based on the year five report—the authors were able to successfully build a college-going culture, increase aspirations about college, decrease dropout rates, and help students improve their performance on the state-
mandated TAKS test through positive mentoring strategies. Lastly the researchers suggested that this study might contribute to the improvement of students’ likelihood of attending college. A program such as CAMP would benefit from Radcliff and Bos’s (2011) mentoring strategies, in order to achieve a college-going culture. The overall results of this study showed that the mentored students in the treatment group showed a decreased dropout rate when compared to the control group of students. Radcliff and Bos’s (2011) study could help support the purpose behind developing mentoring programs, which relates to decreasing the dropout rate among the identified student population through the implementation of a mentoring program.

**High School Dropout Predictions**

Bowers and Sprott’s (2012) collected quantitative data on literature examining dropout predictions. The authors showed that most literature on dropout predictions does not take the time to do longitudinal research, while attempting to compare each of the reported dropout flags. The researchers reviewed the literature and inspected accurate dropout flags that indicated signs of identifying students who drop out, and making sure not to identify students who graduate as at-risk of dropping out. Bowers and Sprott (2012) seemed to find beneficial outcomes when recalculating and examining precision, sensitivity, and specificity when examining past research on dropout predictions.

The researchers examined 36 articles and reported 110 dropout flags. They mentioned that the literature they read reported dropout flags from the overall sample size, variations of percentages on student dropouts with indictors of dropout, or students with the indicator who dropped out. The researchers found that some studies reported the percentages of students who graduated with the flags, rather than the students who dropped out. The study used the information from all thirty-six articles and labeled the number of students in the sample with the
dropout indicator, the number of students without the dropout indicator, the number of students with the flag who dropped out, and the number of students without the flag who dropped out. The researchers used a signal detection theory—Relative Operating Characteristic (ROC)—that uses a graphical plot to help compare each drop out flag to precision, sensitivity, and specificity, in order to find accuracy in each drop out indicator. The criteria for the authors focus were (a) high school dropout predictions, (b) school-wide characteristics, such as not using specific subgroups of students, and (c) dropout characteristics on a student-level, instead of the school-level. The results for this study showed a description through recalculating values through a precision prediction, such as “true-positive proportion (the sensitivity), true-negative proportion (the specificity), and false positive proportion (false alarm)” (Bowers & Sprott, 2012, p.83).

When looking at the flag indicators, the true positive proportion is the percent of students who dropped out and had a flag. The students who were false-positive proportion were indicated as the percent of students who graduated with a flag. The study found precision was the most commonly reported metric across the study, such as 4.1% of the students employed 1-20 hours a week with a flag dropped out. Students with three risk factors, including having a mother with less than a high school degree, being of a single parent family, and being a student retained with a flag caused 97.1% of identified students to dropout. When looking at the true-positive proportion, the specificity was used to examine the amount of students who dropped out with a flag. The results for the combination of flags through precision and true positive proportion only showed a 6.8% overall student dropout. The results for the true-positive proportion consisted of students with low attendance, unsatisfactory behavior, failed math and failed English, and those who were participating in less than one extra-curricular activity in high school. Related to this,
96.9% of students who dropped out did not participate in an extra-curricular activity in high school.

The false-positive proportion indicated 81.6% of the graduates had this specific flag of not being involved in more than one extra-curricular activity in middle school. The reason for using the ROC procedure, and why it was considered more accurate was because it maximized the proportion of true-positives (hits) while minimizing the proportions of false-positives (false alarms). While using the ROC procedure, the authors were able to find that in past research they missed about 40% of students who did eventually drop out. The study found that using the ROC procedure was beneficial to finding less false-positive proportions and also less low-true positive proportion, which helped identify a smaller fraction of all the students who dropped out. The reason behind this study was used to help move the field towards a more consistent reporting structure, in order to provide an example of usefulness when providing accurate dropout indicators. In the future the researchers suggest using precision, sensitivity, and specificity for indicators when observing dropout predictions. A mentoring program would want to examine Bowers and Sprott’s (2012) dropout predictions when choosing the participants, in order to better understand the affects of mentoring on dropout rates.

**The Effects of Mentoring on Decreasing Dropout Rates**

Slicker and Palmer (1993) examined the effects of a mentoring program that identified at-risk students in a large Texas school district. The participants consisted of 86 at-risk 10th grade students, and 32 mentors. The school district consisted of a variety of socioeconomic groups ranging from unemployed to professionals. For that reason the district chose to identify a student as being at-risk for leaving before graduation. The district uses additional criteria to define at risk:
(a) Texas Educational Assessment of Minimum Skills test failure (one or more sections); (b) failure of two or more courses in the most recent semester; (c) Metropolitan Achievement Test scores in reading, mathematics, or both, at less then the 10th percentile; (d) retention in a grade or placement in the next grade without passing the prior grade one or more times in grades K through 9; and (e) graduation in 4 years unlikely because of a numerical deficiency in high school credits. Students with two or more of the above criteria were identified for this study (excluding Special Education students) (Slicker & Palmer, 1993, p. 3).

Research was measured through the Piers-Harris Children’s Self-concept Scale (PHCSCS). The scale consisted of an 80-item group-administered, self-reported inventory, suitable for use with students in grades 3 through 12. The researchers also used the students grade point average (GPA), which is the running average of all class grades earned from the beginning of high school. The last type of measurement used on this study was a mentor log, which recorded the frequency, type, and length of activities that mentors held with their mentee, so that the overall program could be evaluated. The mentors consisted of teachers, principals, counselors, secretaries, and instructional aids. The mentors were given an hour-long training and handouts discussing appropriate mentoring activities. Once the mentor was paired with their student, they explained the mentoring program through a get-acquainted session. Students met with their mentor at least three times per week in six months. Mentors were held responsible for giving their mentee academic recognition and only holding activities during school hours.

The researchers used PHCSCS to measure the pretest of all participants, and then were given a posttest after 6 months. The students’ GPA were secured in the school computer, and the mentor logs were collected and rated on a scale of 1 to 5 according to number of contacts and
length of contacts. Unfortunately, the results for this study indicated that mentoring did not significantly reduce the dropout rate of mentored students. Researchers also found no significant difference when looking at whether mentoring at risk-students improved their self-concept over that of non-mentored students. The authors also found no significant difference in achievement between the mentored and non-mentored students. Although the results for this study showed that there was no significant impact on high school dropout rates through the use of a mentoring program, there is still a need for additional research on mentoring programs. This study consisted of teachers, principals, counselors, secretaries, and instructional aides; this could be a reason for students not being able to relate to their mentor, and why there was no improvement for students. A mentoring program with college mentors with different school majors may provide a significant improvement when looking at the mentee’s overall academic achievement, and the effects mentoring programs have on high school dropout rates.

**Summary**

The literature on mentoring approaches indicates the importance of building trust through the integrative model of trust formation, which focuses on perception of ability, benevolence, integrity, and risk impact levels of trust. These four perceptions of trust are significant to implementing an effective mentoring program, because it will better assist in developing a healthier and stronger bond between the mentor and mentee. The results of women and men being more similar in relation to certain mentoring behaviors, is an important consideration when developing a mentoring program. This finding shows there are corresponding beliefs across genders related to important mentoring behaviors. Insufficient preparation in previous mentoring programs with university mentors helps to support the necessity for mentors to receive specialized training and to make mentoring goal-oriented. Voluntary recruitment, and longer
periods of mentoring relationships are also important in order to create an effective mentoring program.

Hughes and Dykstra (2008) had mentors discuss befriending, class performance, and college applications with their mentee, which is an important aspect to incorporate into future mentoring programs. Radcliff and Bos’s (2011) study on mentoring students about a college-going culture helped establish the importance of a mentor keeping a long term mentoring relationship, and helped to establish the importance of developing the mentoring relationship over the course of the student’s academic career. A mentoring program could be successful if the mentors maintain the mentoring relationship with their mentee throughout high school, in order to inspire a greater college-going culture, and also help build a stronger connection. As Radcliff and Bos (2011) stated, the mentoring connection usually gets stronger as the years advance.

A successful mentoring program should examine four main risk factors for predicting students who are at risk of dropping out of high school. Bowers and Sprott (2012) discussed four important risk factors, which include high school students working, having a mother who obtained less than a high school degree, being from a single parent family, and student retention. Future mentoring programs should match the mentor with their mentee through a survey with questions related to the risk factors Bowers and Sprott (2012) mentioned in their study.

In the following chapter there will be discussion about the development of the project, which will closely examine the process and reasoning behind CAMP. There will also be discussion about the intended audience of the CAMP project, along with the personal qualifications for head counselors (program coordinators) and college senior mentors. The environment and equipment necessary to hold a successful CAMP project will be reviewed, as
well as formative evaluation of the CAMP project, necessary for professional feedback in tracking the success of the project. Lastly, a detailed outline of the project will be provided.
Chapter 3: PROJECT AUDIENCE AND IMPLEMENTATION FACTORS

Introduction

This project was developed with the intent to decrease dropout rates, because the period of time between ninth and tenth grade is the period with the highest dropout rate (National High School Center, 2007). For this reason, 10th grade students were chosen as the target group. The College/Career Awareness Mentoring Program (CAMP) was built on the idea that 10th grade students deserve a college mentor who will influence their understanding of a college-going culture and their awareness of career development. The college seniors will mentor 10th grade students in high school as an internship opportunity in order to receive their bachelor’s degree. The mentors will consist of college seniors from different majors. The method of selection for college senior mentors will be reviewed below in the personal qualifications section. The 10th grade mentee will be able to receive service-learning hours for participating in this program, and it is highly recommended that these students include CAMP as a part of their résumé and college application. The program coordinators will be the head school counselors at each high school location. A two-day workshop will be integrated into the program for the college mentors’ orientation to the program during the summer leading into their senior year of college. The workshop will take place on a Saturday and Sunday, with two-hour long sessions each day. This will increase the mentor’s knowledge of requirements and ensure a valuable CAMP outcome.

Development of Project

CAMP was inspired by my educational career, sorority life, and the intrinsic motivation I held onto through situations I had to overcome. Throughout my entire academic career I never truly had a teacher or mentor to provide me with any type of extra support or to go out of their way to praise me for my work. I grew up always labeling myself as a C-average student, and I
was okay with doing the bare minimum to pass. Both my parents have always supported me through my entire academic career, but could only advise me to a certain extent. My father received his bachelor’s degree and my mother received her high school diploma, yet, because both came from a developing country, neither one knew how to apply to college in the United States. Mentoring programs such as CAMP can help students that come from immigrant families, who may not be educated on the college acceptance criteria in the United States. It was not until I enrolled in college, when I received an electronic message from a professor that changed my entire outlook on education. I was shocked that for once in my life an educated professional believed that I was capable of doing better, and was willing to help. During my college years, having a mentor in a sorority really helped me remain focused on what career path I wanted to pursue. Becoming a mentor myself was also extremely rewarding, because I was told I had made a difference in that person’s life. Having and becoming a mentor gave me the time-management, leadership, and social skills I needed to develop into the professional I am today. I am grateful to have the individuals who supported me throughout my entire educational career, just as I am grateful to have those who did not believe I would get this far in life. If it were not for those individuals who did not believe in me, I would not have had such a strong intrinsic motivation to prove them wrong. This is the type of experience I hope participants will find in participating in the CAMP program.

The program will last for an entire academic semester, and will include a minimum of two face-to-face encounters per month. The college senior mentors will be required to complete a survey in order to find a corresponding mentee. Once mentors and mentees are assigned, they are then required to meet for 40 to 60 minutes twice a month to discuss college/career related topics. The college senior mentors will be given structured activities and guidelines to follow for
each session. College senior mentors are highly encouraged to spend more time with their mentee if possible, and/or if mentee strongly encourages more session time. The college senior mentors are required to turn in their session progress notes to their program coordinator twice a month, either in person or via e-mail, depending on what the program coordinator prefers.

**Intended Audience**

The intended audience for this program is high school counselors (program coordinators), who are encouraged to incorporate CAMP into their counseling curriculum. The program is designed to help at-risk 10th grade high school students. This program is not only beneficial to 10th grade students, but also to college seniors gaining internship experience through a college and career-mentoring program for reasons listed in the previous chapter.

**Personal Qualifications**

College senior mentors are required to have 90 or more credits completed in their chosen major to participate in the mentoring program. College senior mentors are required to have a grade point average of 3.0 or higher in order to become a mentor, and have work experience. Tenth grade students must be identified as at-risk of failing (Grade “D”) or have failed (Grade “F”) at least one course in their previous ninth grade report card. Program coordinators must have a minimum of a Master of Arts or Science degree in Counseling and a Pupil Personal Services Credential, with at least three years of experience as a high school counselor.

**Environment and Equipment**

College senior mentors are recommended to hold mentoring sessions in places where the mentee feels comfortable, preferably at a place the mentee recommends, such as the mentee’s high school library. It is not recommended that the sessions be held at personal homes. Thompson and Kelly-Vance (2001) suggested that mentors and mentees participate in activities
outside the regular routine, whether it is at the mentee’s high school or a designated meeting area. The CAMP project will recommend college senior mentors attend social events with their mentees such as concerts, museums, and movie theaters in order to create a stronger mentoring relationship. The mentor’s introductory workshop will be held at the school site of the program coordinator and student, to connect the mentor with their program coordinator.

The equipment required for the college senior mentors are laptops for assessments, and a list of potential college options and career development tools (provided to mentors). College senior mentors will be given a CAMP calendar with all of the goals that must be met every month with their mentee. College senior mentors will also be given CAMP handouts with information on college majors, career options, web resources, résumé examples, interview tips, and local community resources with a contact list. College senior mentors will also be given a binder with resources related to college and career awareness, and a CAMP calendar to use with their 10th grade mentee for the entire academic semester. The binder will include information on career assessments, the value of secondary education, organization skills, time-management skills, and job skills. The program coordinators will lead the mentor workshop and have an inspirational guest speaker come in and speak for thirty minutes, in order to capture the essence of an exceptional mentor. College senior mentors must also type session notes to document every meeting, and must submit their notes to the program coordinator in the agreed upon format.

**Formative Evaluation**

Head counselors (program coordinators) will offer feedback for the mentoring program by reading the mentor’s progress notes, and holding a minimum of one face-to-face encounter with the mentor and mentee twice a month. Individuals who have established successful
mentoring programs can qualify as experts in determining the characteristics of a positive mentoring program.

In order to evaluate this project, two middle school counselors and one high school counselor were selected to provide professional feedback on the project. All three counselors work in Burbank, CA. The high school counselors will be referred to as X, and the two middle school counselors will be referred to as Y and Z. Each school counselor was provided with a copy of the project, cover letter, and evaluation form developed specifically for this project. The cover letter and the evaluation form can be located in appendix II.

The following statements were written in the survey given to each school counselor evaluator. The evaluation survey stated: (1) this program is helpful for 10th grade students; (2) this program could easily be implemented at a school or community agency; (3) the length of the program (1 semester) is appropriate in a school setting; (4) the length of the session (40-60 min.) is achievable in a school setting; (5) The sessions are well outlined and easy to follow; (6) the materials needed to conduct all the sessions are accessible to all counselors; (7) I would feel comfortable facilitating this program; (8) I would use this program in my school; and (9) I would recommend this program to other counselors. Each evaluator was asked to rate each statement based on the following scale: (4) Strongly Agree, (3) Agree, (2) Disagree, and (1) Strongly Disagree. The evaluation survey also asked the school counselors to provide any general comments that would help improve the project.

The survey responses provided by the school counselor evaluators were beneficial in assisting future research. Based on the survey questions, all three school counselors answered “strongly agree” to the following statements: (1) this program is helpful for 10th grade students, (4) the length of the session (40-60 min.) is achievable in a school setting. Counselor X also
answered “strongly agree” to the following statement: (9) I would recommend this program to other counselors. All Counselors responded “agree” to the following statements: (2) this program could easily be implemented at a school or community agency, (5) the sessions are well outlined and easy to follow, (6) the material needed to conduct all the sessions are useful and accessible to all counselors. Counselor X answered “agree” to the following statements: (7) I would feel comfortable facilitating this program, (8) I would use this program at my school site. Counselor Y and Z also answered “agree” to the following statement: (9) I would recommend this program to other counselors. All three counselors answered “disagree” to the following statement: (3) then length of the program (1 semester) is achievable in a school setting. Counselors Y and Z answered “disagree” to the following statements: (7) I would feel comfortable facilitating this program, (8) I would use this program at my school site. Counselor X’s comment, to help improve the program, was to extend the program to an entire academic year. Counselor Y’s comment was that she would not feel comfortable being able to take on one more responsibility to be a program coordinator on top of the many tasks and projects she already possesses. Counselor Z’s comment suggested I create a contract between college senior mentors and 10th grade students about mentoring commitment to the program, in order to avoid program dropout rates.

The school counselors’ feedback will be used to help improve the program for future implementation. Suggestions such as “the program should be extended to an entire academic year” from counselor X are important to consider in improving the experience of the mentor and mentee. This will allow for the development of more meaningful relationship and bond. As indicated by Counselor Z, it would be beneficial to create a contract between college senior mentors and 10th grade students; in order to prevent 10th grade students and college senior
mentors from dropping out of the program.

**Project Outline**

**CAMP Workshop**

College senior mentors and program coordinators will all meet at a school site that is located in the most convenient location. Each workshop meeting will start at 10 am and end at 12 pm. College senior mentors will be given an agenda on everything that will be covered for the two-day workshop.

**Day 1**

**10:00am** - Sign in, refreshments, and a career icebreaker. The icebreaker is further explained in the appendix.

**10:15am** - A program coordinator will speak on the importance and purpose of CAMP. The program coordinators will then state the current high school they are employed with, how many years of counseling they have, and one ah-ha or memorable moment with mentoring students.

**10:30am** - Go over CAMP guidelines and the calendar to follow.

**10:45am** - College senior mentors will be asked to go online to the California Career Zone website. The website will be explored thoroughly, and the program coordinator will require college senior mentors to do a career assessment. The purpose of having the college senior mentor explore the California Career Zone and take a career assessment, is to provide the mentor with exposure to the website and give them experience with the website.

**11:00am** - A program coordinator will do a presentation on interview skills, organization skills, time-management skills, résumé skills, and job skills.

**11:30am** - Lunch and an inspirational speaker from the Big Brother/Big Sister mentoring program. The inspirational speaker will talk about strategies for a successful mentoring relationship. The meal will be catered and sponsored through corporate donations.

**12:00pm** - The day will be concluded with college senior mentors filling out a survey to match them with a head counselor (program coordinator). For logistical purposes, college senior mentors will be assigned to a head counselor at the high school closest to their home, which will be determined through the survey completed at the end of the day. The college senior matching survey will also be used to match them with their mentee.
Day 2

10:00 am - Sign in, get refreshments, college icebreaker. The icebreaker is further explained in the appendix.

10:15 am - A program coordinator will discuss the importance of higher education and salary differences based on education.

10:30 am - Program coordinator will play a video on www.studentaid.edu.gov, and discuss college resources such as: FAFSA, federal grants, loans, and work-study. Program coordinator will review a list of majors on www.assist.org

10:45 am - College senior mentors will go over scenarios pertaining to certain crises and have them engage in group-work to discuss what they would do in those situations.

11:15 am - Program coordinator will go over the difference between California Community College (CCC), University of California (UC), and California State University (CSU) systems, and mentors will also play the College Choice 101 (Wager, 2012) game.

11:30 am - Lunch. The meal will be catered and sponsored through corporate donations.

12:00 pm - Before the workshop is over the mentors will receive the CAMP calendar, CAMP handouts, and CAMP binder with resources related to college and career awareness.

CAMP Schedule

CAMP will incorporate Leck and Orser’s (2013) beliefs about fostering trust, by establishing realistic goals in the beginning of the relationship. Tenth grade mentees will be encouraged to speak their minds and feel safe enough to open up to their mentor. College senior mentors and 10th grade mentees are encouraged to visit one college and career center during the semester if time permits.

January

Week one: Introductions

The 10th grade students will participate in an icebreaker encouraging college senior mentors and 10th grade mentees to share early childhood career related dreams, and current dreams and aspirations. The icebreaker is further explained in the appendix. College senior mentors will review guidelines and the purpose of the mentoring
relationship. A pre-test will be given to measure the students’ previous knowledge on college and career awareness.

Week two: Short-term and Long-Term Goals
The 10th grade students will learn the difference between short-term and long-term goals. They will be given examples, and finish the session with their own short and long term goals.

February

Week three: Career Assessment
The 10th grade student will take a quick assessment on California Career Zone, and go over their results with their mentor. The college senior mentor and 10th grade mentee will exchange his or her results for the career assessment, and recommend jobs best suited to their personality known as realistic, investigative, artistic, social, enterprising, or conventional. The student will also fill out a California Career Zone Handout.

Week four: Organization Skills
The 10th grade students will learn the importance of staying organized and how to use their school supplies efficiently. College senior mentors will give the 10th grade mentee an organization check list, and will use the checklist periodically, in order to practice those skills of incorporating the student’s school supplies into his or her daily routine.

March

Week five: Time Management Skills
The 10th grade students will learn the importance of time-management skills, and how it is related to college and career opportunities. Eight time-management skills will be taught through a time-management skills handout, and 10th grade students will be asked to create a to-do-list. The mentor will give an example of how he or she uses their time management skills in their current schedule, and will have the 10th grade student implement the time management-skills in his or her daily schedule.

Week six: The Value of Postsecondary Education
The college senior mentors will go over the value of secondary education by showing salary differences and positive outcomes from obtaining a bachelor’s degree. The college senior mentors will show the 10th grade students a graph showing the difference in salaries based on different types of degrees. The college senior mentors will give the 10th grade mentees a handout titled, Why is College Important?

April

Week seven: Knowledge on College Opportunities
The 10th grade students will learn about college opportunities such as, the difference between Community College, California State University, and University of California. The college senior mentors will show the mentee a video on the different types of Federal
Student Aid such as, federal grants, loans, and work-study. The 10th grade students will be given a handout with questions on the different types of Federal Student Aid video. The mentor will give the student a handout with the difference between California Community College, California State University, and University of California. The mentor will also give the student a comparisons sheet with A-G requirements for California State University (CSU) and University of California (UC).

Week eight: Job Skills
The 10th grade students will learn how to build a résumé, fill out an application, and build interview skills. Students will be given a résumé advice handout and a résumé example. The 10th grade students will be given tips for filling out an application. The 10th grade student will learn the steps before, during, and after an interview. The 10th grade student will learn about dressing for an interview. College senior mentors will begin the preparation for the last meeting by reminding the student that they only have two more sessions together.

May

Week nine: College Game and College Majors
The 10th grade students will play a card game named College Choice101 (Wager, 2012), and go over a list of college majors. College senior mentors will have their mentee play the College Choice 101 (Wager, 2012) card game in order to have their mentee get a better understanding of what matters most in a college search, such as college majors, geographic location, and personal characteristics. The 10th grade students would be asked to sort their cards into categories of those they really want, those that are neutral options, or those that they absolutely do not want. The 10th grade students will fill out a College Choice 101 handout. The students will also visit the Assist.org website to view different college majors. The website has a variety college majors according to CCC, UC, and/or CSU. Mentor will also prepare their mentee for the last meeting together. The 10th grade students will be asked to write down their top five favorite majors.

Week ten: Last meeting
The college senior mentors will answer any questions and facilitate a post-test to measure knowledge on college and career awareness based on what they have learned in CAMP. Students will create a college to-do-list for 11th grade based on what they have learned from their Mentor. College senior mentors must not create the to-do-list for their 10th grade mentee; s/he must create the to-do-list independent from the mentor, but the mentor will be available for suggestions or questions. Once the mentee is done, the college senior mentor can compare the 10th grade student’s college to-do-list for 11th grade to CAMP’s college to-do-list for 11th grade.
Chapter 4: CONCLUSION

Summary of Project

CAMP was created to bring college and career awareness to 10th grade students in high school, and to help decrease high school dropout rates. In reviewing the literature about what constitutes an excellent mentoring program, the concept of introducing the mentoring program to 10th grade students was the most beneficial, because it brings awareness to such critical decisions about college and career opportunities early on and in a strategic manner. The goal is to have 10th grade students implement the strategies learned in CAMP in their 11th grade year, in order to measure any progress and determine if there is a significant difference in the student’s college and career awareness in 12th grade, a survey will be conducted at the beginning of 12th grade. The need for a college/career awareness-mentoring program for 10th grade students was influenced by research focusing on existing mentoring programs and the positive outcomes it possesses on dropout rates, but unfortunately there is a lack of research on mentoring programs encouraging college and career readiness and decreasing dropout rates. The importance of college/career awareness for 10th grade students is crucial, because the end of ninth grade and before 10th grade is the period of time with the highest dropout rate (National High School Center, 2007). The development of a mentoring program to target and intervene with this population will hopefully help decrease dropout rates among 10th grade students.

Recommendations for Implementation

The vision behind implementing CAMP at school sites in California is to create an inspiring and enjoyable program, to inspire each student to have a life changing experience, by exposing the 10th grade student to college and career information and improving academic achievement. One factor to keep in mind is that the mentor will make a difference in these
students’ lives by giving them a support system that he or she may not have at home. The most beneficial tactic in building a strong mentoring relationship is to build trust during the first two sessions. In order to implement CAMP at all school sites, program coordinators must work together to organize the yearly calendar, create goals and meet expectations, and collect data on progress. It is also important to use incentives to keep the students and mentors motivated. Internship opportunities for college seniors and service-learning hours for 10th grade students can help motivate the students who are engaged in the CAMP experience. Another suggestion for future development and implementation in the CAMP curriculum consists of 10th grade students in the program generating a CAMP presentation for 8th grade students. This will be added so that at-risk students in middle school may take advantage of the many resources offered through CAMP and improve outcomes prior to entering high school.

**Recommendations for Future Research**

The recommendations for future research, based on the literature, are to detect mentor’s overall satisfaction in being a mentor. Research on college/career awareness at family homes and classrooms is also important to consider. Research on what mentees expect from a mentoring relationship can better assist in the improvement of CAMP or any type of mentoring program. Based on the results related to the success of CAMP, the duration of the mentoring program may be increased from one semester to an entire academic year, which was also a recommendation of one the three school counselor evaluators, shown in chapter three. The extension of CAMP to an entire academic year will allow the mentors and mentees to make a stronger connection, and will allow the mentees to receive more college and career information. As Radcliff and Bos (2011) stated, the mentoring connection usually gets stronger as the years advance.
Conclusion

The importance of college and career awareness is beneficial to 10th grade students because it makes the process of choosing a college or career less intimidating. A college senior mentor could make the process seem more realistic, if similar academic/personal situations are shared with their mentee in order to build a stronger interpersonal relationship. Organizations such as Big Brothers/Big Sisters of America (BB/BSA) help to support mentoring programs such as CAMP because this program and others like it, had such significantly positive differences on students’ self-esteem, academic achievement, school attendance, and helped to reduce substance abuse. Leck and Orser’s (2013) study on mentors’ responses to building trust will be implemented into the CAMP project, in order to develop a successful mentoring relationship. When program coordinators meet with their mentors twice each month, they are advised to incorporate Leck and Orser’s (2013) integrative model of trust formation, which focused on perception of ability, benevolence, integrity, and risk impact.

The CAMP project will also incorporate incorporating Mboka’s (2012) requirements for signed parental consent, testing for tuberculosis, and criminal background checks in order to ensure the student’s safety. Studies such as Radcliff and Bos’s (2005) research are great examples for supporting one of CAMP’s purposes, which relates to decreasing the dropout rate among the identified student population through the implementation of a mentoring program. Dropout rates may be decreasing in high schools, but it does not mean it is less of a concern in the education system. An intervention program such as the CAMP project may facilitate a significant decrease in dropout rates, especially in 10th grade students who are identified as at-risk of dropping out. We might recall that the period of time with the greatest dropout rate is between ninth and tenth grade (CDE, 2013). CAMP may prove beneficial in helping to decrease
the dropout rate and may improve school attendance for this population. This could lead to the
development of a college going culture at the school site, and ultimately improve academic
achievement, by getting students excited about and talking to other students about what they
have learned from CAMP.
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Dear School Counselor,

Below you will find information related to the College and Career Awareness Mentoring Program (CAMP). Included in this information is an introduction related to why this project may be meaningful to implement at your high school site with at-risk 10th grade students, as well as a schedule for implementation, activities, and training materials.

**Introduction**

Mentoring programs have become a popular intervention for students in the United States because it is an inexpensive and effective means of positively influencing at-risk youth (Portwood, Ayers, Kinnison, Warris, & Wise, 2005). Herrera, DuCois, and Grossman (2013) found that mentoring programs, for students at “higher risk” (p. 3), encouraged in participating students positive beliefs about their ability to succeed in school, led to an improvement in school grades, a decrease in depressive symptoms, and an increase in peer acceptance. The organization Big Brothers/Big Sisters of America (BB/BSA) is a mentoring program with a mission to “create and support relationships that provide consistent, positive, one-to-one interaction between a single-parent child and an adult volunteer who will be an advisor and friend on the journey from childhood to adulthood” (BBBS, 2006). Studies show that an active mentoring relationship established through a program such as Big Brother/Big Sister aims to improve self-esteem, academic achievement, school attendance, and to reduce substance abuse (Tierney, Grossman, & Resch, 2000). In order for high school sophomores to build self-confidence in their academic career, an educated mentor must take the time and interest to help boost the students’ confidence to become a lifelong learner.

**Purpose of Project**
The purpose of this project is to create a program that will improve outcomes of 10th grade high school students, identified as at-risk, and improve college/career readiness through a collaborative mentoring program. Additionally, implementation of this project may help to decrease dropout rates in high schools. Finally, this project is generated to train college seniors to be effective mentors for high school students over the course of one academic semester, in order to help decrease high school dropout rates. The College/Career Mentoring Awareness Program (CAMP) will be facilitated by high school counselors, and will be led by college seniors enrolled in their last year of college. The college seniors are held responsible for mentoring a 10th grade student for an entire academic semester.

**Development of Project**

CAMP was inspired by my educational career, sorority life, and the intrinsic motivation I held onto through situations I had to overcome. Throughout my entire academic career I never truly had a teacher or mentor to provide me with any type of extra support or to go out of their way to praise me for my work. I grew up always labeling myself as a C-average student, and I was okay with doing the bare minimum to pass. Both my parents have always supported me through my entire academic career, but could only advise me to a certain extent. My father received his bachelor’s degree and my mother received her high school diploma, yet, because both came from a developing country, neither one knew how to apply to college in the United States. Mentoring programs such as CAMP can help students that come from immigrant families, who may not be educated on the college acceptance criteria in the United States. It was not until I enrolled in college, when I received an electronic message from a professor that changed my entire outlook on education. I was shocked that for once in my life an educated professional believed that I was capable of doing better, and was willing to help. During my
college years, having a mentor in a sorority really helped me remain focused on what career path I wanted to pursue. Becoming a mentor myself was also extremely rewarding, because I was told I had made a difference in that person’s life. Having and becoming a mentor gave me the time-management, leadership, and social skills I needed to develop into the professional I am today. I am grateful to have the individuals who supported me throughout my entire educational career, just as I am grateful to have those who did not believe I would get this far in life. If it were not for those individuals who did not believe in me, I would not have had such a strong intrinsic motivation to prove them wrong. This is the type of experience I hope participants will find in participating in the CAMP program.

The program will last for an entire academic semester, and will include a minimum of two face-to-face encounters per month. The college senior mentors will be required to complete a survey in order to find a corresponding mentee. Once mentors and mentees are assigned, they are then required to meet for 40-60 minutes twice a month to discuss college/career related topics. The college senior mentors will be given structured activities and guidelines to follow for each session. College senior mentors are highly encouraged to spend more time with their mentee if possible, and/or if mentee strongly encourages more session time. The college senior mentors are required to turn in their session progress notes to their program coordinator twice a month, either in person or via e-mail, depending on what the program coordinator prefers.

**Intended Audience**

The intended audience for this program is high school counselors (program coordinators), who are encouraged to incorporate CAMP into their counseling curriculum. The program is designed to help at-risk 10th grade high school students. This program is not only beneficial to
10\(^{th}\) grade students, but also to college seniors gaining internship experience through a college
and career-mentoring program for reasons listed in the previous chapter.

**Personal Qualifications**

College senior mentors are required to have 90 or more credits completed in their chosen
major to participate in the mentoring program. College senior mentors are required to have a
grade point average of 3.0 or higher in order to become a mentor, and have work experience.
Tenth grade students must be identified as at-risk of failing (Grade “D”) or have failed (Grade
“F”) at least one course in their previous ninth grade report card. Program coordinators must
have a minimum of a Master of Arts or Science degree in Counseling and a Pupil Personal
Services Credential, with at least three years of experience as a high school counselor.

**Recommendations for Implementation**

The vision behind implementing CAMP at school sites in California is to create the
program inspiring and enjoyable program, to inspire each student to have a life changing
experience, by exposing the 10\(^{th}\) grade student to college and career information and improving
academic achievement. One factor to keep in mind is that the mentor will make a difference in
these students’ lives by giving them a support system that he or she may not have at home. The
most beneficial tactic in building a strong mentoring relationship is to build trust during the first
two sessions. In order to implement CAMP at all school sites, program coordinators must work
together to organize the yearly calendar, create goals and meet expectations, and collect data on
progress. It is also important to use incentives to keep the students and mentors motivated.
Internship opportunities for college seniors and service-learning hours for 10th grade students
can help motivate the students who are engaged in the CAMP experience. Another suggestion
for future development and implementation in the CAMP curriculum consists of 10\(^{th}\) grade
students in the program generating a CAMP presentation for 8th grade students. This will be added so that at-risk students in middle school may take advantage of the many resources offered through CAMP and improve outcomes prior to entering high school.

**CAMP Schedule**

**Week one: Introductions**

Students will participate in an icebreaker. College senior mentors will go over guidelines and purpose for the mentoring relationship. A pre-test will be given to measure the students’ previous knowledge on college and career awareness.

**Week two: Short-term and Long-Term Goals**

Students will learn the difference between short-term and long-term goals. They will be given examples, and finish the session with their own short and long term goals.

**Week three: Career Assessment**

Students will take a quick assessment on California Career Zone, and go over their results with their mentor. The college senior mentors and 10th grade mentees will exchange his or her results for the career assessment, and recommended jobs best suited to their personality known as realistic, investigative, artistic, social, enterprising, or conventional. The students will also fill out a California Career Zone Handout.

**Week four: Organization Skills**

Students will learn the importance of staying organized and how to use their school supplies efficiently. College senior mentors will give the 10th grade mentee an organization checklist, and will use the checklist periodically, in order to practice those skills with the student’s school supplies in his or her daily routine.

**Week five: Time Management Skills**
Students will learn the importance of time-management skills, and how this is related to college and career opportunities. The mentors will give an example of how he or she uses their time management skills in their current schedule, and will have the 10th grade student implement the time management skills in his or her daily schedule.

**Week six: The Value of Secondary Education**

Mentors will review the value of secondary education related to salary difference and positive outcomes associated with obtaining a bachelor’s degree.

**Week seven: Knowledge on College Opportunities**

Students will learn about college opportunities such as: The difference between the California Community College (CC), University of California (UC), and California State University (CSU) systems, work-study, federal grants, loans, and FAFSA.

**Week eight: Job Skills**

Students will learn how to build a résumé, fill out an application, and establish interview skills. The 10th grade students will learn the steps before, during, and after an interview. The 10th grade students will learn the questions to ask after an interview. The 10th grade students will learn what to wear for an interview.

**Week nine: College Game and College Majors**

Students will play the College Choice-101 (Wager, 2012) card game, and review a list of college majors. The students will also visit the Assist.org website to view different college majors. The website has a variety college majors according to CCC, UC, and/or CSU.

**Week ten: Last meeting**
Mentors will answer any questions and facilitate a post-test to measure knowledge on college and career awareness based on what they have learned in CAMP. Students will create a to-do-list for 11th grade based on what they have learned from their Mentor.
A Mentor’s Guidebook to Improve College and Career Awareness in 10th Grade Students

By: Daniella Torrecilla

CAMP Guidelines

1. Mentors must attend the CAMP workshop in order to be trained as a mentor.

2. Mentors must complete a matching survey for CAMP.

3. Mentors will meet with their mentee a minimum of twice a month for 40-60 minutes.

4. Mentors will have a TB test and background check in order to participate in CAMP.

5. Mentors will follow the CAMP calendar in order to establish a successful college/career mentoring program.

6. Mentors must submit progress notes to their program coordinator twice a month documenting their time with their mentee.

7. Mentors must inform the program coordinator if they will miss a session with their mentee.

8. Mentors will communicate with the program coordinator twice a month about the mentoring sessions.
College Senior Enrollment Form

Name:

Job Title (current or past):

Current jobs hours (if any):

Current availability – days and times:

Organization:

Internships:

Home Phone:

Cell Phone:

I prefer to be contacted at home _________ my cell _________

Best time to call:

Major:

Extra curricular activities:

Have you ever had mentoring experience? If yes, explain (yes or no)

Have you ever been considered a role model? (yes or no)

Discuss or describe the last time you helped a high school student.

Discuss the reasons why you want to be a mentor for CAMP.
Mentor Progress Notes

Describe the activities you and your mentee accomplished this week.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Describe your experience and feelings, or any observed progress based on the activities you and your mentee accomplished.

______________________________________________________________________________
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Describe any observed progress based on the activities you and your mentee accomplished.

______________________________________________________________________________
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______________________________________________________________________________

Based on your experience with your mentee this week, what questions do you have for your program coordinator?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Mentee Matching Survey

1. What city do you live in?

2. What is your favorite class subject?

3. What are your college and career goals in life?

4. What is your favorite way to spend a Saturday?

5. What is your favorite hobby?

6. What should your mentor know about you?

7. Have you ever had a mentor before?

8. What do you expect to learn from your mentor?

9. What will you accomplish in a year from now?

10. What will you accomplish in 5 years from now?

11. Do you have a job?

12. What is your parents/guardian’s highest level of education?

13. Who lives at home with you?
Week 1: Introduction

Goals:

1. To describe the purpose and expectations of CAMP.
2. To provide information about the mentoring process and future activities.
3. To establish a trusting mentoring relationship by getting to know each other.
4. To establish basic rules for CAMP.
5. To give the students the pre-test.

Objectives:

1. 10th grade students will learn the purpose for CAMP, and how the mentoring process functions.
2. College senior mentor and 10th grade student will get to know each other better with an icebreaker.
3. The icebreaker is valuable because it shows the 10th grade student that choosing a career is a developing process, and may change from childhood, adolescence, and adulthood.
4. 10th grade students will be able to state at least two CAMP rules.
5. Students will take the pre-test to measure knowledge on college and career awareness before enrolling into CAMP.

Materials needed:

1. Icebreaker: one piece of paper for 10th grade student, and college senior mentor.
2. CAMP rules handout.
3. Pre-Test handout.

Procedures:

1. Before students arrive, the mentor must prepare the material for the 10th grade student.
2. Explain the purpose of CAMP, and how the mentoring process will be directed, types of activities, and expected college and career visits.

3. Icebreaker. Senior mentors and 10th grade mentees share early childhood career related dreams, and current dreams and aspirations. Once the college senior mentors and 10th grade mentees are done discussing their childhood dream they then must talk about current goals.

4. College senior mentors will give the 10th grade student the CAMP rules, and go over them together. Mentors will ask their mentee if he or she is capable of following every rule listed.

5. College senior mentors will give the 10th grade student a Pre-test. Mentors must explain to the 10th grade student that there is no right or wrong answer, and he or she has five minutes to complete it.

6. Mentors must close the session with enthusiasm to meet again, and go over a summary of what they accomplished for that day.
Career Icebreaker

1. The college senior mentor must ask the student to share his or her early childhood dream career.

2. Once the student is done sharing, the college senior mentor must state his childhood dream career.

3. The college senior mentor then must ask the 10th grade student the following question: what is his or her current dream career?

4. The college senior mentor will then establish his or her dream career in 10th grade.

5. If the student’s dream career changed from early childhood to adolescence make sure to ask the student why.

6. If the Mentor’s dream career has changed from childhood, adolescence, and early adulthood please state why.

7. Once the Mentor and Mentee are done sharing, the Mentor must state that the average college student changes his/her career dream and college major at least two or three times in his/her academic career, and make sure to state changing college majors and career options is part of a normal routine in finding oneself (The Princeton Review, 2014).

8. The college senior mentor must ask the 10th grade student for feedback on the Icebreaker.
CAMP Rules

1. Be Respectful.
   Do unto others, as you would have them do unto you.

2. Be on Time.
   It is important to meet with your mentor on time, so that you don’t lose any valuable time together.

3. Be an Active Listener and Participant.
   In order to get the most out of your mentoring relationship, make sure to take your mentor seriously.
### Pre-Test

Please indicate how well you know these areas

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<th>Know very Well</th>
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<td>The difference between UC and CSU</td>
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Week two: Short-term and Long-Term Goals

Goals:

1. To teach the students how to set short-term and long term-goals.
2. To teach the students the difference between short-term and long-term goals.
3. To teach students to establish short-term goals interconnected with their long-term goal.

Objectives:

1. Students will learn to set short-term and long-term goals.
2. Students will learn about different types of goals.
3. Students will learn to set realistic deadlines in order to accomplish their goals.
4. Students will learn to set goals for today, tomorrow, and upcoming weekend each week.

Materials needed:

1. Short-term and long-term goal handout
2. Examples for short-term and long-term goals.

Procedures:

1. Begin by asking the student if he or she knows the difference between short-term and long-term goals.
2. Give the student an example of a short-term goal in order to reach the long-term goal.
3. Give the student a short-term and long-term goal handout.
4. Explain to the student the importance of creating short-term and long-term goals.
5. Next, have the student determine a long-term goal.
6. Once the long-term goal is accomplished have the student determine three short-term goals to get to the long-term goal.
7. Lastly, come up with a reward for accomplishing a long-term goal.
Examples for short and long-term goal

**Long-Term Goal:** To increase my English grade

**Short-Term Goals:**

1. Attending tutoring either on campus or outside of school.
2. Asking an academically high achieving friend for study tips.
3. Talking to your English teacher and asking to submit missing assignments.

**Steps to accomplishing short-term goals:**

A. Find out the tutoring schedule from a counselor or teacher.

B. Write down all of your friend’s study tips.

C. Take time after school to visit your English teacher and ask about submitting missing assignments.

**Long-Term Goal:** To get accepted into college

**Short-Term Goals:**

1. Get good grades.
2. Apply to Colleges.
3. Get involved with extra curricular activities.

**Steps to accomplishing short-term goals:**

A. Keep organized, meet deadlines, and study for exams.

B. Find college requirements, deadlines, locations, and FAFSA deadline.

C. Ask about deadlines and requirements for extracurricular activities at the beginning of the school year, and find out when tryouts are for certain extracurricular activities.
Short-Term and Long-Term Goal Handout

Long-Term Goal: ________________________________________________________________

Short-Term Goal:

1. ) ________________________________________________________________

2. ) ________________________________________________________________

3. ) ________________________________________________________________

Steps to Accomplish Short-Term Goal

1. ) ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

2. ) ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

3. ) ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________
Week three: Career Assessment

Goals:

1. To teach the students how to find appropriate careers tailored to their personality.
2. To teach the students the benefits of using the California Career Zone website.
3. To teach students about their strengths and weaknesses.

Objectives:

1. Students will learn to assess themselves in order to find the best career match.
2. Students will learn their interests and skills.
3. Students will learn to discover important values in seeking a career.

Materials needed:

1. A laptop to visit the California Career Zone website.
2. A paper for students to write down their results, but preferably a printer to print out the student’s results.
3. California Career Zone Handout.

Procedures:

1. Begin by asking the student if he or she has ever taken a career assessment or has visited the California Career Zone website.
2. Mentors will show their mentee the results they received when they took the career assessment.
3. Give the California Career Zone handout.
4. Explain to the student the importance of career assessments.
5. Have the student go on to www.cacareerzone.org
6. Click on assess yourself, and then click on quick assessment.
7. Once the student is done with the assessment, then have the student click on the interest and skills profiler.

8. Once done with those assessments, then do one last work importance profiler in order to bring awareness to the student about his or her values in pursuing a career.

9. Lastly, have the student fill out the California Career Zone handout.
California Career Zone Handout

1.) What did you learn about yourself?
_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________

2.) What did you learn was important when observing your career values?
_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________

3.) What skills did you learn you have?
_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________

4.) What interests did you learn you have?
_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________

5.) Did you think your results were accurate to your personality?
_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________
Week four: Organization Skills

Goals:

1. To teach the students how to stay organized with their binders, folders, and student planner.
2. To teach the students how to divide bigger assignments into smaller tasks.
3. To teach students the importance of organization skills in college and career awareness.

Objectives:

1. Students will learn organization skills.
2. Students will learn steps to keeping their binder, folder, and student planner organized.
3. Students will learn to create smaller organization steps in order to not feel overwhelmed.
4. Students will learn to create and use organization checklists in high school, college, and future careers.

Materials needed:

1. Organization checklist.
2. Student’s binder, folders, and student planner.

Procedures:

1. Begin by asking the student if he or she considers himself or herself organized.
2. Ask the student to take out his/her binder, folders, and student planner.
3. When needed, nicely point out techniques to organize his or her binder, folder, and student planner, such as: Using dividers in binders, only include current and needed assignments in folders. Encourage the student to have a binder at home to put in older
assignments. The student will fold over the corner of each completed week in his/her student, in order to monitor homework completion.

4. Explain to the student the importance of staying organized, by telling them that most jobs strongly encourage organization skills, in order to accomplish tasks at work. Also explain that in college a successful way to academically succeed is by staying organized with all of your school supplies.

5. Next, have the student go over the organization checklist.

6. Ask the student what he or she has learned about staying organized.
Organization Checklist

☐ No loose papers in my backpack

☐ No old assignments in my binder and folder

☐ Entered assignments into my student planner

☐ Folded sheets for previous weeks in student planner

☐ Organized my assignments into dividers in my binder

☐ Divided projects into smaller steps

☐ Entered the teacher’s deadlines into my student planner

☐ Entered my own deadlines for each section of the project
Week five: Time-Management Skills

Goals:

1. To teach the students time-management skills.
2. To teach the students the importance of time management skills
3. To teach the students how to utilize time management skills in high school, college, and future careers.
4. To teach students how to come up with a strategic plan to organize their daily routine.

Objectives:

1. Students will learn time-management skills.
2. Students will learn how to utilize their time-management skills in high school, college, and future careers.
3. Students will learn the importance of utilizing time-management skills in college and future career.
4. Students will learn to organize their current schedule, and go over their mentor’s schedule.

Materials needed:

1. Time-Management Handout.
2. To-do-list.

Procedures:

1. Begin by asking the student if he or she uses time-management skills.
2. Give the student the time-management handout.
3. Go over all eight ways to use time-management skills, and tell the student to use their daily routine as examples.
4. Explain to the student how you use these time-management skills in your daily college schedule.

5. Explain to the student the importance of using time-management skills, by telling them that most jobs strongly encourage time-management skills in order to accomplish tasks on time at work, and get there on time. Also explain that in college a successful way to academically succeed is by using time-management skills with your daily schedule.

6. Next, have the student go over his or her daily schedule, in order to implement the time-management skills learned into their schedule.

7. Ask the student what he or she has learned about using time-management skills.
Time-Management Handout

1. Make a to-do-list every day
   a. Put the most important task on top
   b. Include tasks you want to accomplish as well.
   c. State a reward you will give yourself when you have accomplished the tasks.

2. Keep your work with you
   a. You can work on your tasks during any free time, such as waiting for an appointment, bus, or train.

3. It’s okay to say no
   a. It’s okay to say no if you have somewhere you want to be, but have more important obligations.
   b. Reschedule with the person you could not see.

4. Find your productive time
   a. Are you more productive in the morning or at night?

5. Create a dedicated study time
   a. Set a specific time to dedicate studying time or homework.
   b. Turn off your phone or respond to calls or text messages once you are done with your task.
   c. Don’t check social media website, only website used for homework and/or studying.

6. Budget your time
   a. Figure out how much time each homework assignment usually takes or studying for a test.
   b. Create a weekly schedule to follow.
   c. Determine how much free time you have before adding any more responsibilities.
   d. Don’t forget to schedule time to relax.

7. Don’t get sidetracked
   a. If you find yourself getting off track refer back to your to-do-list

8. Get a good night’s sleep
   a. It is important to get sleep so that you’re brain re-energizes for the next day (College Board, 2014).
To-Do-List

Make sure to list your tasks from the most important to the least important, and give yourself rewards for accomplishing your tasks.

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________

5. ____________________________________________________________

6. ____________________________________________________________

7. ____________________________________________________________

8. ____________________________________________________________

9. ____________________________________________________________

10. ____________________________________________________________
Week six: The Value of Secondary Education

Goals:
1. To teach the students the value of secondary education.
2. To teach the students salary differences based on education.
3. To teach students the positive outcomes from obtaining a bachelor’s degree.

Objectives:
1. Students will learn the value of a bachelor’s degree.
2. Students will learn about salary differences based on education.
3. Students will learn the salary of the occupation suggested by career assessment.
4. Students will learn the major to the occupation suggested by career assessment.

Materials needed:
1. The Education Pays Graph.
2. A laptop to visit the Indeed website, and California Career Zone website.
3. Why is College important? Handout.

Procedures:
1. Begin by asking the student if he or she knows the salary differences based on education.
2. Explain to the student the value of having a bachelor’s degree.
3. Show the student the graph showing salary differences based on education.
4. Give the student the handout to follow.
5. Next, have the student tell you what their career assessment recommended for their future career.
6. Go on to www.indeed.com
7. Click on Salaries down below.
8. Talk about how the student feels about his or her potential salary for their recommended career.

9. Next go on to http://www.cacareerzone.org

10. Have the student click on Explore, and then click on type of field.

11. Have the student look for the major cluster that is related to their recommended career.
This graph shows the differences in salaries based on different types of degrees.

Earnings and unemployment rates by educational attainment

Unemployment rate in 2013 (%)

- Doctoral degree: 2.2%
- Professional degree: 2.3%
- Master's degree: 3.4%
- Bachelor's degree: 4.0%
- Associate's degree: 5.4%
- Some college, no degree: 7.0%
- High school diploma: 7.5%
- Less than a high school diploma: 11.0%

Median weekly earnings in 2013 ($)

- Doctoral degree: $1,623
- Professional degree: $1,714
- Master's degree: $1,329
- Bachelor's degree: $1,108
- Associate's degree: $777
- Some college, no degree: $727
- High school diploma: $651
- Less than a high school diploma: $472

Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

Why is College Important? Handout

1.) What was the average salary for your recommended career?
__________________________________________________________________________________________

2.) What was the major for your recommended career?
__________________________________________________________________________________________

3.) What did you learn from visiting the California Career Zone website based on your recommended career?
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

4.) What did you learn from visiting the Indeed website based on your recommended career?
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

5.) Do you appreciate a postsecondary education more after this activity?
__________________________________________________________________________________________

6.) What surprised you the most?
Week 7: Knowledge on College Opportunities

Goals:

1. To teach the students the many opportunities offered in college.
2. To teach the students about FAFSA, and the difference between federal grants, loans, and work-study.
3. To teach the students the difference between California Community College, California State University, and University of California.

Objectives:

1. Students will learn about the many opportunities offered in college.
2. Students will learn about FAFSA, and the difference between federal grants, loans, and work-study.
3. Students will learn the difference between California Community College, California State University, and University of California.

Materials needed:

1. Eligibility for Federal Student Aid Chart
2. The Different Types of Federal Student Aid Handout.
3. A handout stating the difference between California Community College, California State University, and University of California.

Procedures:

1. Begin by asking the student if he or she knows about any college opportunities such as FAFSA, federal grants, loans, and work-study.
2. Give the student the handout stating the difference between federal grants, loans, and work-study.
3. Go on to www.studentaid.ed.gov

4. Click on Types of Aid

5. What the “Types of Federal Student Aid” Video

6. Ask the student what he or she thought of the video.

4. Ask the student if he or she knows the difference between California Community
   College, California State University, and University of California.

7. Give the student the hand out stating the difference between Community College,
   California State University, and University of California

8. Give the student the CSUN-UC A-G requirements for 2014-2015
ELIGIBILITY FOR FEDERAL STUDENT AID

To receive federal student aid, you’ll need to...

- Be enrolled in a college or career school
- Be certified or accepted for enrollment as a regular student in an eligible degree or certificate program
- Be registered with Selective Service, if you are a male between the ages of 18 and 26
- Have a valid Social Security number unless you are from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau
- Sign certifying statements on the Free Application for Federal Student Aid (FAFSA) and the Acknowledgment of Title IV Rights and Responsibilities statement
- Maintain satisfactory academic progress in college or career school

In addition, you must...

- Have a Green Card
  - You are eligible if you haveردأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأأ أ U.S. Citizen or National
  - You are a U.S. citizen, if you were born in the United States or if your parents were born in the United States or acquired U.S. citizenship by descent or naturalization. You are also a U.S. citizen if you were born in a U.S. possession or territory and are considered a U.S. citizen by your country of citizenship. You are a U.S. national if you are a person born in a U.S. possession and not eligible to vote in a U.S. election.

- Have a GREEN CARD
  - You are eligible if you have a legal permanent resident alien card (LPR) and are not a legal permanent resident alien card (LPR) who does not meet the requirements for legal permanent resident status or eligibility for legal permanent resident status in the United States.

- Have an ANNUAL DEPARTURE RECORD
  - Your Alien-Departure Record (I-94) indicates you have not been sentenced to imprisonment for a period of 5 years or more. You have not been sentenced to imprisonment for a period of 5 years or more if you are not a non-citizen alien and have not been sentenced to imprisonment for a period of 5 years or more. You are not a non-citizen alien if you are a citizen of a foreign country who has been granted asylum or refugee status under U.S. law.

- Have a MILITARY STATUS
  - You are designated as a "military" if you were honorably discharged from the armed forces of the United States or if your service was not terminated because of a service-connected disability or a service-connected disability.

- Have a VISA
  - You are eligible if you have a J-1 or H-1 B visa, or a parent with a U.S. visa.

- Start filling out the FAFSA at www.fafsa.gov.

The U.S. Department of Education’s office of Federal Student Aid provides more than $135 billion every year in grants, loans, and work-study funds to students attending college or career school. Visit StudentAid.gov today to learn how to pay for your higher education.

(Federal Student Aid, 2014)
The Different Types of Federal Student Aid Handout.

What did the video say about federal grants?

What did the video say about loans?

What did the video say about work-study?
The Difference between CCC, CSU, UC

California Community College (CCC): There are 112 community colleges that provide personal growth, professional training, and associate degrees to transfer to four-year colleges and universities. California community colleges may admit any nonresident possessing a high school diploma or equivalent or any person over the age of 18. Certain community colleges admit minors who do not hold high school diplomas, or equivalent, to its credit courses as special part-time or special full-time students. Community college is the least expensive out of the three types of colleges (California Community Colleges Chancellor’s Office, 2012).

The California State University (CSU): began as a system of teacher's colleges and evolved into a broader system of higher education. The CSU grants bachelors and master's degrees that have a practical, career orientation. The assumption is that most CSU graduates will want to enter work based on their bachelor's degree training. There are now 23 CSU campuses. The California State University is less expensive than The University of California (Imperial Valley College, 2011).

The University of California (UC): There are 10 UC campuses, which are established as the principal point for academic and scientific research within the higher education system. In addition to bachelors and master's degrees, the UC grants doctorates and professional degrees. The emphasis at the bachelor's level is on theoretical learning, the assumption being that most UC graduates will pursue a higher degree before entering their career. There are ten UC campuses (Imperial Valley College, 2011).
# CSUN-UC A-G Requirements for 2014-2015

## CSU-UC Comparison of Freshman Admission Requirements for 2014-2015 Applicants

<table>
<thead>
<tr>
<th>SUBJECT REQUIREMENTS</th>
<th>California State University (CSU)</th>
<th>University of California (UC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>15 yearlong college preparatory courses are required with grade of C or better:</strong></td>
<td></td>
<td>11 UC-required college-preparatory courses must be completed prior to senior year (including summer courses)</td>
</tr>
<tr>
<td>**“a”</td>
<td>History/Social Science**</td>
<td>2 years of history/social science, including one year of U.S. history OR one semester of U.S. history and one semester of American government, AND</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 year of history/social science from either the “d” or “g” subject area</td>
</tr>
<tr>
<td>**“b”</td>
<td>English**</td>
<td>4 years of college preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD)</td>
</tr>
<tr>
<td>**“c”</td>
<td>Mathematics**</td>
<td>3 years of mathematics (algebra I and II, geometry); 4 years recommended*</td>
</tr>
<tr>
<td>**“d”</td>
<td>Laboratory Science**</td>
<td>2 years of laboratory science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>At least 1 year of physical science and 1 year of biological science, one from the “d” subject area and the other from the “d” or “g” area**</td>
</tr>
<tr>
<td>**“e”</td>
<td>Language Other Than English**</td>
<td>2 years (or equivalent to the 2nd level high school course) of language other than English (must be the same language, American Sign Language accepted)*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 years recommended</td>
</tr>
<tr>
<td>**“f”</td>
<td>Visual and Performing Arts**</td>
<td>1 yearlong course in visual and performing arts (selected from dance, music, theatre/drama and visual arts)</td>
</tr>
<tr>
<td>**“g”</td>
<td>College Preparatory Elective**</td>
<td>1 year of an elective chosen from any area on approved “a-g” course list</td>
</tr>
</tbody>
</table>

## REPEATED COURSES

Required “a-g” courses must be completed with a grade of C or better. Courses in which grades of D/F are earned may be repeated. The highest grade will be used in the GPA calculation. UC only allows a course to be repeated one time for grade replacement.

*Coursework completed in 7th or 8th grade can be used to satisfy “c” and “e” requirements.

**It is best to prepare for both UC and the CSU by completing two laboratory courses from the “d” subject area.

Information on this matrix is accurate as of September 2, 2013. For current updates and changes in admission requirements, if there are any, contact the specific university admission office.

(The California State University, 2011).
Week 8: Job Skills

Goals:

1. To teach the students how to build a résumé, fill out an application, and interview skills.
2. To teach the students the steps before, during, and after an interview.
3. To teach the students questions to ask after an interview.
4. To teach the students what to wear for an interview.

Objectives:

1. Students will learn how to build a résumé, fill out an application, and interview skills.
2. Students will learn the steps before, during, and after an interview.
3. Students will learn the questions to ask after an interview.
4. Students will learn what to wear for an interview.

Materials needed:

1. Résumé Advice Handout.
2. Sample Résumé.
3. Tips for filling out an application handout.
4. Interview Tips Handout (Before, During, and After).
5. Male and Female Interview Outfits Handout.
6. Recommended Interview Questions Handout.

Procedures:

1. Begin by asking the student if he or she has ever built a résumé, filled out an application, and practiced interview skills.
2. Go over the Résumé Advice Handout and state the reasons why it is important to follow the advice given.

3. Show the student the résumé sample

4. Ask them if their current e-mail address appears professionally.

5. Read the tips for filling out an application.

6. Have the student fill out a practice application.

7. Go over the interview tips.

8. Practice a mock interview with your mentee.

7. Give the student the Male and Female Interview Outfits Handout.

8. Give the student the Recommended Interview Questions Handout.
Résumé Advice Handout

1. Always state the most current positions first, and dates in which you provided service. Providing a telephone number of former employment is not required but location is encouraged.

2. If you have extra space at the bottom you may include two references with address, telephone number, and title.

3. A one-page résumé is ideal. However, if you feel that will be omitting crucial information related to the job, then extend it to two pages.

4. When selecting information for your résumé only include information that is relevant to the position for which you are applying (Regional Occupational Program, 2001).
SAMPLE RÉSUMÉ

SHERRI SHORT
234 Westside Ave. Aptos, CA 95003 (831) 626-1111 E-Mail: Sshort@yahoo.com

OBJECTIVE
An assistant manager position in a retail clothing store.

SKILLS & ABILITIES
• Excellent in sales and customer service
• Experience in opening and closing a store
• Creative with displays
• Enthusiastic team leader

EDUCATION
Watsonville High School, Class of 2004. GPA 3.2
− Retail Merchandising – Regional Occupational Program; participant in school fashion show; Certificate of Completion
− Computer Applications & Operations – Regional Occupational Program; Certificate of Completion

WORK EXPERIENCE
Sales Associate, The Gap, Capitola, CA 1/02 – present
− Assist customers in selecting merchandise
− Open and close store
− Create displays to promote higher sales of merchandise
Waitress, Chili’s, Capitola, CA. 5/01 – 12/01
− Served customers
− Cashiered to assist in shift changes
− Worked as part of a team to deliver excellent service

HONORS & AWARDS
Employee of the Month, The Gap May 2002
Recipient of Rotary Club Service Award, December 2002

EXTRACURRICULAR ACTIVITIES
Student volunteer at Dominican Community Hospital Spring 2002 Compete in school debate team Winter 2003
High School volleyball player 2000 – present
(Regional Occupational Program, 2001).
Tips for Filling out an Application

1. Ask for two applications (For rough draft and final draft).
2. Look the application over carefully before you begin working on it.
3. Follow the instructions.
4. Print, using black ink (avoid fancy lettering, and maintain a consistent style of lettering).
5. If you make an error, draw a line through the answer and rewrite the correct response.
6. Avoid leaving blanks. If the question does not apply, enter a dash or N/A. This shows you have read the question.
7. Spell everything correctly.
8. State the specific job/work you have in mind.
9. Proofread the application for accuracy and neatness.

   Keep a copy of the completed application for your personal career portfolio (Regional Occupational Program, 2001).
Interview Tips

(Before)
1. Research the company, the salary range, and the interview.
2. Do your homework; write answers to the questions that might be asked.
3. Prepare questions to as the interviewer.
4. Have a copy of you résumé ready.
5. Plan to arrive 15 minutes early.
6. Visit the job site prior to interview to determine location, parking, and travel time.

(During)
1. Do not chew gum.
2. Relax, be yourself, and demonstrate self-confidence.
3. Maintain eye contact with the interviewer.
4. Demonstrate good posture and mannerisms.
5. Be enthusiastic.
6. Stress your qualities and skills.
7. Don’t speak unkindly of a former employer or former teacher.
8. Ask questions about the job or company.

(After)
1. Thank the interviewer for his/her time, smile and shake hands.
2. Thank the receptionist, and ask for the interviewer’s business card.
3. Send a thank you card or e-mail within 24 hours of the interview.

Once you have been offered a job, you can negotiate salary (Regional Occupational Program, 2001).
Men’s Interview Outfits

1. Button down dress shirt
2. A tie with a simple pattern that matches with your button down shirt.
3. Wear slacks and a belt
4. Polished dressed shoes in dark colors
5. No earrings if you normally wear one, take it out
6. Get a hair cut
7. Clean trimmed finger nails
8. Minimal cologne

Women’s interview Outfits

1. A neutral color suit
2. A blouse with slacks or skirt
3. Skirt should not be shorter than two fingers above the knee
4. Simple accessories
5. Preferable closed toe shoes
6. If you’re wearing heels make sure you can walk in them comfortably.
7. Make-up should be minimal
8. Light Perfume
(Regional Occupational Program, 2001).
Recommended Questions After the Interview

1. How could I help your company meet its goals?

2. What excites you about coming to work?

3. Can you please describe an ideal employee?

4. What are the day-to-day responsibilities of this job?
Week 9: College Game and College Majors

Goals:

1. To teach the students how to play the College Choice 101 (Wager, 2012) card game.
2. To teach the student about different majors related to their career assessment.
3. To prepare the student for their last meeting.

Objectives:

1. Students will learn how to play the College Choice 101 (Wager, 2012) card game.
2. Student will learn about different majors related to their career assessment.
3. Student will prepare themselves for their last meeting by going over a list of what they have learned, and talking about how they’re going to feel when the program is over.

Materials needed:

2. College Choice101 handout.
3. Laptop for college majors.
4. Top 5 Favorite College Major Handout.

Procedures:

1. Begin by asking the student if he or she has ever played the College Choice 101 (Wager, 2012) card Game.
2. Teach the students the directions to the game.
3. Ask the students to sort their cards into categories of those they really want, those that are neutral, or those that they absolutely do not want.
4. Ask the student to fill out the College Choice101 handout.
5. Go on to the www.assist.org website.
6. Click on explore majors.

7. Click on either (Majors, UC Majors, CSU Majors, CCC Majors) depending on which one the student wants to explore.

8. Ask the student to write his or her top 5 favorite college majors.

9. Remind the student that the next session is the last session.

10. Ask the student how he or she is feeling that the program is coming to an end.
College Choice 101 Handout

1. What did you learn about yourself?

_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________

2. What subjects in school do you like the most?

_____________________________________________________________________________  __________________________________________________________
_____________________________________________________________________________________________________________________________

3. What subjects in school do you like the least?

____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________

4. Do you take religion into consideration when picking a college?

_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________

5. Do you want a small or large campus?

_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________

6. Do you want a college close to home or far from home?

_____________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________
Top 5 Favorite Majors

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________

4. __________________________________________________________

5. __________________________________________________________
Week 10: Last Meeting

Goals:

1. To give the students the post-test.
2. To give the student the opportunity to ask any last questions.
3. To teach the student to create a college to-do-list for 11\textsuperscript{th} grade based on what they have learned from their Mentor.

Objectives:

1. Students will take the post-test to measure knowledge on college and career awareness based on what they have learned in CAMP.
2. Student will create a to-do-list for 11\textsuperscript{th} grade based on what they have learned from their Mentor.

Materials needed:

1. Post-Test.
2. 11\textsuperscript{th} grade college to-do-list.

Procedures:

1. Begin by asking the student to fill out the post-test.
2. Ask the student to create his or her college to-do-list for.
3. Once they are done with their college to-do list compare his or her results to the CAMP 11\textsuperscript{th} grade college to-do list.
4. Ask the student to tell you what their favorite session was.
5. Ask the student to tell you what she would like to see changed.
6. Ask the student if he or she felt that he or she learned a significant amount from CAMP.
7. Offer the student to ask any last questions.
8. State keeping in touch via phone calls, e-mails, text messages, webcam, or whatever is preferred.
## Post-Test

Please indicate how well you know these areas

<table>
<thead>
<tr>
<th>Area</th>
<th>Know very Well</th>
<th>Know</th>
<th>Don’t Know</th>
<th>Never Even Heard of it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community College</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The difference between UC and CSU</td>
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<tr>
<td>Career Assessments</td>
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<tr>
<td>Salary based on Education</td>
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<td>Time-Management Skills</td>
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<td>Organization Skills</td>
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<tr>
<td>Résumé Skills</td>
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<td>Job Interview Skills</td>
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<td>Short-Term Goals</td>
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<tr>
<td>Long-Term Goals</td>
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<tr>
<td></td>
<td>Know very Well</td>
<td>Know</td>
<td>Don’t Know</td>
<td>Never Even Heard of it</td>
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<tr>
<td>College Study Abroad</td>
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<td>FAFSA</td>
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<td>College Work-Studies</td>
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<tr>
<td>California Career Zone</td>
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</tr>
</tbody>
</table>
CAMP 11th grade to-do-list

1. Start thinking of whom you will ask to write your letters of recommendation.
2. Start practicing for the SAT and/or the ACT. You can buy the practice book and start taking the tests.
3. Apply online at www.collegeboard.org for the SAT Reasoning and SAT subject Exams.
4. Apply online for the ACT at www.actstudent.org
5. Search for schools related to your major of choice and career assessment.
6. Start looking up requirements for schools.
7. Use www.californiaceolleges.edu, and www.cacareerzone.org
8. Start looking at college deadlines.
9. Start establishing a brag sheet.
10. Make sure all of your grades are acceptable in the A-G requirements for UC and CSU.
11. Start working on your personal statement.
What is CAMP?

- It’s a College/Career Awareness Mentoring Program for 10th grade high school students identified as at-risk.
- The program coordinators are the head counselors at each high school.
- The Mentors are seniors in college.
- The CAMP process will last an entire academic semester.
What’s the Purpose?

- The purpose for developing CAMP is to educate 10th grade students identified as at-risk, about college/career readiness.
- The purpose for the program is to improve high school college and career awareness, and decrease drop-out rates.
- One factor to keep in mind is that the college senior mentors are making a difference in these students’ lives by giving them a support system that he or she may not have at home.
- The program also gives college seniors an opportunity to gain internship experience.

Guidelines

- Mentors must attend the CAMP workshop in order to be trained as a mentor.
- Mentors will meet with their mentee a minimum of twice a month for 40-60 minutes.
- Mentors will have a TB test and background check in order to enroll into CAMP.
- Mentors will follow the CAMP calendar in order to establish a successful college/career mentoring program.
CAMP Calendar

- **Week one: Introductions**
  - Students will participate in an icebreaker. College senior mentor will go over guidelines and purpose for the mentoring relationship. A pre-test will be given to measure the students’ previous knowledge on college and career awareness.

- **Week two: Short-term and Long-Term Goals**
  - Students will learn the difference between short-term and long-term goal. They will be given examples, and finish the session with their own short and long term goals.

- **Week three: Career Assessment**
  - Student will take a quick assessment on California Career Zone, and go over their results with their mentor. The college senior mentor and 10th grade mentee will exchange his or her results for the career assessment, and recommended jobs best suited to their personality known as realistic, investigative, artistic, social, enterprising, or conventional. The student will also fill out a California Career Zone Handout.
CAMP Calendar

- **Week four: Organization Skills**

  Students will learn the importance of staying organized and how to use their school supplies efficiently. College senior mentors will give the 10th grade mentee an organization checklist, and will use the checklist every now, in order to practice those skills with the student's school supply in his or her daily routine.

- **Week five: Time Management Skills**

  Students will learn the importance of time-management skills, and how this is related to college and career opportunities. The mentor will give an example of how he or she uses their time management skills in their current schedule, and will have the 10th grade student implement the time management-skills in his or her daily schedule.
CAMP Calendar

- **Week six: The Value of Secondary Education**
  Mentors will review the value of secondary education related to salary difference and positive outcomes associated with obtaining a bachelor's degree.

- **Week seven: Knowledge on College Opportunities**
  Students will learn about college opportunities such as: The difference between the Community College (CC), University of California (UC), and California State University (CSU) systems, work-study, federal grants, loans, and FAFSA.

- **Week eight: Job Skills**
  Students will learn how to build a resume, fill out an application, and establish interview skills. The 10th grade student will learn the steps before, after, and during an interview. The 10th Student will learn the questions to ask after an interview. The 10th grade student will learn what to wear for an interview.
CAMP Calendar

- Week nine: College Game and College Majors
  - Student will play the College Choice-101 card game, and go over a list of college majors. The student’s will also visit the Assist.org website to view different college majors. The website has a variety of college majors according to CCC, UC, and/or CSU.

- Week ten: Last meeting
  - Mentors will answer any questions and facilitate a post-test to measure knowledge on college and career awareness based on what they have learned in CAMP. Students will create a to-do-list for 11th grade based on what they have learned from their Mentor.
California Career Zone

- This website will be explored thoroughly and mentors will go on to www.cacareerzone.org and take a quick assessment.
- The purpose of having you explore the California Career Zone and undertake a career assessment, is to provide you with exposure to the website and give you experience with the website.

Interview Skills (Before)

- Research the company, the salary range, and the interview.
- Do your homework, write answers to the questions that might be asked.
- Prepare questions to as the interviewer.
- Have a copy of you resume ready.
- Plan to arrive 15 minutes early.
- Visit the job site prior to interview to determine location, parking, and travel time.
Interview Skills (During)

- Do not chew gum.
- Relax, be yourself, and demonstrate self-confidence.
- Maintain eye contact with the interviewer.
- Demonstrate good posture and mannerisms.
- Be enthusiastic.
- Stress your qualities and skills.
- Don’t speak unkindly of a former employer or former teacher.
- Ask questions about the job or company.

Interview Skills (After)

- Thank the interviewer for his/her time, smile and shake hands.
- Thank the receptionist for his/her courtesy, and ask for the interviewer’s business card.
- Send a thank you card or e-mail within 24 hours of the interview.
- Once you have been offered a job, you can negotiate salary.
Organization Skills

- You will be teaching the 10th grade mentee organization skills and practice them with his or her school supply.
- You will practice these organization skills every now and then. It will not be a one time lesson.
- You will teach the students how these organizations skills will help the 10th grade student in high school, college, and future careers.

Time-Management Skills

- Make a to-do-list every day
- Keep your work with you
- It’s okay to say no
- Find your productive time
- Create a dedicated study time
- Budget your time
- Don’t get sidetracked
- Get a good night’s sleep
Resume Skills

- Always state the most current positions first, and dates in which you provided service. Providing a telephone number of former employment is not required but location is encouraged.
- If you have extra space at the bottom you may include two references with address, telephone number, and title.
- A one-page resume is ideal. However, if you feel that will be omitting crucial information related to the job, then extend it to two pages.
- When selecting information for your resume only include information that is relevant to the position for which you are applying.

Tips for Filling out an Application

- Ask for two applications (For rough draft and final draft).
- Look the application over carefully before you begin working on it.
- Follow the instructions.
- Print, using black ink (avoid fancy lettering, and maintain a consistent style of lettering).
- If you make an error, draw a line through the answer and rewrite the correct response.
Tips for Filling out an Application

- Avoid leaving blanks. If the question does not apply, enter a dash or N/A. This shows you have read the question.
- Spell everything correctly.
- State the specific job/work you have in mind.
- Proofread the application for accuracy and neatness.
- Keep a copy of the completed application for your personal career portfolio.

Survey

- Don’t forget to fill out your Survey so that we can match the best suited head counselor for you.
- The more you tell us about yourself the simpler it will be to find the a match.
- This survey that you fill out will also be used to match you with your 10th grade mentee.
The Value of Secondary Education

- Go on to [www.indeed.com](http://www.indeed.com)
- Click on salaries down below
- Type in a job related to your current major and also a job related to the recommended career you received when you took the quick assessment on [www.cacareerzone.org](http://www.cacareerzone.org)
FAFSA

- FAFSA stands for Free Application for Federal Student Aid.
- Grants: Financial aid that does not have to be repaid (unless you withdraw from school and owe a refund).
- Loans: Borrowed money for college or career school that you must repay with interest.
- Work Study: A work program through which you earn money to help you pay for school.
“Types of Federal Student Aid” Video

http://studentaid.ed.gov/types

College Majors

- Go on to the www.assist.org website.
- Click on explore majors.
- Click on either (Majors, UC Majors, CSU Majors, CCC Majors)
- Find your current major and any other major related to your result in the quick assessment from www.cacareerzone.org
Crisis Scenario #1

- Your mentee tells you she has been thinking about committing suicide, and she has a plan for the suicide attempt, but she doesn’t know when she will attempt. What do you do as a mentor?
  
  A.) Nothing wait until she finds out when she will attempt.
  
  B.) Tell your Program Coordinator.
  
  C.) Help the student change her mind by give her reason why she shouldn’t attempt.

Crisis Scenario #2

- Your mentee tells you her father drinks a lot of alcohol beverages and one time he hit her in the face. What do you do as a mentor?
  
  A.) Nothing the father only hit her once.
  
  B.) Tell your Program Coordinator.
  
  C.) Tell your mentee that she has a horrible father.
Case Scenario #3

- Your mentee tells you that she eats once a day and sometimes it’s just vegetable and fruits. She states she doesn’t have an eating disorder, and she just forgets to eat. What do you do as a mentor?
  - A.) Nothing the student said she doesn’t have an eating disorder.
  - B.) Tell your program coordinator.
  - C.) Bring her food every session.

California Community College (CCC)

- There are 112 community colleges that provide personal growth, professional training, and associate degrees to transfer to four-year colleges and universities. California community colleges may admit any nonresident possessing a high school diploma or equivalent or any person over the age of 18. Certain community colleges admit minors who do not hold high school diplomas, or equivalent, to its credit courses as special part-time or special full-time students. Community college is the less expensive out of the three colleges.
The California State University (CSU)

- began as a system of teacher's colleges and evolved into a broader system of higher education. The CSU grants bachelors and master's degrees that have a practical, career orientation. The assumption is that most CSU graduates will want to enter work based on their bachelor's degree training. There are now 23 CSU campuses. The California State University is less expensive than The University of California.

The University of California (UC)

- There are 10 UC campuses, which are established as the principal point for academic and scientific research within the higher education system. In addition to bachelors and master's degrees, the UC grants doctorates and professional degrees. The emphasis at the bachelor's level is on theoretical learning, the assumption being that most UC graduates will pursue a higher degree before entering their career. There are ten UC campuses.
Play College Choice 101

- Pick your partner
- Sort your cards into categories of those you really want, those you are neutral about, or those that you absolutely do not want.
- Did the College Choice 101 game relate to your reasoning behind choosing your college?

CAMP Binder

- Don’t forget to take your CAMP Binder with all the information taught at this workshop, and more.
- The binder comes with the CAMP calendar, CAMP activities, CAMP guidelines, and goals to meet each session.
- You will receive a phone call from your program coordinator in the next week.
References


APPENDIX II: EVALUATIVE SUMMARY

April 25, 2014

Dear Participant:

My name is Daniella Torrecilla and I am graduate student at California State University, Northridge. I am a candidate for the Masters of Science degree in Counseling in the Educational Psychology and Counseling (EPC) Department. I am working on my graduate project under the direction of my graduate project chair, Dr. Minton. The purpose of this project is to bring college and career awareness to at-risk 10th grade students through the creation of a mentoring program titled College/Career Mentoring Awareness Program (CAMP). CAMP will be facilitated by high school counselors, and will be led by college seniors enrolled in their last year of college. I am inviting you to participate in the evaluation of my graduate project by completing the attached survey. Your feedback will be used to improve the project. If you have any further questions or concerns you may contact my graduate project chair at shyrea.minton@csun.edu and/or (818) 677-4976. Thank you for your time and participation.

Sincerely,

Daniella Torrecilla

(818) 648-5921 and/or daniella.torrecilla.78@my.csun.edu
Graduate Project Evaluation

After you have reviewed the graduate project that I have created, please provide feedback by answering the questions below. The result for this survey will be used to improve the project going forward. Your participation is voluntary and your responses will be kept confidential. I appreciate your honest opinion about this graduate project, and ask that you do not put your name on the sheet so that your responses remain anonymous. Thank you in advance for your participation.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

1. This program is helpful for 10th grade students
2. This program could easily be implemented at a school or community agency
3. The length of the program (1 semester) is appropriate for a school setting
4. The length of the session (40-60 min.) is achievable in a school setting
5. The sessions are well outlined and easy to follow
6. The materials needed to conduct all the sessions are useful and accessible to all counselors
7. I would feel comfortable facilitating this program
8. I would use this program at my school site
9. I would recommend this program to other counselors

What comments do you have that would help me to improve this program?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________