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Los Angeles

Creating College Culture:

A Systematic Approach to Attaining College-Knowledge at an Elementary School

A dissertation submitted in partial satisfaction of the
requirements for the degree Doctor of Education

by

Maribel Garcia

2012

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ABSTRACT OF THE DISSERTATION

Creating College Culture:
A Systematic Approach to Attaining College-knowledge at an Elementary School

by

Maribel Garcia

Doctor of Education

University of California, Los Angeles, 2012

Professor Eugene Tucker, Co-Chair

Professor Wellford W. Wilms, Co-Chair

This study documents the process for creating a college-knowledge curriculum in an urban elementary school. Research widely recognizes the disproportionate advantage white middle class students have over minority students of low socio-economic status when it comes to college access. Social capital amongst privileged students positions them to know the differences between different types of universities and colleges, understand the different admission requirements for colleges and universities, know the costs and resources available to them to help pay for college tuition, take the right classes in middle school and high school, understand the significance and nuances of tests leading up to college admission, and are aware of the skills needed to be successful in college.

The aim of the study was to explicitly teach students in 1st through 6th grade developmentally appropriate “college-knowledge.” Working with a team of teachers in an urban elementary school, grade level appropriate objectives beginning in first grade were created with the intent of establishing a foundation for college-knowledge at the elementary level. This curriculum was designed to mitigate the lack of college-knowledge among students in a predominately minority and low-socio economic urban elementary school. The intent was to explicitly teach college-knowledge as a series of objectives from first through sixth grade, with an understanding that each grade level, through vertical articulation, would build on the concepts and knowledge every year the student advances through his or her elementary education.

The key findings indicate that students who are explicitly taught about college show gains in their understanding of college entry requirements (when using a pre- and post-assessment). In addition, teacher’s awareness of college-knowledge also increase (using pre- and post-data). These gains solidify the role that teacher play as social capital proxies of college-knowledge for students. Lastly, teacher interviews regarding their perceptions of this process show that they see the benefit of teaching college-knowledge to elementary students because it reinforces and contextualizes mastery of grade level standards, proficiency on state testing and reclassification for English Language Learners at the elementary level—all traits that lend to students’ eventual attainment of college-knowledge and eventual acceptance at four-year institutions.

Keywords: college access, college going culture, elementary, college-knowledge

The dissertation of Maribel Garcia is approved.

Robert Chao Romero

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University of California, Los Angeles

2012

DEDICATION

Dedicó esta disertación a mis queridos padres:

Luis y Lupe García

quienes nos enseñaron con su ejemplo el valor que hay en trabajar duro, la perseverancia,
y la fe para poder alcanzar nuestros sueños y metas.

To the next generation of college graduates in our family:

Victoria, Maximo, Itzel, Soleil, Rico & Kalixto
I look forward to your academic accomplishments!

And to the students of El Monte – Si Se Puede!

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Norma thank for your support. I recognize that as the oldest you paved the road, your example made it a little easier for me throughout the years—I am grateful for this. I admire the woman that you are professionally and spiritually and I am proud to be your sister. Luis, you have been blessed with four beautiful children; it is my hope that you encourage them to pursue their dreams and help them to be college bound!

Thank you to my wonderful friends that have supported me through the years. Fiona, Ivonne, Violetta and Ilbea – there could not be a livelier bunch! Thank you for your unconditional friendship, love and support.

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I am grateful to my work family in the El Monte City School District. Mr. Jeff Seymour, I thank you for believing in me and encouraging me to pursue my professional goals. Your leadership, love for the El Monte community and belief in “children first” has impacted many

lives, including mine. Your example is what I think of in my daily work as I work to inspire excellence in El Monte teachers, students, and their families.

Dr. Eugene Tucker, thank you for your patience and support. Without your guidance this endeavor would have not been as insightful and complete. I also want to express a special thanks to my committee, Dr. Patricia McDonough, Dr. Robert Chao Romero and Dr. Wellford Wilms for their support and valuable recommendations. I am grateful for your time and contributions to my project.

This project was inspired by a statement once made by Cesar Chavez: "In the final analysis it doesn't really matter what the political system is...We don't need perfect political systems; we need perfect participation." My research was informed by a desire to see our students have the opportunity to avail themselves of a solid education in the interest of being *perfect participants* in society. It is my hope that anyone who reads this will understand the importance of sharing the value and imperative of higher education and the advantages that it affords to all students with the goal of empowering our youth toward their own self-improvement efforts. It always starts with awareness.

Bobby, I share this project and degree with you.

VITA

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1999	Multiple Subject Credential Cal Poly Pomona Pomona, California
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2009	Principal Columbia School, El Monte, California

CHAPTER 1

INTRODUCTION TO THE PROBLEM

I can remember vividly the moment I knew that I was going to college.... I was in the third grade and I was translating for my teacher – parent conference. My teacher would say short statements about my progress and wait patiently for me to translate in Spanish to my mother. My mother would nod with a smile at my teacher, acknowledging that she understood and was content with what she was hearing. After ten minutes of discussing my spelling tests, progress on multiplication tables and development in learning to write in cursive, my teacher said, “Your daughter is doing well in my class; I can see that she has the potential to go to college.” She paused and with the biggest smile, I turned around and repeated what she said in Spanish to my mother. I remember the feeling that went through me; it was as though at that moment, I was given permission to dream of going to college. My mother was so proud of me; I could see it in her face.... From that day on, I knew that I was “destined” to go to college – I knew so because my teacher told me.

My parents are immigrants. They came to the United States with the intent of creating a better life for themselves and their future children. Although I heard the message consistently – “do well in school, “education is the most important achievement in life,” “when you go to college...”. I never quite knew how to access the information that would put me on the path toward college. I did my homework every day, got good grades, listened to my teachers, and was never in trouble throughout my K-12 experience. Even then, I did not have a clue—as I do, now—about the preparation that needs to take place in the elementary, middle school and high school years in order to be college bound.

Throughout my schooling, college going messages were sprinkled throughout the years depending on individual teachers. The expectation of going to college was only directed toward some students – as early as elementary school. For me, college was about luck. I met the right people at the right time and I was fortunate to have the grades to go to college.

Every student deserves the opportunity to be prepared to attend college and equally important needs to understand the process. It is my hope that schools develop and implement a culture of college that expects and prepares all students to be college bound.

Statement of the Problem

“The greatest danger for most of us is not that our aim is too high and we miss it, but that our aim is too low and we reach it”

-Michelangelo

A college-going culture at a school site reflects the leadership’s implementation of a belief that a college education is attainable for all students – regardless of socio-economic status (McDonough, McClafferty, & Nunez, 2002). As a result, the students’ preparation for and knowledge of college requirements are developed and integrated in the day-to-day curriculum and school activities. Few elementary-level interventions employing a college-going culture are documented in the literature on college access and early interventions. However, it is known that most students do not ascertain college-knowledge until the end of middle school / beginning of high school (Cabrera & LaNasa, 2000a). While it is never too late, research strongly suggests that the earlier students are made aware of college the better – yet there is little evidence of implementation of this recommendation. This action research project developed a school wide program –that explicitly taught students and teachers the knowledge necessary to access college. This project was designed around existing research that documents the culture of schools that

assume college going expectations and employs the principles developed by McDonough et al. (2002), extending research to an elementary setting in an urban elementary school.

Introduction

In the year 2008, 54 years after the landmark decision of *Brown vs. Board of Education*, equity continues to be on the forefront of educational reform movements: the disparity of access persists. In 2004, eight out of ten students reported that they aspired to go to college – but only four in ten had completed the necessary coursework in California (A-G requirements¹) to attend a four-year university. For underrepresented students, the statistics were worse – 14% of African-Americans and 12% of Latino high school graduates were academically prepared for college (EdTrust, 2004). Today’s students and their parents have higher educational aspirations than ever before; 96% of 8th grade parents would like their children to attend a four-year university (NCES, 2003). However, the actual college going rates are well below these aspirations, and college going rates for Latinos specifically are far worse. Although college attendance rates are increasing nationwide, huge gaps remain between non-White and non-affluent students and their counterparts (Gandara, 2002b). Huber et al. (2006) highlights the growing disparity of under-represented students on the pipeline to college and to doctoral degree completion (Appendix A).

In California, for every 100 ninth graders who entered high school in 2002, 66 graduated from high school in 2006, 25 of the high school graduates completed A-G requirements and 13 enrolled in a four-year university. For every 100 Latino ninth graders in California in 2002, 54

¹ A-G Courses - The University of California and the California State University require the following for admittance: Subject "a" History — 2 years required; Subject "b" English — 4 years of “a-g” English required; Subject "c" Mathematics — 3 years required, 4 years recommended; Subject "d" Laboratory Science — 2 years required, 3 recommended; Subject "e" Language Other Than English — 2 years required, 3 recommended; Subject "f" Visual and Performing Arts — 1 year required, Subject "g" College Preparatory Electives — 1 year required.

graduated from high school in 2006, 15 completed A-G requirements and seven enrolled in a four-year-university (UCLA Institute for Democracy, Education, and Access and University of California All Campus Consortium on Research for Diversity, 2007). These data are alarming given the fact that Latinos are the fastest growing segment in California's population. More than 50% of the newborns in California have been Latino since 2001 and 48% of all K-12 students in California's public schools are Latino (Hayes-Bautista, 2004).

Moreover, in today's global economy, about 70% of US jobs require a college degree (US Department of Labor, 2003). More than ever before, educational attainment will determine one's quality of life. Failing to prepare students to compete in a global economy does a disservice to the livelihood of individuals and their families as well as the local, state and national economy. Recent data point to an increasing salary gap between college and high school graduates. According to the US Department of Labor and Statistics, in 2003 the average weekly salary of a Ph.D. was \$1,214; Master's degree, \$1,174; Bachelor's degree, \$983; Associates degree, \$834; High School diploma \$507; and high school drop-out/non-graduate \$379. The research strongly suggests that educational opportunities for people in general and for Latinos specifically are critical to the state's economy and to the quality of public life for all Californians (Grogger & Trejo, 2002).

Having noted the importance of preparing all students for college is imperative for the betterment of all: individuals, communities, the state and federal economy. The solution I attempted through this action research project was to prepare all students for college access, as opposed to the current reality – which only prepares the chosen few. Through this research, in conjunction with a team of elementary school teachers, we identified college-knowledge

objectives that we felt were developmentally appropriate to begin teaching students about college access.

Building a College-Knowledge Curriculum

According to McDonough et al. (2002) a school-wide college-going culture builds the expectation of postsecondary education for all students—not just the top students who are college bound independent of school practices. The elements of a college culture on a school campus motivate students to do their best by supporting students in achieving their academic goals and in creating an expectation of post-secondary attendance for all. Implemented school wide, a college culture creates a strong message for students: college is an expectation – not a privilege.

The need for a college culture at the elementary level can be inferred from looking at the research on college access. Research indicates that Latino and African-American students are less likely to receive college information than White and Asian students – both in school and at home (Oakes et al., 2006). In addition, Latino and African-American students are more likely to face college planning impediments because of social and language barriers, less access to guidance, minimal expectations from those that oversee them, little to no access to the Internet, and their perceived underestimation of the amount of financial help available to them (College Board, 2006; McDonough, 2006; Oakes et al., 2006). Furthermore, research indicates that college aspirations must be fostered as early as possible (Gandara, Larson, Mehan, & Rumberger, 1998; Swail & Perna, 2002). Yet, currently only 10% of early college outreach programs start as early as the elementary grades (Swail & Perna, 2002).

When should we begin to discuss college access with students? Contreras (2004) argues that “Creating a culture of high expectations, like the expectations of college attendance, has to start in the primary grades” (p. 37). As a practitioner, I recognize that there are numerous attempts to expose students to college-knowledge in elementary schools; nonetheless, the research shows limited evidence of these practices in use. Conversely, there is a plethora of information, resources and programs that disseminate college-knowledge via the Internet, brochures, magnets, pins, stickers, pencils promoting colleges, and many other means. However, unless college-knowledge is embedded in the culture of the school beginning in the primary grades, the effectiveness of speckled college talk and /or publicity is not enough to significantly impact students’ future college attendance (Contreras, 2004).

The premise of this study is that embedding college-knowledge curriculum in the school day is the most viable way to assure that all students are equitably primed for college. College-knowledge must be explicitly taught to all students systematically.

What is Being Done?

In response to uneven playing fields and lack of college access opportunities to underrepresented students, state and federal government policies such as affirmative action (which is no longer applicable in the state of California) and the allocation of funding for college outreach programs such as Gear Up and Upward Bound are effective but increasingly endangered with budget cuts. Additionally, colleges and universities have created and sponsored thousands of outreach programs, notable examples of which include the Early Academic Outreach Program (EAOP), I’m Going to College, and Puente. AVID, Posse and Project Grad are other prominent interventions created by teachers and organizations committed to improving the trajectory of minority students. However, the majority of the college outreach models target

students at the secondary level – missing a critical window of opportunity to outreach to students in the elementary grades (Gandara, 2001).

When looking closely at the impact that outreach programs have had on minorities in getting to college, researchers note disappointing results. To begin with, a very small number of underrepresented students participate in these early outreach programs – only 5.3% of Latinos and 11.4% of African Americans (Adelman, 2006). Research has shown that early outreach models have failed to significantly impact college access for underrepresented students nationwide (Gandara et al., 1998). Furthermore, most of the existing interventions target a selective group of students – primarily those already on a college track and already high achieving – leaving behind the majority of African-American and Latinos.

A new interest in creating college-going cultures in elementary schools is surfacing. Samarge's (2006) research underscores the importance of developing a college-going culture beginning at the elementary level. Her study focused on building a fifth grade curriculum, embedded in California State Standards to build college-knowledge among *all* fifth grade students at a Title 1 school. Her data demonstrates an increased awareness of the college preparation process through the implementation of a college preparatory curriculum for both students and teachers. Additionally, her findings demonstrate that college aspirations turned into action-oriented plans with specific goals as a result that curriculum; 95% of the students indicated that they wanted to attend college prior to the implementation of the project. Another recent project involved parents of toddlers and infants. Tatusui and Morales (2006) created an early intervention informing parents' postsecondary planning practices. Their findings indicate that through their intervention, parent aspirations morphed from vague and unfocused to an increased knowledge of the school system and clearly defined education and career goals for

their children. Tatusui and Morales' study, along with Samarge's (2006) research emphasizes that the college planning process should begin as early as possible – and more importantly, that it is promising to do so at the elementary level. However, that is not what is currently taking place at elementary schools (Cabrera & LaNasa, 2000c; Gandara, 2002a; Huber, Huidor, Malagon, Sanchez, & Solorzano, 2006; McDonough et al., 2002; Oakes et al., 2006; Swail, 2000). My proposed project details the need for a college curriculum implemented school-wide – and explicitly taught at each grade level leading up to high school in order to assure that all students have equitable access to post-secondary education.

Local Problem

El Monte is a low-income community located 12 miles east of downtown Los Angeles. The City is comprised of 115,965 residents of whom 73% are Latino and 53% report annual household incomes under \$34,000 (US Census, 2000).

The El Monte City School district (EMCSD) is a K-8 urban district with an enrollment of 10,574 students. Of those students, 84% are on free or reduced lunch and 43% are English language learners (California Department of Education, 2008). El Monte Elementary School is one of 14 schools in the district (the name of the school was changed to preserve anonymity). El Monte Elementary houses kindergarten through sixth grade with a total population of 597 students.

Like the population of California, over half of the student population is Latino. Eighty-seven percent of the parents at El Monte Elementary School did not attend college.

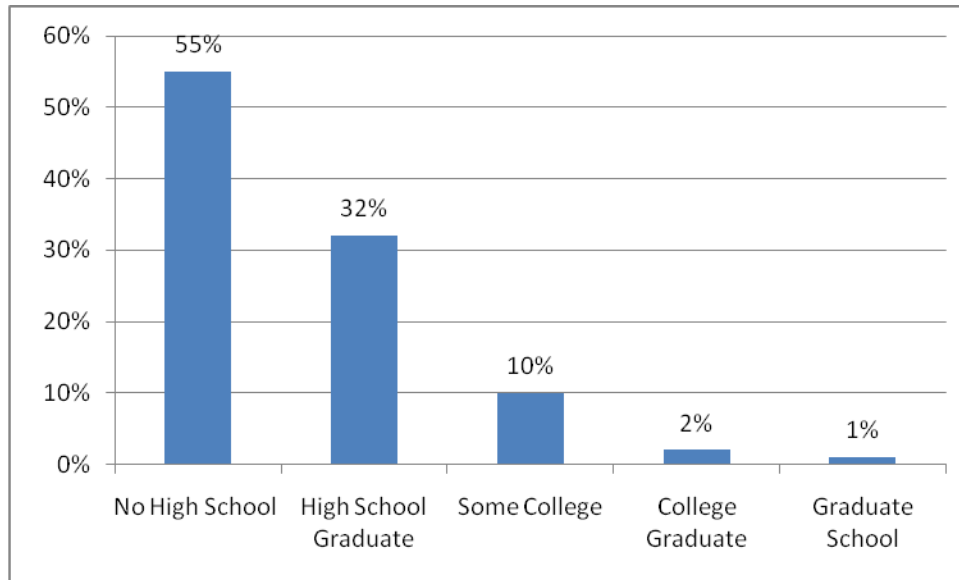


Figure 1. El Monte Elementary School: Parent education levels

El Monte Elementary School feeds into Local Middle School for 7th and 8th grade and then Local High School for 9th-12th grades. There is no specific data that tracks El Monte Elementary students through middle school, high school and beyond; however, the California Educational Opportunity Report (2007) details the educational outcome of all the students at the feeder high schools.

The Project

In order to mitigate the disparity in college enrollment as evidenced by the research presented in this chapter, I worked with a team comprised of six elementary school teachers and two high school counselors to create a project that explicitly explored the “how to” and “why” students need to access college at the elementary level. First through sixth grade students and teachers participated in a six-week project that explicitly taught elementary age students college-knowledge. This knowledge included an understanding of various types of colleges and universities, admission requirements, required tests (PSAT, SAT, etc.), financial aid

opportunities, A-G requirements, as well as taking the right courses and developing organization skills (McDonough et al., 2002; Tornatzky, Cutler, & Lee, 2002).

Table 1

Local High School College Going Patterns, 2007

Local High School	Dropped out of HS	Graduated HS	Admitted to CSU/UC
For every 100 students enrolled as 9th graders in 2002	31	69	20
For every 100 underrepresented students (African American, Latino and American Indian) that enrolled as 9th graders in 2002	39	54	15

The college-going activities and programming were rooted in the research on college culture by McDonough et al. (2002), who identify nine-essential principles to create and sustain a college-going culture: (a) college talk; (b) clear expectations; (c) information and resources; (d) comprehensive counseling model; (e) testing and curriculum; (f) faculty involvement; (g) family involvement; (h) college partnerships; and (i) articulation . Through this project, the focus was on college talk, clear expectations and information and resources.

The teachers who volunteered for this project expressed two desired outcomes at the onset of the study: (1) a college focus—building college-knowledge as a day-to-day explicit function in the elementary classroom for all students participating; and (2) changing the perception of college from a privilege for a few students to an expectation for all students.

Research Questions

The research questions that guided the study were:

1. What is the process for developing, implementing, and evaluating a College-Knowledge curriculum by an elementary school faculty?
2. Based on the implementation of a College-Knowledge curriculum, what are the gains in students' knowledge regarding college?
3. Based on the implementation of the College-Knowledge curriculum, what are the gains in teachers' knowledge regarding college?
4. What are the teacher's perceptions regarding the process of developing, implementing and evaluation a College-Knowledge curriculum?

Methodology

This action research project was designed to create college-knowledge objectives and curriculum for elementary grades. Using pre- and post- data, we measured the growth of student's college-knowledge and the gains in teacher's college-knowledge as well as their perception of development, implementing and evaluation of the project. Throughout this project, I worked with a team of teachers on the El Monte Elementary campus that helped to develop the college-knowledge objectives and curriculum. The action research project included opportunities to plan, act, and reflect in order to increase college-knowledge access and analyze students', teachers' and perceptions about college-knowledge.

With this study I used a qualitative approach to obtain and analyze data. Data collection methods include pre and post assessments of students, pre and post interviews with teachers, observations from planning meetings, and program evaluations in order to gain an in-depth understanding of the impact that this program will have in an elementary setting.

Client

My client was the superintendent of the El Monte City School District, who is interested in learning how college-knowledge can be introduced and taught at the elementary grades. It is an exciting time in the City of El Monte as there is much momentum and resources for college access through various partnerships. It is my hope that this project will contribute to this momentum and more importantly, be a resource for teachers in preparing their students for college.

Plan for Public Engagement

Since the research on elementary college-going cultures is sparse, this intervention program will add to the body of knowledge and provide a model for early intervention on college access in elementary schools. The research project will be implemented by an elementary school in the El Monte City School District. The initial findings were presented to the action research team and site administrators as well as district administrators.

Research suggests that there are few programs that promote college-knowledge in elementary schools (Swail & Perna, 2002). It is my hope that the findings from this project will be disseminated throughout the district and be implemented at all 14 elementary schools in the El Monte City School District. The design, implementation and results of this project were general enough to be disseminated and replicated for any school that is interested in explicitly developing a college going culture. I plan on sharing the objectives and curriculum with the hope that college-knowledge is explicitly taught to all students and college attainment becomes an expectation for all students beginning at the elementary level.

CHAPTER 2

A REVIEW OF THE LITERATURE

Few interventions exist at the elementary level that increase the awareness of students' knowledge on accessing college. This action research project developed college-knowledge objectives and curriculum — for first through sixth grade students. The implementation of this study focused on identifying the information that students must have in order to access college, such as an understanding of the various types of colleges and universities, college admission requirements and costs, organizational skills, the importance of good grades and taking the “right” classes. This curriculum was contextualized on an elementary campus that had a pre-existing college going culture that focused on school-wide events and activities such as assemblies, writing contests, and college spirit days. This action research project was designed to systematically foster the belief to elementary school students — as an intervention advocating a consistent college-going message- that all students have the capacity to be college bound.

I begin this chapter by reviewing the need for increased college access, specifically showing how minority and disadvantaged students lack these opportunities. Second, I detail the needed college-knowledge for first through sixth grade that this study will highlight from the literature, as well as the principles that will be utilized to establish a college-going culture at an elementary school. Third, I will establish a theoretical framework for college-knowledge. The concept of “cultural capital” supports the need for explicitly teaching underrepresented and disadvantaged elementary students cultural values and skills that schools require, such as planning early on in the elementary years for college access and opportunities. Fourth, I identify the gaps within current outreach models in providing college opportunities for all students,

specifically revealing the lack of research at the elementary level. Fifth, I investigate existing college-going practices and curricula that promote college-knowledge. I conclude with the need for a school culture that promotes and sustains college-going aspirations school wide beginning at the elementary level.

Lack of Access

“...achieving a bachelor’s degree or higher, has the potential to lift people from one social stratum to another and, for individuals from disadvantaged backgrounds, provides a future that is much different from the history they leave behind”

-Swail, 2000

Going to college is a reasonable expectation for all students. In years past, it was possible for people to earn a decent living without much formal education. However, in today’s economy, knowledge industries – jobs that require some form of post-secondary education – are 70% percent of all new jobs (League of Women Voters, 2006). This type of employment demands skills requiring an education beyond high school (Tornatzky et al., 2002). “American workers without an adequate education are underemployed, work for minimum wage, often hold two or three part-time jobs, or are unemployed or unemployable” (Barr & Parrett, 2007, p. 7). Failing to prepare all students for college is not only a disservice to the well-being of individuals – better health, longer lives, higher salaries and increased career mobility– but also the economy at large (Gandara, 2001; Gandara, 2002). Under-education perpetuates economic inequalities in our society and jeopardizes the state’s economic power. For every high school dropout, there is a life time loss in tax revenues of \$200,000 to the state and reliance on welfare services (National Committee for Citizens in Education, 1986). “If the United States is to maintain a competitive

edge in the present era of the ‘global economy,’ an educated workforce is more important than at any other time in our history” (Hagedorn & Tierney, 2002, p. 2).

For over 50 years, researchers have been looking at college access for underrepresented and disadvantaged students. Although more than 14 million students were enrolled in colleges and universities nationwide in 1996 – a twofold increase from the 1960s and tenfold increase from the 1940s – under representation of minority students continues (Swail & Perna, 2002). If we look closer at the soaring rates of college enrollment, racial disparities become evident. In 1996, 7.7 percent of African American and 4.9 percent of Latinos enrolled in colleges and universities nationwide were recipients of bachelor degrees (Nettles, Perna, & Freeman, 1999). White and Asian students have higher enrollment rates than African Americans and Latinos. Out of every 100 Latino kindergartners in 2002, only 11 will attain a bachelor’s degree (EdTrust, 2004). Although, students today have higher educational aspirations than ever before – 88% of African American and Latinos plan to go to college – only 14% of African American and 12% of Latino high school graduates were academically prepared for college in 2002 (EdTrust, 2004). When looking at the data through a socio-economic lens, the disparity continues, 71% of students whose parents are college graduates enroll in a college or university compared to 26% of students whose parents have a high school diploma (Perna & Swail, 2001).

College-knowledge

The result is “apartheid of ignorance” where education is the key factor that separates the rich from the poor, economic opportunity from economic despair... Those who are well educated have access to the richest economic system that the world has ever known. For those who lack education, the door of opportunity is slammed shut.

-Barr & Parrett, 2007

What does it take to get to college? Lack of information is by far the most important piece of the dilemma relevant to college access, especially for underrepresented and low socio-

economic students (Hossler, Schmit, & Vesper, 1999; Lareau, 1989). Students must know and understand the various types of colleges and universities, admission requirements, costs associated with post-secondary education, requisite tests, such as the PSAT and SAT, A-G requirements, algebra coursework beginning in middle school and organizational skills (McDonough et al., 2002; Tornatzky et al., 2002). In order for college information to have sustainable effect amongst underrepresented and low socioeconomic students, there needs to be a consistent and deliberate message that details college-knowledge as early in the K-12 experience as possible (Cabrera & LaNasa, 2000c; McDonough et al., 2002; Swail, 2000). However, not all students have equal access to obtaining this information. Affluent students are made aware of this information as part of their day-to-day experiences provided by their parents and networks, as opposed to low socioeconomic and underrepresented students, who lack college resources and information in their everyday lives (McDonough, 1997). How do we level the playing field of college access for low income and minority students? Various researchers note that schools have the capability to make up the difference (Jencks et al., 1972). Jencks et al. (1972) concluded in their seminal analysis of the *Equality of Educational Opportunities*² data that education improves social equity.

The culture of a school has a compelling influence on students' aspirations and achievement (Falsey & Heyns, 1984). Jencks et al. (1972) looked at data from the Equality of Educational Opportunity Study (1966) and concluded that the achievement of lower class students, both African American and White, was strongly related to the schools characteristics, rather than the school budget or resources. McDonough et al. (2002) concur with the influence

² *Equality of Educational Opportunities* by James Coleman (1966) is the largest educational study to date, gathering data from 600,000 students, 60,000 teachers and 6,000 schools. The findings emphasized that teachers could only impact about 10% of the effects of poverty, therefore, schools have little effect on the academic achievement of poor students. This research has since been disproved.

that schools have on the lives of students. Their research capitalizes on the power of schools and persuades school leaders to promote college for all. “[College] expectations must be present from the earliest stages of an academic career and must be communicated at every opportunity. This is best accomplished through a school culture...” (McDonough et al., 2002, p. 1).

McDonough, McClafferty and Nunez (2002) identified “Nine Principles Essential for a College Culture” as a framework for schools looking to develop college-knowledge by creating a college-going culture. The nine principles documented are: (a) college talk; (b) clear expectations; (c) information and resources; (d) comprehensive counseling model; (e) testing and curriculum; (f) faculty involvement; (g) family involvement; (h) college partnerships; (i) articulation.

Because of the nature and purpose of this action research project, I focused on three of the nine principles. McDonough et al. (2000) emphasize that the nine principles need not be applied concurrently. (a) college talk (intertwining and relating college in the classroom and throughout the school), (b) clear expectations (establishing the expectation that all students can go to college), (c) information and resources (teaching college-knowledge and identifying resources), (d) testing and curriculum (highlighting college admission tests and test taking skills and knowledge of A-G curriculum), (e) faculty involvement (engaging staff members in creating and sustaining a college culture), (f) family involvement (engaging parents in creating and sustaining a college culture), (g) college partnerships (relationship between local colleges/universities and schools to promote the educational pipeline), and (h) articulation (collaborating across grade levels to build College-Knowledge curriculum). In the following discussion, each of the principles addressed are detailed.

College Talk

College Talk is essential to a college culture – it requires ongoing communication with students conveying information that specifically addresses what it takes to get to college (McDonough et al., 2002). Teachers share with students their own experiences in getting to college, take advantage of “teachable moments” in which they organically connect college-knowledge throughout the curriculum, as well as explicitly teach college-knowledge. For example, when reading biographies, teachers can expand on the opportunities afforded to individuals who obtain a college degree. Continuously talking to students about college fortifies awareness and expectations, and leads students towards a college path (Hotchkiss & Vetter, 1987; McDonough et al., 2002). College talk is essential to the formation of students’ knowledge, but it also informs teachers of their own assumptions in their role of preparing students for college. Teachers’ messages affect a student’s confidence and outlook (Gandara, 2002a). Students who are expected to do well tend to show growth and students who are not expected to do well tend to do less well (Gandara, 2002a). College talk can be non-verbal through the display of college pendants, posters, and newsletters. Instruction that is intertwined and contextualized in college-knowledge not only promotes college access but also is essential to building a college culture (McDonough et al., 2002).

Clear Expectations

Clear Expectations constitute visibly defined school goals that account for all students’ preparation for higher education. School goals should be communicated explicitly to all stakeholders and should be incorporated into the daily culture of the school. What do explicit goals look like? School plans, as well as mission and vision statements should provide a college plan for all students. Additionally, the prevalent belief that attending college is a privilege is

replaced with the expectation of college for all. Defining this expectation in elementary grades is valuable to this project because research indicates that longstanding college goals increase the likelihood of attending college (Alexander & Cook, 1979). Researchers cite student's educational expectations among the best predictors of college enrollment (Hossler et al., 1999; McDonough, 1997). Using data from the National Educational Longitudinal Study (1972), Cabrera and LaNasa (2000a) confirm that students who plan to attend college by the eighth grade were 17% more likely to be academically qualified than their peers.

Information and Resources

A college going culture provides up-to-date access to details and resources related to college –College Talk is informed by relevant and current data for both students and staff members. “For students’ college preparation to lead to successful college enrollment, educators must facilitate networking to provide information early and consistently about academic prerequisites and the process of college admissions” (Bonous-Hammar & Allen, 2005, p. 169). Students are made aware of the various types of colleges and universities, admission requirements and costs, A-G courses and PSAT and SAT exams as well as prerequisite information. Through newsletters, workshops and college centers on school campuses, the school community is provided with access to the necessary information and resources. According to McDonough et al. (2002):

...Research indicates that students desperately need basic information about college options, particularly for more selective colleges. Moreover, they need to receive it early enough in their educational careers for them to enroll in appropriate classes and make other necessary decisions. (p. 4)

Testing and Curriculum

Multiple variables play a significant role in the college admission process; GPA, A-G courses and SAT scores are among several of the variables students must plan for accordingly.

Unpacking each of those variables down to the elementary level is essential for this project. Students must be knowledgeable of the requirements needed for admission and they must begin their preparation at the elementary level. For example, knowing that algebra is the gatekeeper course, students' must have proficient math scores in the 5th grade in order to take the prerequisite classes that will lead to algebra in the 8th grade and consequently A-G classes in high school. In addition, a high school diploma is not a guarantee for college admission. Most school districts have their own requirements for graduation that are not necessarily aligned with A-G courses. Therefore, a student can earn a diploma and not be eligible to apply to a college or university. Students must be knowledgeable of A-G requirements from the onset of their freshman year. In addition to knowing the curriculum, students must understand the importance of tests. Every year students take state tests as a means to measure their progress in school – these tests have high stakes for districts, schools, teachers and students. Students' test scores have the potential of influencing the courses/classes that they are assigned to; therefore, test-taking skills are essential to college-knowledge.

Faculty Involvement

Staff members must be active in creating and sustaining a college culture (McDonough et al., 2002). Teachers have numerous responsibilities and wear multiple hats in the classroom. Therefore, the participation of teachers in this process is essential for buy-in. McDonough et al. (2005) report, "...our understanding of faculty involvement is not one where teachers take on an additional role, rather, they begin to see their existing role in a different light" (p. 23). It is pertinent to a college culture that faculty members are up-to-date with knowledge on accessing college. Therefore, McDonough et al. (2002), advocate for ongoing professional development so

that teachers can take part in preparing students for college beginning in elementary school and additionally, are able to integrate college-knowledge into everyday classroom activities.

Research indicates that teachers make a difference in the lives of students. According to the National Center for Educational Statistics (1997), teachers spend more than 30 hours a week interacting with students. Gandara's (2002a) research asserts that teachers play a vital role in helping students make decisions about college and preparing them for their educational futures. Additional research on the connection between teachers' expectations and student performance notes that teachers' opinions and expectations of student ability influences their students' performance in the classroom (Alvidrez & Weinstein, 1999; Gandara, 2002a). Although the research does not suggest that teachers have more influence over students than parents do, the premise of this study is that by embedding college-knowledge into the school day, all students hear the same message – promoting college access – with consistency. It is important to note that most teachers rely on their instincts when deciding what knowledge and skills to develop in their students on college-knowledge (Conley, 2006). Consequently, McDonough et al. (2002), emphasize the considerable role that teachers play in inspiring and preparing students for college and advocate the need for empowering teachers through professional development in order to maximize their role as college advisors in the classroom. “Students’ early preparation and introduction to college-related information consists of relationships between the student and institutional – support and assistance of dedicated leadership and personnel” (McClafferty & McDonough, 2000).

Family Involvement

The research on parental involvement in college planning is extensive and conclusive. Parents make a difference in the lives of their children. In a nine year study, Hossler et al. (1999)

concluded that “the single most important predictor of postsecondary plans is the amount of encouragement and support parents give their children” (p. 24). Involving families in the college-knowledge process is essential to sustaining the long term effects of learning college-knowledge. Various researchers have concluded that parental support and encouragement is one of the strongest predictors to college aspirations (Hossler et al., 1999; McDonough, 1999). A national study on college access concluded that the parents who frequently discuss college-related matters with their children were more likely to go to college than those whose parents did not discuss college (Horn & Chen, 1998).

However, the predicament of parents from underrepresented groups, who have not gone to college is lack of college awareness and a need for assistance with pertinent information such as admission requirements and process and financial aid options (McDonough, 1999).

McDonough, McClafferty, and Nunez (2002) recommend that schools become places for families to access college-knowledge. Empowering families with college-knowledge through college fairs and workshops on an on-going basis, families will have the much needed information and clarification that is necessary to promote college awareness in their homes.

College Partnerships

Partnerships with local universities and colleges are vital to promoting a college going culture (McDonough & McClafferty, 2002). In the last few years, P-16 movements have garnered a lot of attention, especially in educational circles. Looking at the education of a child from pre-school to college is a holistic approach to the purpose of education.

The accessibility of local colleges for elementary students is vital to comprehending college access. College related activities such as field trips, enrichment programs and college fairs have the ability to foster college going aspirations. Field trips in particular give students the

opportunity to gain an understanding of what college life is like and have the ability to visualize themselves in college (McDonough & McClafferty, 2002). Ultimately, partnerships between colleges/universities and elementary schools have the potential to foster college aspirations.

Articulation

Collaboration across school levels has significant benefits for students. Kitchen et al., (2004) conducted a study of nine high achieving schools in low-income neighborhoods throughout the United States. Their findings conclude that faculty collaboration with built-in time to work together is a best practice, especially in low-income schools. Additionally, Williams et al. (2005) conducted a survey of 257 principals and 5,500 teachers in California to determine key factors of higher academic performance in elementary schools serving high populations of low socio-economic status students. Teacher collaboration across grade levels was acknowledged as a vital strategy that accounted for school wide academic gains. Furthermore, Eaker and Gonzalez (2007) affirm in their research on *Professional Learning Communities* that schools are better served by a collaborative culture, rather than a culture of teacher isolation.

Collaboration is a best practice. The culture of most schools encourages teachers to collaborate in their grade levels or content areas. If we are interested in building a curriculum across grade levels, how do teachers plan across grade levels? More specific to this project is vertical teaming – a form of collaboration. Vertical teaming is defined as “a small number of people from different levels within an organization who are committed to a common purpose, performance goals and approach for which they hold themselves mutually accountable” (Texas Leadership Center, 1988, p. 18). The use of vertical teaming as a way to organize multi-year curriculum planning is successful strategies aimed at helping students acquire the information

necessary for future grade levels. Additionally, it is a best practice, identified by teachers, that encourages discourse across grade levels. In a study conducted by the Texas Leadership Center in 1988, 63 teachers completed an open-ended survey questionnaire on the value of vertical teaming towards making academic progress. In the first year of implementation, teachers reported that they supported vertical teams because it gave them the opportunity to align the curriculum across grade levels – giving them keen insight on what their students must be capable of doing in order to be successful in future grade levels. Furthermore, Robinson (2002) worked with a group of English teachers, aimed at preparing students for the Advanced Placement examination (AP). Teachers from the 3rd grade to 12th grade “...traced enabling instructional activities used by teachers in the elementary, middle school and early high school grades which prepared students to meet the challenge of a college level benchmark” (Robinson, 2002, p. 5). Vertical teaming serves the purpose of developing appropriate curriculum in order to systemically ascertain skills and content that facilitate students to be successful throughout their education. McDonough et al. (2002) make the addition that “students should have a seamless experience where a college message is communicated from kindergarten through 12th grade” (p. 25). Through collaborative practices, students receive a constant message rather than fragmented details. This project assumes that articulation on college access beginning in first grade will create a much-needed jurisdiction, determining who is responsible for teaching college-knowledge and when – with the intent that articulation will engage all grade levels into collaborative activities that encourage students to attend college. Teachers must be clear about what students are expected to know about the college process and begin planning backwards – starting in the 12th grade and concluding in primary grades. Vertical planning requires that teachers work closely together to ensure a thorough articulation for college-knowledge.

The eight principles detailed are the framework that I will be utilizing for this project. However, before creating and implementing a college-going curriculum, it is pertinent that we identify the differences in cultural capital amongst students, in order to understand the gap that this curriculum must fill. Salient studies demonstrate that possessing social capital enables some students to access college, while a lack of social capital restricts disadvantaged students.

How to Access College

“... The path to [postsecondary education] is well paved for some students by generations of family members who have preceded them to college, while for others there is no discernible path at all”

-Gandara, 2001

McDonough et al. (1997) define cultural capital as “that property that middle and upper class families transmit to their offspring which substitutes for or supplements the transmission of economic capital as a means of maintaining class status and privilege across generations” (p. 8). For the purpose of this project, I frame the problem of college access around cultural capital in order to study the premise that all students can acquire the advantage that some families have by virtue of their membership in social networks, such as alumni associations and school connections that lead to educational benefits. The idea of this study is that all students should be taught explicit college-knowledge within the curriculum of the school day as a means of mitigating a lack of social capital.

Research indicates that social opportunities are maximized by those who have direct access to information and essential resources because of their social standing and relationships with institutions – such as schools (Stanton-Salazar & Dornbusch, 1995). Direct access to information is evident in the Hossler et al. (1999) study in Indiana between 1986 and 1994 that surveyed 4,923 students and their parents and interviewed 56 students and their parents over the

course of nine years. A major finding of this study reveals that students had direct access to information through their parents. The researchers stated that “parents who have gone to college are familiar with the experience and are better equipped to explain to their children how the college system is structured, how it works and how the student can prepare for it” (p. 26).

Cultural capital is especially evident if a parent is a college graduate – he or she plays a proactive role in managing their child through the college process because of their firsthand knowledge of the process (McDonough, 1997; McDonough et al., 2000).

Socioeconomic factors also have propelled students’ access to information about college. Tierney (2003) concluded, using data from the National Longitudinal Study of the High School Class of 1972, that low-socioeconomic students’ had less information sources than students’ with high socioeconomic status. Middle-class and affluent White and Asian parents also jump start college planning based on their social capital (Hossler et al., 1999; Lareau, 1989; McDonough, 1997). Additionally, Lareau’s (1989) research details the advantage of middle-class students in school. Middle-class parents intervene in students’ education and path towards college at the elementary level; they structure experiences and opportunities that raise their college awareness – such as providing tutoring if needed and visiting college campuses. Furthermore, social capital is conveyed by parents emphasizing good grades – particularly in the gatekeeper courses – enrolling in the “right” classes, in college talk at home (McDonough, 1997), and in creating an awareness of different colleges (McDonough, 1997; McDonough et al., 2002).

Having access to information on postsecondary options is a factor in academic achievement and college success (Cabrera & LaNasa, 2000a) Students in well-off high schools are conditioned to develop a predisposition to attend college, search for materials and identify specific institutions no later than 7th grade. This is unlike underrepresented and disadvantaged

students, whose parents have similar aspirations for their children but are unable to supply their children with the information and advice (Cabrera & LaNasa, 2000a).

Underprivileged and working-class Latino families have a disparate experience in which they have fewer social resources, do not have college-knowledge from personal experience, lack access and potentially have additional barriers to overcome – such as language (Auerbach, 2004). McDonough's (2000) research indicates that low-income and underrepresented students do not have knowledge of the college admission process nor do they understand the value of college for social mobility. In 1988, only 144 out of a class of 1,000 low-socioeconomic eighth graders enrolled in college (Cabrera & LaNasa, 2000b).

Lack of college-knowledge is manifested in the findings of the Latino Eligibility Study in 1997, which concluded that the most significant barrier to college access for Latino students in California is deficiency on information that details what it takes to get to college (Gandara, 2002b; Gandara et al., 1998). In addition, Tournatzky et al. (2002) conducted a study that interviewed 1,054 Latino parents in Chicago, New York and Los Angeles and conducted detailed case-study interviews of 41 Latino parents in the same cities. College-knowledge was low among those surveyed – two-thirds of the parents interviewed gave incorrect responses to over half of the questions on accessing college. Furthermore, the knowledge deficits were significantly more evident among parents with lower incomes and less extensive educational backgrounds.

Lack of access is another barrier that unrepresented students confront. McDonough et al. (2000) conducted a survey of 50 college access and parental involvement programs in California and concluded that although there are numerous outreach programs with the intent of leveling the information barrier for disadvantaged families, Latino families lack access to these programs.

The research suggests that low income and underrepresented students have low cultural capital in navigating the path towards college. Families without a tradition of college going, who do not have the information and social capital to access information in order to secure the pathway to college for their children, are at a clear disadvantage (Auerbach, 2004).

Barriers to College Access

Key studies indicate that even high school students have a woeful lack of college access information. The Bridge Project at the Stanford Institute for Higher Education conducted a study from 1996 to 2002 on gauging six states' efforts at articulating efficient pathways between different levels of education. All together researchers surveyed 2000 students from 25 high schools in six states (California, Georgia, Illinois, Maryland, Oregon and Texas). Twenty-five percent of the students surveyed were White, the rest were from different racial and ethnic groups, and the income level was mostly middle and lower class.

From this study, it was evident that California students had difficulty understanding college entrance requirements – less than 12% knew the course requirements for the university closest to them. In another state – less than 3% knew the course requirements for college admission. Of the students surveyed, most indicated that they gathered their information about college primarily from their parents and teachers. Older siblings and friends who attended college were also a source for some who had those relationships. The Bridge Project affirmed that students get specific information about local university requirements from both teachers and counselors. The project demonstrated that college advisement from teacher to student takes place in the classroom and is informal – it is not a part of the curriculum – whereas counselor advising is a formal and structured meeting. The Bridge Project also reported that teachers feel

unsure about their knowledge of college requirements, placement tests and educational costs and that they lack updated information.

Students who are unaware of the course requirements to go to college are not likely to go to college. The Bridge Project asked eleventh grade students about A-G requirements in order to measure their knowledge of the required college preparatory curriculum. Half of the students knew there was a three-year math requirement for the UC system. Researchers in this study also affirmed that the privileged are more knowledgeable of the college admission process – affluent parents become experts or they hire experts to secure a college admission (McDonough, 1994; 1997). Contrarily, first-generation students lack the necessary guidance towards college access (Macy, 2000). If we are interested in all students having the information necessary to go to college, then who is responsible for teaching it?

Lack of Systematic K-12 College Curriculum

Increasing students' knowledge of what it takes to go to college requires an on- going endeavor by everyone involved in the K-12 continuum (McDonough et al., 2002). Researchers and practitioners agree that outreach efforts to increase students' aspirations and knowledge on how to access college must begin at an early age (Gandara et al., 1998; Perna, 2002). A lack of collaboration between K-12 and higher education has been acknowledged as a major barrier for underrepresented students (Gandara, 2002a). However, several researchers have identified and validated three phases of a college choice process: (1) the predisposition stage; (2) the search stage, and (3) the selection stage (Attinasi, 1989; Hossler et al., 1999; Hossler & Gallagher, 1987; Stage & Hossler, 1989). In the first stage, students decide that they aspire to go to college. This stage should begin in the elementary years. Influencing students during this stage is a combination of parents and school. The second stage occurs during high school. Students begin

to gather information about potential colleges of interest and are honed into the requirements for admission of those colleges. In the third stage, the students submit to the application process (Cabrera & La Nasa, 2000c; Hossler et al., 1999; Hossler & Gallagher, 1987; Stage & Hossler, 1989). However, McDonough (1997) underscores the reality that high schools have few systemic means to make certain that all students have college-knowledge. Additionally, the literature on stages in the college choice process indicate that high schools organize their actions, such as college advisement based on assumptions that students in earlier grades have access to information about college opportunities – which is currently not a systemic practice of elementary schools either.

Teachers as Social Capital Proxies

Recent studies have utilized the theory of cultural capital to explain the influence of school personnel in the college decision-making process of students (Ceja, 2000; Perna, 2000; Stanton-Salazar, 1997). Specifically, Stanton-Salazar (1997) views social capital as the relationships with institutional agents that can be transformed into socially valued resources and opportunities. Therefore, teachers have the capacity to stand in as proxies to students who lack cultural capital in order to serve as “lifelines” and allocate college-knowledge. Stanton-Salazar P (2001) underscores the role of teachers by acknowledging their influence “to inculcate specific goals, standards of excellence, aspirations, values, norms and mores” (p. 14). The Bridge Project (2002) confirmed the role that teachers and counselors play in getting students on the path to college. However, the reality is that K-12 education is not set up so that all students benefit equally from counselors, parents and teachers. The national average for counselors in public high schools is 1:323 students and in California it is 1:848 (McDonough, 1997). Counselors in the elementary and middle school grades are almost non-existent. Therefore, relying on

counselors to advise students on the path to college is not a realistic solution for college planning in elementary schools.

Existing College Prep Programs

Existing research on college preparation programs concludes that although most intervention programs are effective – they have increased the number of high school students that matriculate into colleges and universities upon graduation – many are expensive and are absent of evidence suggesting students show increased academic achievement (Gandara, 2001b). In 1997, The Policy Analysis for California Education (PACE) was commissioned by the University of California to inform discussions of the Outreach Task Force on strategies to enhance the participation of students who are disadvantaged or from groups that have been historically underrepresented. The researchers summarized significant barriers that impede students from participating in college; lack of information about higher education opportunities and insufficient counseling and advising were among the most significant obstacles identified (Hayward, Brandes, Kirst, & Mazzeo, 1997). In reviewing the college preparation programs in California, PACE concluded that there must be a focus on the timing and timeline for outreach programs, suggesting that best practices share essentials such as student socialization into a college mindset, strategic timing of interventions, and extensive integration in K-12 and program sustainability over time (Hayward et al., 1997). Although researchers give emphasis to the value of early college awareness, few programs target the elementary level; on the contrary, they take place at the middle school level and high school level (McClafferty et al., 2001; Swail & Perna, 2002; Tierney, Colyar, & Corwin, 2003).

The assortment of interventions designed around college access for underrepresented students speak to its importance. There is a plethora of outreach programs that promote college

access for disadvantaged students - national, state and local programs. Yet the small number of students these programs seem to assist overall remains limited (Coles, 1993). Established programs such as AVID, Gear-Up, EAOP, Upward Bound, and MESA are not intended to be implemented school wide; they are designed specifically for underrepresented students that are college bound.

Current College Outreach Programs

College outreach programs have the intent of increasing student interest, eligibility and acceptance into college. The majority of intervention programs in place begin in high school – 58%, 32% percent begin in middle school and 10% start at the elementary level (Swail & Perna, 2002). Research on outreach programs suggests that they increase college enrollment when compared to students not enrolled in outreach programs (Gandara, 2002b). However, research on the effectiveness of the programs in place is sparse, if any, evaluative data are not collected or unavailable (Eisenberg & Martin, 2001; Gandara, 2001; Hayward et al., 1997). When looking closely at the impact that outreach programs have had on minorities in getting to college, the results are not satisfactory. To begin with, a very small number of underrepresented students participate in these early outreach programs – only 5.3% of Latinos and 11.4% of African Americans (Adelman, 2006). The literature on early outreach models indicates that they have failed to significantly affect college access for underrepresented students nationwide. Furthermore, most of the interventions target a selective group of students – primarily those already on a college track. It is important to note that the majority of outreach programs take place after-school and are not tied to a college-going culture.

Outreach programs such as AVID, Early Academic Outreach Program, PUENTE and GEAR-UP are among the programs researched at the elementary and middle school level. AVID

was established in 1980 by a high school teacher with high expectations for her students.

Although AVID is not a college outreach program, it has the intent of preparing students in the academic middle for four-year college eligibility. It is implemented as early as 4th grade and it goes through 12th grade as an elective course. Students in AVID are taught organization skills, study skills and critical thinking skills. AVID has proven to be a successful model in improving the college-going rates for its students (Cunningham, Redmond, & Merisotis, 2003; Gandara & Biel, 2001; Guthrie & Guthrie, 2002).

Early Academic Outreach Program (EAOP) is funded by the state of California with the intent of preparing students for college by meeting A-G requirements upon graduating from high school. It is geared for students between 6th -12th grade and it is housed on the University of California campuses. EAOP provides preparation for college entrance exams, academic advising and college information, particularly pertaining to A-G requirements.

The Puente program was established in 1981 and it serves a myriad of high schools and community colleges with the purpose of increasing the enrollment of educationally disadvantaged students into four-year colleges and universities and obtaining a degree and returning their community as mentors. It is funded by the state of California and it serves high school and community college students.

Gear-Up (Gaining Early Awareness and Readiness for Undergraduate Programs) was established in 1999 by the Federal government as part of the TRIO programs. Gear-Up works with low-income students in an after-school program in order to prepare them for college beginning in the 7th grade.

The outreach models are designed to serve students as early as 4th grade – this leaves a gap in increasing the awareness and knowledge of college access for students in the primary

grades. In 2001, the American Youth Policy Forum concluded that effective indicators of school academic programs for minority and disadvantaged students should begin in the early childhood stage and conclude with postsecondary attainment (2001). Because the majority of the college outreach models target students at the secondary level, a critical window of opportunity to outreach to students in the elementary grades is missed (Gandara, 2001).

The College-Going Culture

Start early – no later than the upper elementary grades ... to introduce the idea of planning for pathways to college. Reinforce basic college information often, in a variety of ways. It takes time to absorb new, complex information. Written information campaigns or annual college nights will have only limited impact without sustained contact.

-Auerbach, 2004

Individual classroom and school rituals and activities that promote a college education take place in schools every day nationwide. However, there is no evidence in the literature of the impact that these practices play on promoting college-knowledge/awareness. Specifically, there is a lack of research on college-going cultures at the elementary level. However, a few recent studies have contributed to the research base. Samarge (2006) looked at fifth grade students in a Title 1 school and developed an intervention around college access. Her findings indicate that both students and teachers demonstrated a significant change in their college-knowledge and beliefs about college preparation after an eight-week intervention. The college-knowledge topics; study skills, time management, different types of colleges and financial awareness were embedded into content standards. Samarge's study is a springboard for this project because it confirms that engaging teachers in the process of creating a college-knowledge curriculum impacts teacher knowledge on going to college and more importantly, her study changed teachers' perception of college as a viable option for all students. In addition, the curriculum that

was implemented increased students' awareness on college and generated action plans to prepare for college in the 5th grade.

Another study that reinforces this project is Morales and Tatsui's (2006) research. Their intervention highlights the need for beginning the college planning process early. They created an early intervention program targeting the parents of toddlers and infants – emphasizing the need to start early in the college planning process. They created a series of workshops with the goal of informing parents' postsecondary planning practices. Their findings highlight the need to empower parents with the actions necessary to assist their children in getting to college at an early age. Specifically, they emphasize the gap between parents' aspirations for their children and parents' knowledge of the requirements to achieve those aspirations. Both studies had a positive effect on the targeted populations they worked with.

Conclusion

Structuring learning opportunities to provide all students with access to college information and opportunities in the school day is a key support for providing greater resources to students with the least social capital about college preparation. Having clear goals and concise information to meet those goals increases the likelihood of college attendance. Cabrera & La Nasa's (2000) findings indicate that eighth grade students who identified college goals were 17% more likely to meet the college requirements necessary by their senior year. Yet, few interventions exist at the elementary level that creates a college-going culture. Research shows that students do not begin to explore college until high school, and by then, it is too late for some. This study was designed to build college-knowledge by implementing a relevant curriculum with the intent of teaching elementary students' information related to college access.

Since the research on elementary college-going cultures is sparse, this study will contribute to the literature on early intervention models leading to increased college-knowledge.

This six week study was designed to weave college-knowledge in the school day in order to build social capital for underrepresented and low socio-economic students. The review of the literature addresses the need for increased college access, the knowledge necessary to access college, the need to build social capital, a historical overview of college access, gaps within current outreach models and existing practices and curriculum.

CHAPTER 3

METHODOLOGY

In spite of the numerous early intervention programs that are currently in place to mitigate the disparity of enrollment rates in postsecondary education between African American and Latino students and White and Asian students, there is still a significant discrepancy between the two groups (Gonzalez, 1996; Gonzalez & Szecsy, 2002; Harvey, 2001; Swail, 2003). This discrepancy has persisted despite 40 years of effort from the federal and state governments and other groups committed to early interventions (Perna & Swail, 2001).

Rooted in the depressed enrollment of African-American and Latino students in postsecondary education in California is the need to build a college outreach model that will sustain a college-going culture school wide, as opposed to the existing outreach models that are planned specifically for a small percentage of minority students that are college bound. Studies show that the earlier a student begins preparing for college, the more likely he or she is to attend college and succeed (American Youth Policy Forum, 2001; Cabrera & La Nasa, 2001; Gandara, 2001). Therefore, it was my intention to explicitly teach all students in an urban elementary school – from first through sixth grade- awareness and preparation for college access as a unique approach to closing the college-knowledge gap.

This action research project developed a school wide college-knowledge curriculum for socio-economically disadvantaged and minority students in an urban elementary school. For the purpose of this study, six teachers (one from each grade level – first through sixth grade) were selected to participate in a six week study, along with their students.

Through this action research project, I answered the following research questions:

1. What is the process for developing, implementing, and evaluating a College-Knowledge curriculum by an elementary school faculty?
2. Based on the implementation of a College-Knowledge curriculum, what are the gains in students' knowledge regarding college?
3. Based on the implementation of the College-Knowledge curriculum, what are the gains in teachers' knowledge regarding college?
4. What are the teacher's perceptions regarding the process of developing, implementing and evaluation a College-Knowledge curriculum?

Research Design

Using a qualitative approach, this action research project took place in an urban elementary school. I began my research by documenting the process for developing, implementing and evaluating a college-going curriculum in an elementary school setting. Qualitative inquiry provided the in-depth details on the intricacies of creating and implementing a college-knowledge curriculum for elementary students, especially noting the variances between younger and older students (e.g., 1st grader and 6th grader). Using pre- and post- assessments for students, I used a qualitative approach to collect, code and analyze data to measure gains in student knowledge as a result of this intervention. Following the research cycle of *plan, do, reflect, apply* – this cycle helped elementary school teacher fine-tune the objectives and curriculum throughout the implementation of this intervention. In order to triangulate the data, I conducted pre- and post- interviews with teachers. I participated in teacher-planning meetings, conducted observations, and collected pre- and post- assessments with students as data collection methods throughout the various phases of this study.

Site Selection

El Monte Elementary School (pseudonym used for anonymity) is a K-6 school in the El Monte City School District with a population of 597 students; of whom 58% are considered socio-economically disadvantaged, 83% are Latino/a and 13% are Asian. The site was ideal for this project for three reasons: (a) it encompasses the grade levels that I would like to target with this intervention (first through sixth grade); (b) the student demographics at El Monte Elementary School mirror those identified in the literature as underrepresented students who have difficulty in accessing college; and (c) according to the principal, the staff was interested in promoting systematic college awareness.

Every classroom on the campus has a bulletin board dedicated to the college that the teacher attended. Students are encouraged to wear a college t-shirt on spirit days. All staff members wear shirts/ sweatshirts with college logos as well. Prior to this intervention, the staff perceived the value in creating a college culture and has expressed to their principal a desire to take the next step in formalizing how they promoted college access for all.

In addition to the teacher participants, two high school counselors volunteered to be a part of the team that developed the college-knowledge objectives. All the participants (six teachers and two counselors) have a wealth of teaching experience – they have all been in the teaching profession for a minimum of ten years and they all have a master’s degree.

I would like to also emphasize that half of the planning participants attended schools in the district where this research took place. Four of the eight participants grew up in the community where this research took place and attended the local schools.

Table 2

Teacher Experience

Teacher	How many years at this grade level?	How many years at this school?	How many years teaching total?
1 st	4	15	15
2 nd	12	12	13
3 rd	5	5	29
4 th	3	2	10
5 th	4	9	14
6 th	2	2	14
HS Counselor	6 years in elementary	-	13 in education
HS Counselor	8 years in elementary	-	15 in education

Access to the site was secured by discussing the project with the district Superintendent and the principal of El Monte Elementary School in the summer of 2011. Both the principal and superintendent have expressed an interest in the findings and pledged their support to this project from the inception. The principal met with the leadership team at the school site and identified teachers that were eager to support this project. In addition, I also met with the site leadership team and explained to them the scope of the project as well as an overview on the literature.

I began this project in the winter of 2012. I attended a staff meeting and was introduced to the school faculty as a researcher, community member and school district employee by the site principal. After sharing the purpose of this study with the staff at El Monte Elementary, I made myself available to answer individual questions regarding participation. It is important to note that El Monte Elementary is an elementary school within the school district that I work for; however, I do not work at this school, nor is it a feeder school to the school where I work.

Teachers were selected on a volunteer basis to develop, implement and evaluate this intervention. I initially solicited one volunteer teacher from each grade level for the study. Participating teachers were asked to sign an Agreement to Participate document and an MOU

(Memorandum of Understanding) detailing their roles and responsibilities for participating in this study (Appendices B and C). There was no compensation for teacher participation.

However, I did purchase college pennants and flags for the campus as a token of appreciation to the site.

Data Collection Methods

This action research project consisted of four phases. Phase 1 will take place in the winter of 2012 and it entailed the pre interview with the teachers, development of the college-knowledge objectives and curriculum. I began by interviewing all participating teachers prior to our first planning meeting. At our first planning meeting I presented the findings of our pre-interviews as a context for what the teachers wanted to see in the curriculum. During this phase we met to develop the college-knowledge objectives (see Table 4) and corresponding curriculum. During Phase 2, participating students were assessed by their teacher (one classroom per grade level) in order to gauge their awareness of college-knowledge – pre before implementation of the curriculum and post after implementation. I also observed the implementation of the curriculum during the six week period. Throughout Phase 3, I focused on data collection and the analysis of the data. Student assessments, interview transcriptions and classroom observations were coded and analyzed. During Phase 4, I reported the findings to the staff and principal at El Monte Elementary School as well as the district superintendent.

Table 3

Data Collection Overview

Research Question	Data Collection	Who is Involved?	Phase	Time Frame
What is the process for developing, implementing, and evaluating a College-Knowledge curriculum by an elementary school faculty?	Planning Meetings -agendas -tape record & transcribe planning -code Observations -code	-1 teacher from every grade level (1st - 6th) -high school counselors (2) -researcher	1	Winter 2012
Based on the implementation of a College-Knowledge curriculum, what are the gains in students' knowledge regarding college?	pre & post assessments	-teachers -students	2	March
Based on the implementation of the College-Knowledge curriculum, what are the gains in teachers' knowledge regarding college? teachers?	pre & post interviews	-teachers -researcher	1 & 2	Winter & Spring 2012
What are the teacher's perceptions regarding the process of developing, implementing and evaluation a College-Knowledge curriculum?	pre & post interviews	-teachers -researcher	1 & 2	Winter & Spring 2012

Teacher Planning Meetings

I met with six teachers from and two high school counselors for the initial planning sessions. The purpose of the planning sessions was to create the College-Knowledge objectives (see Table 4) and develop a matching curriculum. Based on a preliminary meeting with the leadership team to plan for the project, it was decided that on-going meetings would take place

after-school at the school site. I attended the planning meetings, recorded & transcribed the discussion meetings in order to ensure that accurate details that addressed the first research question – *What is the process for implementing and evaluating a college curriculum for first through sixth grade students?*

Teacher Interviews

Teachers were interviewed in order to gauge a baseline of their beliefs regarding college-knowledge and to gain direction on what they wanted to see as a result of this project. The pre-interviews took place prior to the first planning meeting and the post interviews took place at the conclusion of the implementation of the curriculum – six weeks later. The meetings were recorded, transcribed, coded and analyzed. Interviews were in person (at the research site) or by telephone. The purpose of the teacher interviews was to gauge the teachers' college-knowledge before and after the intervention as well as their perception of students' change in college-knowledge. Interview questions are included in Appendix D.

Student Assessments

Students took a pre and post assessment in order to identify baseline data and growth on their awareness of college-knowledge. Teachers conducted the assessments in their classrooms. Students were asked to use an identification numbers instead of their name in order to measure growth and remain anonymous to me. The data that was generated from the assessments was used to answer the second research question – *Based on the implementation of a College-Knowledge curriculum, what are the gains in students' knowledge regarding college?*

Data Analysis Methods

As emphasized by Merriam (1998), data collection and data analysis took place simultaneously. Doing so afforded me the opportunity to focus on the research questions with

precision by shifting and adjusting the collection process and coding as needed, as well as creating a manageable data set.

Interviews and planning meetings were transcribed and read immediately. I maintained all documents on work and excel files on my computer, as well as a hard copy of all the data, sorted by question. Specifically, as the data was collected, it was read and coded based on frequency of response, patterns and details that were interesting and significantly relevant or important to the study.

Merriam (1998) provides important guidelines to consider when creating categories for data analysis. “Categories should: (1) reflect the purpose of the research; (2) be exhaustive; (3) mutually exclusive; (4) sensitizing; and (5) conceptually congruent” (p. 183-184). With this structure in mind as well as my theoretical framework on social capital, I categorized the data into a manageable number of categories using the frequency of response as a pattern.

Credibility and Trustworthiness

In order to ensure credibility throughout the implementation of my action research project, I gathered data from various sources to try to triangulate the findings – all the while looking for consistencies in findings between interviews, student responses, planning meetings, and observations.

Ethical Issues

Even though I am an administrator in the district, I have no supervisory authority at the school. My time at El Monte Elementary School was as researcher and from the beginning I emphasized the role that I would play on the campus. I was also clear about my role when conducting classroom observations – the information collected was transparent to the teachers and was not shared with the school principal in the context of teacher evaluations. In other

words, only information pertaining to this study was collected and shared. Teacher interviews were kept anonymous; however, they were available for teachers to review. The school principal has asked that the site be anonymous in the final write-up of this project

CHAPTER 4

FINDINGS AND DATA ANALYSIS

Educational attainment is vital to the livelihood of individuals, their families, as well as the local, state and national economy. In today's global economy about 70% of US jobs require a college degree (US Department of Labor, 2003). Yet, we still see a growing disparity of underrepresented students in the pipeline to college. Research suggests that the earlier students are made aware of college-knowledge, the better the outcome for educational attainment (Gandara et al., 1998; Swail & Perna, 2002). However, there are few documented interventions that begin to teach college-knowledge at the elementary level (Swail & Perna, 2002). This action research project was designed to systematically and explicitly teach college-knowledge to all students in 1st through 6th grades in one school.

Overview

The College-Knowledge objectives were created over the course of two months in the winter of 2012 by six elementary school teachers and two high school counselors (that had been elementary school teachers in the district where this research took place). Under the umbrella of College Talk we focused on creating a series of college-knowledge objectives for each grade level and implemented simple lessons and activities that could begin to build a systematic approach to formally teaching college-knowledge in an elementary school setting.

One teacher from each grade level at the research site (1st, 2nd, 3rd, 4th, 5th and 6th grade) participated in the planning, implementation and evaluation of the curriculum. In addition to the teachers, the two high school counselors volunteered to participate in the development of the curriculum, having taught 1st and 3rd grades respectively, before becoming counselors. The

addition of the counselors was an unexpected partnership that came to fruition as a result of various city and multi-district efforts taking place in the community to increase awareness, access and articulation regarding college. The two counselors expressed an interest in collaborating with the primary teachers in order to create a seamless pipeline for college expectations and knowledge. One counselor stated:

By the time the students get to us it is too late. What I have noticed is that students that know about college come in more focused and prepared than the students that don't know anything about college. They need to be aware of many things prior to their first day in high school. Realistically because we live in a community of poverty, education is the only way out. The earlier you start the more likely they are to take that path. You need time to convince them. They need to be convinced.... If you are just starting to have conversations in 9th grade, it is too late. Time is of the essence. The application process begins at the end of their junior year, so to think that you can fit it all in a couple of years is not accurate. In order to complete A-G, you have to have a good freshmen year. That means that they need to be focused on the first day of high school.

Existing College-Going Culture

In the last few years, the principal and staff at El Monte Elementary School had been attempting to implement a college-going culture at their site. The principal at the school expressed an interest in participating in this action research project as a result of the school's on-going effort to promote college access for all. Before this project, there were several activities and practices in place at the school designed to promote a college-going culture on the campus in which the entire campus could engage:

- Every classroom has adopted a college, and it is referenced by the college name throughout the school.
- Teachers and students wear college t-shirts on spirit days.
- Teachers are encouraged to have a bulletin board in their classroom with information on the college they attended and a copy of their diploma.

- Students gather around the flagpole on Friday mornings for the Pledge of Allegiance and a college chant.

The teachers and principal at El Monte Elementary School were receptive to creating, implementing and evaluating a college-knowledge curriculum that was going to formalize and expand their pre-existing efforts. One teacher commented, “I’m kind of excited, the idea of having a formal curriculum to work with, I think will keep me more on track to getting and accomplishing some of the things that I’ve done in the past and do more with my students.”

The Participants

As noted, six elementary school teachers were part of the initial planning meetings (a representative from 1st through 6th grade) and two high school counselors (former elementary school teachers that previously taught 1st and 3rd grades respectively). The elementary teachers considered the input of the counselors to be valuable. One teacher stated, “It’s been such a long time since I went to college. It seems like it is so much harder for our kids these days [to get accepted into a college] and it is important that we are up to date with the latest information.” Another teacher said, “The high school counselors were a great resource to have in that they provided insight to the timeline and requirements high school students need in order to ultimately receive college admittance.”

The teachers and counselors volunteered to be a part of this action research project with enthusiasm. One teacher commented, “I want all my students to know that college is possible and that they will be prepared if they choose to go because we did our jobs of teaching them about college.”

Findings

Research Question One

The process for developing a college-knowledge curriculum included a series of brainstorming sessions in February and March of 2012. During the sessions, the author and the six participants collectively focused on the different activities that could frame the principle of College Talk in the classroom. The initial discussion was framed around what college talk looks like in a classroom. We began by looking at the literature on college access to identify the following topics: (a) different types of colleges and universities, (b) admission requirements, (c) costs, (d) taking the “right” classes, (e) tests, and (f) skills needed (McDonough et al., 2002; Tornatzsky et al., 2002).

The initial planning meetings took place on Saturdays (three consecutive sessions) and lasted between four and six hours each. Then the meetings transitioned to short (30 minutes) weekly meetings before the start of the school day on the elementary school campus where the research took place. We began our discussion by focusing on one topic at a time and brainstorming potential outcomes and objectives. Throughout this process it was difficult to differentiate between the college-knowledge objectives and college-knowledge activities. While brainstorming we would identify potential activities for the student instead of learning outcomes/objectives for college talk. The group also struggled to agree on what to expect from the students in primary grades (1st and 2nd). One teacher commented:

At the onset we started planning the matrix with the primary grades then we worked our way up to high school. It was difficult to grasp how to describe what this college curriculum should entail at such early, young grades. It wasn't until we abandoned that approach and worked our way backwards from a student's senior year [in high school] that we were able to back track a child's educational process with college admittance being the ultimate goal.

Context for college-knowledge objectives. Using the pre-data from both the teacher interviews and student surveys, we determined two priorities: (a) the teachers wanted to see explicit vocabulary instruction of terms associated with college-knowledge as a context for College Talk; and (b) the student assessments indicated that all the participating students (173) want to go to college. With this information in mind, we determined that the curriculum had to assume that all students have aspirations to go to college as a context for the lessons; in other words, the lessons needed to reflect this expectation as part of the educational pipeline (after high school comes college), and the students would need to be exposed to a series of words (contextualized in the curriculum) that would help them to understand college access.

After much discussion and backward mapping, we agreed on the objectives outlined in Table 4.

Table 4

College-Knowledge Objectives

	Types of Colleges/ Universities	Admission Requirements	Costs	Right Classes	Tests	Skills Needed
First Grade	Know the K-College continuum	Know that students have choices	School is free (K-12)	Know the K-College continuum Do your best in math, reading and writing *advocate to keep their primary language	First grade tests Why are tests important	Attendance is Important
Second Grade	Know the local colleges Rio Hondo College CSULA UCLA USC / Whittier	Introduce to the Big 3 for College Admission: 1. Tests 2. Grades 3. Activities (extracurricular & service)	Colleges have different costs (explore the costs of local colleges)	Academic Indicators for middle school success (reading, time tables, writing)	What is the CST? (importance of doing good) District Benchmarks	Test taking strategies (list them)

Third Grade	Know the difference between college/university systems private/state /4 yr/ community college	Learn the Big 3 for the different systems	Students learn the different costs of systems - explore the differences	Working hard pays off Reclassification (ELD)	CST (2nd grade - 8th grade) District Benchmarks	Time Management Punctuality & Attendance Good study habits Goal setting
Fourth Grade	Explore different colleges around the state	Know how to calculate GPA and Big 3 for California Schools (CSU, UC and private)	Financial Aid 1. Scholarships 2. Student Loans	Learn about middle school system -Algebra sequence	CST CST Writing Test CST used for placement	Time management -organize your free time to do study, do homework and play (short term planning)
Fifth Grade	Understand the different degrees that can be obtained BA / MA/ PHD / JD/ MBA	Specific coursework required for college admission	College costs Know the different between systems and college costs - scholarship s & financial aid	Learn about the high school system (A-G requirements AVID Electives)	Know the different tests that students must take for college admission. 1. ACT (Plan & Explore) 2. SAT (preparation PSAT)	Time management -long range planning
Sixth Grade	Explore colleges that match career interests	Complete a college application for a college of choice	Complete a FAFSA application	Complete a 6 year plan (7th - 12th) leading towards college admission	Explore resources available for test prep & take a mock test	Organization of Binder Cornell Notes (AVID like strategies)

Discussion. The first issue that we encountered as a topic of discussion was the idea of creating a continuum from one year to the next and what it would look like in a developmentally appropriate curriculum. The group of teachers and counselors felt strongly about connecting the topics from one year to the next; for example, when teaching about the different types of colleges

and universities at one grade level, the next grade level would pick up where the previous left off. They wanted all of the topics to be linked from year to year. The counselors helped to contextualize this by explaining what the outcomes should be (for college bound students) working backwards from 12th grade to 9th grade. One counselor said,

We have to begin with the end in mind. If we want students to go to college, then we have to look at what is required of them in high school in order to design lessons for 7th and 8th grade. Then we have to look at what do they need to be successful in 7th and 8th grade in order to plan for primary exposure to college-knowledge.

The second issue that the group identified as a potential weakness was beginning the discussion about college without providing students with a background to what comes before college – from the context of the local systems. The group felt it was important to begin building college-knowledge by incorporating a description and understanding of the local systems (elementary school, middle school and high school) before introducing the college-knowledge. The rationale was clear amongst the group: elementary students need to learn the middle school system in order to be successful and on the path to college, and middle school students need to learn the high school system in order to be successful and on the path to college. Because many of the students in El Monte are first generation students in the United States, the importance of understanding and navigating the educational system became a topic of discussion amongst the group. We decided to create a descriptive booklet for the primary grades that briefly maps out the local pipeline for El Monte Elementary students – in the end, all grade levels opted to use it with their students. The College-Knowledge curriculum (Appendix G) was created to provide the background to the local educational systems as well as to systematically teach college-knowledge to elementary students. The participants shared the following during our brainstorming sessions:

Many students think that high school is the end of the road. They need to understand that high school is the place you go for 4 years to get ready for college. They need to know what is expected of them. [One of my students]... told me that college is where you go after you finish school and I told him, first you go to elementary school, then middle school and high school and then you go to college. He doesn't quite get the middle school and the high school yet, but he knows that college is part of going to school. We are getting there.

In addition to the curriculum, the team of teachers and counselors also felt strongly about having a more visible college going presence throughout the campus. With that in mind, two of the teachers focused on creating a list of how college talk can be fostered around the campus by doing simple things like adding bulletin boards with grade level specific information about college throughout the common spaces, among other activities that promote the topics identified in Appendix F. These resources were shared with all the teachers on the El Monte Elementary campus.

The teachers at El Monte Elementary School were very cooperative and appreciative of the planning throughout this process. One teacher said, "You are doing us a favor by providing us with a wealth of information about the college process. The binder is the piece that was missing for me to help my students understand the importance of what they do now matters."

Several other teachers made similar remarks; they saw a natural connection with the upcoming CSTs (California Standardized Test) and the college-knowledge curriculum. One teacher commented:

My students know that they have to do well on the CST, no less than 350 [scale score for proficiency], in order to have regular classes and not intervention classes because with intervention classes you don't get to take college prep classes like AVID in middle school. They will now know that it's not just me saying it, it is the truth.

Recent professional development in the school district has identified LTELs (Long Term English Language Learners) as a population of students at risk for taking A-G courses when they get to high school if they are not reclassified before middle school. Also, many of the students

that don't do well on the CST are tracked into intervention courses and lack the Algebra sequence – a must for a college prep track. In order to mitigate this outcome, the district Superintendent unveiled two goals last summer in order to make sure that all students are on track for college prep classes in high school:

1. Every student is to increase one level on the CELDT and to be re-classified after five years.
2. Every student is to increase one band on the CST. Once a student reaches advance we will look at scale scores to ensure that all students are growing.

With these goals in mind, the teachers felt that adding college-knowledge “lessons” to their already compact standards-based instruction day, would help students to contextualize the importance of what they are doing now as a catapult for college admission in the near future. One teacher mentioned during a planning session that this information is a validation of what she tells her students daily, “I tell my [EL] students that they need to be reclassified before they leave El Monte Elementary School in order for them to have A-G classes in high school.” Another teacher commented similarly, “My students know that they have to do well on the CST in order for them to take the right classes that will help them get to college.”

Curriculum. With the recommendation of my committee, we began by looking at the curriculum that Susan Samarge (2006) created with a team of 5th grade teachers in another school district. The teachers and counselors found the lessons to be extremely valuable as a starting point. The lessons were modified in order to make them grade-level appropriate. Additional lessons were created to match the College-Knowledge Matrix (see Table 4) that the team developed together at the inception of the project. Existing lessons and activities that the teachers were doing in their classrooms prior to this research project were also added to the

curriculum. One teacher said, “Having a curriculum binder legitimizes teaching college-knowledge to the students. We are no longer just doing activities with good intentions; we are all doing our part to lay the foundation for college access.”

After the curriculum was created, each teacher received a binder with all of the lessons. The binder was organized by topics (different types of colleges and universities, admission requirements, costs, taking the “right classes, tests and skills needed) and not by grade level. Organizing the binder with this structure allowed teachers to go back and teach a prerequisite objective for the specific topic if needed. For example, in order for the sixth grade students to complete the college application they had to know the required coursework in high school – an objective from a previous grade level. We also decided unanimously that instead of making the lessons grade-level specific that we would make them life-span specific with this first year of implementation because students did not have the pre-requisite knowledge from the previous grade levels. Lessons were labeled as either primary or upper grade. Teachers liked the organization of everything in one place. One teacher commented, “Thanks for putting everything together for us; it makes it so easy and accessible.”

Curriculum timeline. There is no particular research that recommends lessons or curriculum length when it comes to college-knowledge – this is new to research. We agreed that the teachers would determine the length of a lesson depending on the grade level and the background knowledge for the particular class, with the expectation that some students would need more support to get through a particular lesson. The teachers were given autonomy to create their own timeline to implement the lessons within a six-week time block. During the final interviews with teachers, five of the six teachers noted that they needed more time than what they had allocated to implement the lessons. One teacher said, “Some students come in

with an awareness of college and others don't. There was a college-knowledge gap from the very beginning.”

Evaluation of curriculum. One of the questions asked of the teachers in the post interview was “What was the most difficult part of this project for you?” All six of the teachers discussed at length that one of the challenges with implementation was the time allocated to teach the curriculum. Four of the six teachers indicated that they would prefer to begin this curriculum in September and extend it through April. One teacher said, “Initially I was taking my time, but I was running out of time so I started rushing towards the end. I needed more time. We need to start at the beginning of the school year.” As a group we had initially agreed to complete the lessons before the state testing window. There was a general consensus that lessons took longer to implement than they had initially planned for two reasons. The students had different prior knowledge on college-knowledge topic. Some students were completely misinformed, others had no context for the vocabulary and objectives, and some students had solid background knowledge on college-knowledge. This required that teachers extend the lessons by teaching prerequisite objectives and vocabulary in order to build schema for the grade level lesson. The second challenge with implementation of the curriculum was the timing of this project. At the same time that the teachers implemented this curriculum, they were also responsible for their professional duties that included deadlines to submit data to their school principal, school activities such as open house and the everyday responsibilities of teaching. Four of the six teachers expressed that they felt overextended. One teacher said, “Let's not do this again in the spring; let's start in the beginning of the school year.”

When asked, “What recommendations do you have for the development and implementation of this type of project in the future?” Aside from the time issue, which was once

again referenced with this question, the teachers unanimously mentioned building in a parent component and teaching the parents the objectives and content alongside their children. One teacher said, “We need to get the parents involved. Many of them want their kids to go to college but they don’t know how to help me.” Another teacher said, “If we can teach the parents all of these things [referencing the curriculum] then they can also help their children when it comes time to apply [for college].”

Research Question Two

Students were given a pre and post assessment, in order to gauge student gains in college-knowledge as a result of participating in the implementation of the curriculum. The teachers administered the pre and post assessment in their classrooms. Students were asked the following questions (Appendix E) in an open-ended format:

1. What is college?
2. Who goes to college?
3. How do you get to college?
4. Why do you want to go to college?
5. Is college free?
6. How much does it cost?
7. What college do you want to go to?
8. What can you do now to prepare for college?

Overall, the data show that students demonstrated a deeper understanding of college-knowledge as a result of the implementation of the curriculum.

Student participants. The make-up of the student classrooms was an unexpected variable because the ratio of boys to girls was significantly disproportionate in third, fifth and sixth grade; the number of boys in those classes outnumbered the girls significantly.

Student responses. The student responses were coded based on frequency of the answers given. Using John Creswell’s (2003) guidelines for coding data, I began by transcribing all the data by question. In an excel spreadsheet I listed the question and I typed every student’s answer

for each question by teacher. The first, second and third grade teachers were generous with their time by correcting and clarifying inventive spelling that some students used when answering the questions. This was a time saver for coding and analyzing the data. Their corrections were listed right above the word that students attempted to spell out; therefore, I was able to see what the students wrote as well. After reading all the student responses for each question, I began to identify the most common responses that students provided for each question. In some cases, there were outlier answers that were not related to the question. For example, one student's response to "What is College?" was "a store." I can assume that perhaps this student has seen college wear or logos in stores and made a connection. However, for the purpose of this study, I coded answers at face value (please see Chapter 5 – Limitations of Study for recommendations on working with first and second grade students). In addition to outlier answers, there were several students absent for the pre and the posttest. Because of teacher time constraints, students that were absent did not have the opportunity to make up the assessment. Both outlier responses and absent students are reported alongside the data. Lastly, it is important to note that every grade level had different objectives and lessons and every teacher had a different approach to the curriculum. It is not plausible to compare one grade level with the next; the analysis of the findings is focused on looking at individual grade level gains in college-knowledge.

Question #1: What is college? The responses that students provided to this question were coded around the three most common responses: (1) college is a school; (2) college is a school that you go to after high school; and (3) college is a place/school that students go to get a degree or to get a good job. Some of the outlier responses for this question: "College is a place to get free stuff," "College is a store" and "College is nice." Overall, the student responses for this question indicate that the students' understanding of "What is college?" gained depth across all

grade levels as a result of the lessons, activities and classroom discussions. The data indicates that there is a shift in responses from the simple explanation of college being a school to a more complex definition of college – this shift occurred at every grade level.

Table 5

Student Demographics

	Boys	Girls	Free / Reduced Lunch	Total
First Grade	13	15	21 (75%)	28
Second Grade	14	18	25 (78%)	32
Third Grade	21	11	22 (69%)	32
Fourth Grade	14	14	17 (61%)	28
Fifth Grade	17	9	20 (77%)	26
Sixth Grade	17	10	21 (80%)	27

Table 6

What Is College?

	1st Grade		2nd Grade		3rd Grade		4th Grade		5th Grade		6th Grade	
	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-
1) a school	19	12	18	6	15	7	1	0	3	0	6	0
2) a school after high school	0	11	6	22	4	11	3	2	2	1	5	2
3) a school that you go to after high school to get a degree or a good job	0	3	0	3	7	14	19	24	18	25	12	25
outlier responses	6	1	8	1	2	0	4	2	0	0	0	0
absent students	3	1	0	0	4	0	1	0	2	0	0	0

One third grader responded on the pre-assessment for this question, “College is a giant confusing school.” For the post assessment, the student’s response was “The highest level of school and a place to reach your goals” – a significant improvement in his understanding of what college is.

Question #2: Who goes to college? The most common responses for the second question were as follows: (1) people that study hard, get good grades, and listen to their teacher; or any other variation of doing your best in school; (2) responses associated with pipeline: where you go after high school, the next grade; (3) people that want a good job; or a response that indicated improving the quality of life (live in a house, have a car, travel, etc.); (4) rich people: this response was prevalent in 2nd grade during the pretest; and (5) college is for everyone. For the pretest, there were a significant number of students that responded with answers related to a member of their family, such as “my mother,” “my father,” “my brother,” etc. There were also a significant number of outlier responses for this question, especially in 1st, 2nd and 3rd grades, especially during the pretest. Some of those responses were: “a boy or a girl” and “tall people.” The findings from this question indicate that with implementation of the college-knowledge curriculum there was a significant shift in answers, especially in 1st and 6th grades where students indicated that college is for all. Students in 2nd grade went from predominantly giving outlier answers to indicating that students that study and listen to their teacher go to college. The second grade teacher commented, “I emphasized over and over, especially leading up to the CST test the value in doing their best everyday in school.” It is to be noted that in second grade, students take the state assessment for the first time, and the teacher for this grade level indicated that she emphasized the link between assessments and college access through the implementation. In 3rd grade there was also a shift in responses. On the pre-assessment six

students responded with the three most common responses: doing your best, having goals in mind with college access and an understanding of college in the continuum of schooling. On the post assessment this number increased to 22 students. Similar to 3rd grade, 4th grade also saw a shift in answers from pre and post, and 5th grade stayed the same, only having five students indicate that college is for everyone on the post assessment as a significant change. Once again, it is important to note that because the lessons and the teacher’s approach to the lessons (see Limitations in Study in Chapter 5) were distinct for every grade level; therefore, the differences and variations between grade levels was not a surprise.

Table 7

Who Goes To College?

	1 st Grade		2 nd Grade		3 rd Grade		4 th Grade		5 th Grade		6 th Grade	
	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-
1) people that study hard, get good grades, listen to their teacher	2	5	4	9	1	7	8	10	11	13	12	5
2) The next grade, after high school	0	1	0	5	4	7	4	0	3	0	8	0
3) people that want a good job (also mentioned house, car, & travel)	0	2	0	7	1	8	5	12	7	8	7	8
4) rich people	7	0	6	0	0	0	1	0	1	0	0	0
5) college is for everyone	0	9	3	4	0	5	3	6	0	5	0	14
6) named a relative	9	2	7	4	7	1	0	0	1	0	0	0
outlier responses or left blank	7	8	13	3	5	4	6	0	1	0	0	0
absent students	3	1	0	0	4	0	1	0	2	0	0	0

The individual responses for this question were exciting to read. A second grader wrote on the pre assessment, “big kids go to college” and on the post assessment wrote, “People that work in fancy places such as teaching or good jobs. Those people study hard so they can go to college and live a fancy life, like my teacher.” A fifth grade student indicated on his post assessment, “The kind of people who go to college are people who want to have a successful life and want to make something of themselves – everyone has the same chance.” A fourth grader wrote, “Anyone can go to college to learn, it doesn’t matter who it is.”

Question #3: *How do you get to college?* This question generated many responses; the most common on the pre-assessment were: (1) success in school (grades, behavior, etc.); (2) after you complete high school; (3) referenced the application process; (4) either indicated that they don’t know or did not answer the question; and (5) some mention of sports and being recruited to play in college. With the post assessment some students, especially in 5th and 6th grade combined success in schools and awareness of the application process, making that the 6th option that I used to code the student responses. Outlier responses for this question included, “by signing something,” “in a car,” “by going inside,” and “I think an airplane.” The data indicates that in 1st grade there was a shift in answers from predominantly blank responses to students indicating that success in schools and high school completion help you get to college. In 2nd grade the most significant change, similar to 1st grade, was the number of students that indicated they didn’t know or left the answer blank, 12 on the pre assessment to one on the post assessment. In 3rd and 4th grade the significant change was the addition of students that indicated on the post assessment about the application process as part of how you get to college: 3rd grade had an increase of nine students and 4th grade had increase of 19 students. Both 5th

and 6th grade had similar pos-results – the majority of students responded that success in school and awareness of the application process will help them get to college.

Table 8

How Do You Get To College?

	1st Grade		2nd Grade		3rd Grade		4th Grade		5th Grade		6th Grade	
	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-
1) success in school (grades, behavior, etc.)	4	12	15	19	14	18	15	4	19	3	17	1
2) you have to complete high school	0	11	0	7	8	3	5	1	1	0	3	0
3) go through an application process	0	0	0	3	0	9	3	21	3	4	2	1
4) don't know/left blank	17	3	12	1	3	0	3	0	0	0	1	0
5) play sports	0	0	0	0	0	0	0	0	1	0	4	1
6) success in school and application process	0	0	0	0	0	1	0	2	0	19	0	24
outlier responses	4	1	5	2	3	1	1	0	0	0	0	0
absent students	3	1	0	0	4	0	1	0	2	0	0	0

A 2nd grader wrote on her post assessment, “Getting to college is easy. Have good grades and study hard, if you study hard enough the next thing you know you are going to the university.” A 6th grader indicated that “getting good grades is a start, you have to also focus on your personality so when you are writing essays and filling out your application you have a lot of great things to say about yourself.”

Question #4: *Why do you want to go to college?* Students provided an array of answers for this question that were actually very insightful. The most common responses: (1) to get a good job or work towards a degree; (2) any response associated with money (to buy a house, car, travel, good paying job); (3) to accomplish their goals; (4) to play sports, and (5) to learn. In the post assessment the student responses were not as clear; they combined the first three responses (indicated above) in their response. For coding purposes, anytime a student mentioned two of the first three common responses it was coded as such. This was only evident in 4th, 5th and 6th grade. Outlier responses to this question included: “Because it is fun and they have recess,” “Because my teacher told me I have to go” and “Because it is cool.”

The data for this question indicates that students had a good sense of why they want to go to college; this was one of two questions that there wasn't an “I don't know response” or the question was left blank – all students responded. The responses in 1st and 2nd grade were very similar; they shifted from the majority of the students indicating that they wanted to go to college to learn to the majority of the students acknowledging that they wanted a degree or career. Third grade students initially indicated that they wanted to get a degree or a good job; however, the majority of the students responded on the post assessment with an answer related to money and acquisition of material things. The 3rd grade teacher indicated in the post interview that her students really enjoyed talking about how much more money people make with an education. As an activity, she had students create vision boards with the money they would make as college graduates. This was not a lesson that we included in the curriculum, but something that she created as an extension to the curriculum and shared with me during the post interview. In 4th, 5th and 6th grade, students initially indicated that they were interested in going to college to get a

degree or described a job they aspired to be that required a college education. On the post assessment, their answers shifted, most giving multiple reasons to go to college.

Table 9

Why Do You Want To Go To College?

	1 st Grade		2 nd Grade		3 rd Grade		4 th Grade		5 th Grade		6 th Grade	
	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-
1) to get a degree and a good job	4	13	7	16	21	5	20	5	17	4	23	0
2) related to money (good paying job, house, car, etc.)	0	9	3	9	4	18	3	6	3	6	3	0
3) to accomplish your goals	0	1	0	7	1	7	3	6	1	7	0	14
<i>mentioned 2 of the 3 responses above (1, 2 & 3)</i>	0	0	0	0	0	0	0	11	0	8	0	12
4) to play sports	1	0	0	0	1	0	1	0	3	1	1	1
5) to learn	14	3	18	0	0	2	0	0	0	0	0	0
outlier responses	6	1	4	0	1	0	0	0	0	0	0	0
absent students	3	1	0	0	4	0	1	0	2	0	0	0

The student responses to this question were exciting to read. A 3rd grade student said on the pre assessment, “I want to go to college because you can stay there overnight and learn cool and interesting things.” A fourth grade student said on the post assessment, “I want to go to college because I want to get a good job and to get an education too. I want to know how college feels.” A sixth grader said, “I want to go to college because I want to get a great education and do something useful in my life. I want to get paid well. College is a way to change someone’s life from poor to rich.” Another 6th grader said in the post assessment: “I want to go to college because I want a good life and career. I also want to go because many people say that I am not

the brightest student, so I want to go to college to prove them wrong, to prove that I am smart enough to go to college.”

Question #5: Is college free? When asked if college is free, the majority of the students responded on the pre assessment that college is not free. When asked the same question for the post assessment, the majority of the students indicated that it wasn’t free, and in 3rd – 6th grade, the majority of students gave examples on how you can access either loans or scholarships to help pay for college. There was one outlier response for this question (on the pre assessment); a student in 3rd grade said, “unless you get a career.” My assumption is that this student was referring to people that enroll in continuing education programs (certification programs for technical careers) where employers offer to pay for the tuition.

Table 10
Is College Free?

	1 st Grade		2 nd Grade		3 rd Grade		4 th Grade		5 th Grade		6 th Grade	
	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-
1) yes	3	9	9	7	1	7	3	0	0	0	3	0
2) no	7	13	18	12	23	3	11	4	11	0	8	0
3) referenced scholarships, grants or loans	0	0	0	12	5	22	13	24	13	26	16	27
left blank or I don't know	15	5	5	1	3	0	0	0	0	0	0	0
absent students	3	1	0	0	4	0	1	0	2	0	0	0

“College is usually not free and it costs a lot of money. If you have financial problems the college will pay for everything you need” said a 5th grade student on the pre assessment. On

the post assessment he said, “College is not free. Some people have to pay or borrow money. Some people fill out paperwork and the government pays for you or you get scholarships.” A 3rd grade student said, “No, it costs more than a house” and on the post assessment said, “No, it is not free, unless you try your best in school, it’s called a scholarship.”

Question #6: How much does college cost? This question generated many responses, however, for the purpose of coding, I determined the following categories: (a) I don’t know; (b) a guess – the number was random but they attempted to give a dollar amount; (c) gave an approximate dollar amount; and (d) referenced a differentiation in costs depending on the college attended. In 1st grade there was no significant change in student responses from the pre to the post assessment, and in 2nd grade there was an insignificant change: four students referenced different costs but guessed on the actual costs. However, in 3rd – 6th grade there was a significant change with more students indicating that different colleges have different costs.

Table 11

How Much Does College Cost?

	1 st Grade		2 nd Grade		3 rd Grade		4 th Grade		5 th Grade		6 th Grade	
	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-
1) I don’t know	4	1	14	4	2	2	3	0	2	0	6	0
2) guessed	21	26	17	12	24	3	12	2	15	0	8	2
3) approximate costs	0	0	1	4	2	14	5	4	3	7	4	1
3) knows the difference between college costs	0	0	0	0	0	13	7	22	4	19	9	24
absent students	3	1	0	0	4	0	1	0	2	0	0	0

A 5th grader responded to this question on the pre assessment by writing “College costs a lot of money, especially private colleges. I think it costs probably millions of dollars.” On the

post assessment wrote, “College costs about \$12,000 a year if you go to Cal State Fullerton.” A student in 6th grade said, “The cost depends on the college that you go to and how many scholarships you get. You have to subtract it and then you know how much it will cost you.”

Question #7: What college do you want to go to? Knowing that all the classes at El Monte Elementary School have adopted a college, I was curious to see how the students would respond to this question. The most popular choices throughout the grade levels were both UCLA and USC. The second most popular response was the adopted college for the respective classroom. On the pre assessment, 34 students left this response blank or indicated that they didn’t know and on the post assessment every student listed a college and in some cases provided several options. Prior to the implementation of this curriculum only one student in 3rd grade named a community college (Mt. Sac); after the implementation, 14 students listed a community college – the majority listing Rio Hondo College (the local community college). The responses were coded as follows: (a) named a university, (b) named a community college, and (c) said they didn’t know or did not answer.

Table 12

What College Do You Want To Go To?

	1 st Grade		2 nd Grade		3 rd Grade		4 th Grade		5 th Grade		6 th Grade	
	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-
1) named a university	15	27	24	24	21	31	23	24	20	25	23	30
2) named a community college	0	0	0	3	1	2	0	6	0	2	0	1
3) don't know	5	0	3	0	9	0	7	0	7	0	3	0
absent students	3	1	0	0	4	0	1	0	2	0	0	0

Additional colleges listed by students on the post assessment: University of Chicago, UC Irvine, Stanford, Harvard, Yale, University of Hawaii, Arizona State, Claremont Colleges, La Verne, and Cal State LA.

Question #8: What can you do now to prepare for college? The last question that was asked of students was “What can you do now to prepare for college?” The responses given on the pre assessment were predominately about doing your best in school, listening to your teacher and having good behavior. For the post assessment, students wrote responses that described several of the college talk themes – this complicated the coding. As a result, this question was coded differently than the rest; instead of coding student’s responses as one, the content of the response was coded. This allowed me to see the college talk that resonated most with the students after the implementation of the curriculum. For example, if one student mentioned that he could do his best in school, save money and learn about different colleges, each of those responses was coded individually.

Table 13

What Can You Do Now To Prepare For College?

	1 st Grade		2 nd Grade		3 rd Grade		4 th Grade		5 th Grade		6 th Grade	
	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-
1) do your best in school (study, listen to your teacher, pass tests, etc.)	17	21	24	27	16	24	13	17	19	26	18	25
2) learn about different colleges	0	0	0	0	0	2	0	5	0	7	0	14
3) take specific courses (algebra in 8 th gr., AVID,	0	0	0	0	0	0	0	4	0	11	0	12
4) save money	0	0	0	0	0	2	0	8	0	14	0	17
5) get involved (sports & activities)	0	5	0	0	1	0	4	0	0	0	0	0

Once again, student responses were very insightful and exciting to read. With few exceptions, the responses in the pre assessment were simple and one dimensional. For example, a 5th grader wrote, “I will be super good in Mrs. Stanton’s class.” A 3rd grader wrote, “I can listen to my teacher and do all my homework and school work and don’t forget to turn it in”. A 2nd grader wrote, “By getting good grades”. In the post-assessment the responses, were much more complex , a 6th graders wrote, “I can start by getting good grades, saving money for college and looking on Californiacolleges.com every year to pick a school that I want to go to.” A 3rd grader wrote, “I can work hard and go through all the grades. Then I can pass all my tests so I can get good classes.” Another 3rd grader wrote, “I am going to start saving money. Also you have to have good grades and behave in school.” A 4th grader wrote, “I can do research online to see what I need to know about the college I like. I am going to ask relatives what they do in college so I can start early. I want to go to Harvard so I have to save a lot of money.”

Research Question Three

I interviewed the six teachers before beginning (pre) this intervention and after completing (post) it. The interviews lasted between 20 to 40 minutes and they took place at the school site where the research took place or on the phone. The interviews were recorded and later transcribed. The pre interview was designed to gauge teacher knowledge around college access. This information was used to create the curriculum and also to gauge the teachers’ understanding of the role they play in providing the college-knowledge information in the classroom as a social capital proxy in an elementary school comprised of minority and low socioeconomic students.

When asked “When do you think schools should begin preparing students for college?” six of the six teachers indicated in the pre interview that the earlier the preparation, the better. Teachers responded, “at the elementary level,” “as early as possible,” “beginning in kindergarten,” and “If we can begin in head start or preschool, we should.” All teachers indicated that early preparation would be beneficial for students and also in the elementary school setting, giving students purpose for the outcomes they are asked to produce in the elementary grades (reclassification of English Language Learners, proficient on the CST and increase their Lexile score in reading). One teacher commented, “It might be one more thing for us to do, but it is aligned to what we are trying to do – get kids ready for the real world.”

Another teacher commented:

College planning should start early. You need to start planning right away. You need to understand all the opportunities and expectations in middle school then high school. It is always easier for kids that have older siblings and they tell them what to do. But many of our kids are the first in their family to go to middle school or graduate from high school. They don't know what to expect.

When asked, “Has developing and implementing this college curriculum changed how and when you think schools should begin preparing students for college? How so?” The teachers' responses didn't change much from the pre interview. Six of the six teachers indicated that preparation should begin as soon as possible. However, they affirmed that being a part of this process helped them to brush up on their own college-knowledge, and they acknowledged the contribution of the high school counselors, that their participation in this project gave them resources that they can access to stay up to date.

Teachers were asked in the pre interview, “What do you think you can do to prepare students for college?” Their responses varied from actual college information to that of a motivator in the classroom. One teacher said, “It's getting them excited about it, obviously, and

putting that little bug in their ear, for lack of better wording, that they can do it.” Six of the six teachers indicated that teaching students the vocabulary associated with college-knowledge was essential. One teacher noted, “Teaching them [the students] the vocabulary is the first step to leveling the playing field for our kids. Some hear words like scholarships, GPA and professors at home and others have no idea what those words mean.”

Four of the six teachers had attended public schools (elementary school through college) and two teachers had attended private school (elementary school through college). An unexpected finding from the participant interviews was the differences in expectations between participants that who had gone to public schools compared to those who had gone to private schools. When asked “What are the essential components in a college-knowledge curriculum?” the four teachers that had gone to public school referenced A-G requirements, financial aid and knowing the different options (colleges, universities). The two teachers that had gone to private school stated that it is essential that students are “excited about college” and “discover their passion” early on so they are matched to the right school.

Similarly, teachers were asked in the post interview, “Are you thinking about preparing students for college in a different way now that you have created and implemented this college curriculum?” One teacher said:

The value of this program is that it teaches children, our students, at a young age the importance of higher level education. Many schools wait to introduce the concept of college until the later grades; however, that is our greatest disadvantage as an educational system. We need to empower our students so they know that they are capable of succeeding in school, beginning in the primary grades and all the grades leading up to college admittance. Children live up to what we expect of them. And they should know we expect success at an early age.

Six of the six teachers referenced the college-knowledge objectives (Table 4) in the post interview as guidelines for how they are willing to approach preparation of their students for

college. One teacher commented, “If we all do our part, every student will know how to get into college, but we all have to do it, not just one class.”

Teachers were asked what their students knew least about college. Their pre-curriculum responses were all distinct: “requirements for college admission,” “application process,” “the community college path,” “knowing schools other than UCLA or USC,” and “how to pay for it.” Their responses were aligned to what the research says college talk should describe (McDonough et al., 2002; Tornatzsky et al., 2002). The teachers all responded similarly when asked what they thought their students knew about college: college sports and the value of going to college - which makes sense given the pre-existing college-going culture at El Monte Elementary. One teacher’s comment summarizes the teacher’s attitudes about college access for their students, “It’s not a question of do you want to go to college, but when.”

Teachers were also asked before and after the implementation of the curriculum, “How do you think your students would describe college to you?” Teachers responded differently on both occasions. During the pre-interviews, teachers indicated that their students would describe college as “a big and scary place,” “a place you go to after high school,” “a school,” and “an exciting opportunity.” When asked the same question after the implementation of the curriculum, teachers responded, “My students can now say that college is a place that provides opportunities for them and they can also tell you what they need to do from now until high school to get to college.” Another teacher said, “They can give you detailed information about colleges.” She went on to describe the virtual tours that she did with her students using her laptop and projector. Every week she took her students on a virtual fieldtrip and exposed them to a different university outside of California. She told me, “If I could do it all over again, I would have gone away to college, but I didn’t know, I thought Cal State LA was my only option.”

When asked, “What does college talk look like in your classroom and what is the frequency of college talk on a weekly basis?” teachers were descriptive about their pre-existing efforts (before the curriculum) on how they engaged in college talk: “Education is the best equalizer, emphasizing the importance of a college education; especially related to how much more money they will earn with a college degree is a motivator.” “Education is the best thing to rely on as you get older.” “With a degree you get more money. You will be able to have a car and a home – you will be able to be secure in life.” Six of the six teachers reported that they talked about college on a weekly basis (at the minimum). Three of the six reported talking about college between two to three times a week. When asked the same question during the post interview, teachers’ responses changed significantly – six of the six teachers indicated that the frequency of college talk increased to daily. Also, college talk became much more tangible. One teacher emphasized the following, “Instead of saying when you are older and you go to college, I started saying this is what you need to do now to prepare for college right now.” Their responses indicated a significant increase in college talk in the classroom.

Research Question Four

During the post interview, teachers were asked regarding their perceptions in developing, implementing and evaluating the college-knowledge curriculum. Specifically, they were asked several questions regarding their perceptions. The first question was, “Based on the college curriculum, what do you perceive to be the changes in knowledge and expectations of your students regarding access to college?” All the teachers expressed overall gains from their students with the implementation of this curriculum. They individually shared stories related to how they witnessed the gains. One teacher shared, “My perception is that students did learn and they are also excited about going to college. I just hope that it stays with them and they

remember all this information.” Another teacher commented, “My students now know that college is an expectation for all of them.” And another teacher said, “They know more about college now than when we first started to talk about college. Even the students who have an older sibling in college or have parents that went to college, they learned too.”

Teachers were asked, “How have you grown in your own knowledge about the college process?” All six teachers acknowledged having learned something new about the college process as a result of this intervention; A-G requirements or specific classes (Algebra sequence) and financial aid were the most common responses. They also acknowledged the role of the counselors in the initial planning phase and the knowledge they imparted to the group. One teacher said, “We are asking them [students] to know a lot of information ... there is a saying that says, the more you know the more you know you don’t know. I think that is true about college-knowledge.”

Another question asked regarding their perception was, “How have you grown in your own commitment to this being an important role for you as the teacher?” The teachers responded similarly to this question. Their commitment remains the same; however, they do acknowledge that their role has changed. One teacher commented, “I feel responsible for doing my part so they can make it.” Another teacher said, “My role has changed, I feel like I need to be a college counselor in my classroom.” As the researcher I would like to add that my observation of this group of teachers is that their commitment is admirable and impeccable; they are to be commended for their dedication to their students. I was so impressed throughout this process with their enthusiasm, commitment, generosity (with their personal time and classroom resources), and more importantly willingness to do “whatever it takes” for students.

Lastly, “How did this process change if at all your beliefs about what students know or what they need to know at this level?” The teachers felt confident, from the beginning, that they knew what their students know and don’t know about college. This insight played a keen role in the development of the objectives. However, they acknowledged feeling better equipped with the objectives and lessons to teach college-knowledge as a result of this project. One teacher said, “I have always told my students that they have what it takes to go to college; now I will teach them what it takes to get into college.”

At the conclusion of the post interview, I asked teachers if they wanted to add anything to our interview. One teacher said:

One of my greatest privileges as a teacher is to make hope available to my students. Hope in the form of everyday "teachable moments" to greater hope of becoming the next doctor, lawyer, businessman, author ... teacher for their generation. Teaching the project's objectives affords me the resources I need to teach my students the importance of investing in their future, now. The most vital component of this project is that it sees no race, no gender, and no limits. All children are presented with the same information, guidance and resources towards college awareness. As a teacher it makes me proud to participate in a project that I am certain addresses all my students, not just a chosen few.

CHAPTER 5

DISCUSSION

Research shows that lack of educational attainment for Latino students is becoming a public policy issue, especially when we frame the discussion around the state of our current economy. Grogger and Trejo's (2002) research prompt us to look at the divergence in salaries between those with a high school degree and those with a college degree – the differences are stark. Therefore, given the precarious state of our economy, we can no longer leave to chance the attainment of college access. According to the Public Policy Institute of California (2009), 41% of California workers will need a Bachelor's degree by 2025. In spite of that, college admissions are still polarized, with minority and low income students not proportionally represented in the admission numbers (UCLA Institute for Democracy, Education, and Access and University of California All Campus Consortium on Research for Diversity, 2007). Research shows that a predominant barrier in educational attainment is lack of information for underrepresented and low income students (Hossler et al., 1999; Lareau, 1989). In the final analysis – our approach to college access for low socio-economic and minority students doesn't make sense. Latinos are the fastest growing segment in the California population and the least prepared for college (Hayes-Bautista, 2004). It is time we examine how college-knowledge is imparted and begin to look at solutions that prime all students for college with information.

The purpose of this qualitative study was to create college-knowledge objectives and a matching curriculum for students in first through sixth grade with the intent of systematically teaching college-knowledge to socio-economically disadvantaged and minority students in an

urban elementary school. The desired outcome was to initiate a relationship between the school and students, where teachers become proxies for social capital in explicitly teaching students what they need to know about college access – similar to the social capital structures that middle class families impart to their children around the dinner table or within their networks (Hossler et al., 1999; Lareau, 1989; McDonough, 1997).

Overall, the implementation of this College-Knowledge curriculum shows that students' awareness and understanding of college grew as a result of this intervention; both the teachers and the students described in their responses a change and growth in awareness of college-knowledge. However, the most significant conclusion was the creation of the College-Knowledge objectives for each grade level. Although the objectives were organic to the research site, it is my hope that the objectives of this study can serve as a model to other elementary school sites, with the goal of systematically teaching elementary school students what they need to know to access college – college-knowledge.

In this final chapter I will discuss the summary of findings, the significance of the findings, the limitations of this study, and directions for future research and conclude with my reflections on this project.

Summary of Findings

The aim of the study was to explicitly teach students in 1st through 6th grade developmentally appropriate college-knowledge. Working with a team of teachers in an urban elementary school, we created grade level appropriate objectives beginning in first grade with the intent of creating a foundation for college-knowledge at the elementary level. Along with the objectives, we produced and modified from a pre-existing curriculum, (Samarge, 2006) a series of lessons designed to teach students the college-knowledge objectives over the course of six

weeks. The method of data collection was in the form of teacher pre- and post- interviews and student pre- and post- assessments.

There are three significant findings as a result of this study. The first finding is related to the process for developing a college-knowledge curriculum; in order to create meaningful and developmentally appropriate grade level objectives for college-knowledge, backward mapping is essential. We must understand the requirements for college access, starting with college admission in the 12th grade and defining objectives all the way down to first grade. The second most significant finding was that both students and teachers gained college-knowledge as a result of this intervention, as measured by the pre- and post- assessments and interviews. The third finding was regarding teacher perception. The context for this added curriculum was perceived by teachers as beneficial. Teachers reported that college-knowledge reinforces mastery of grade level standards, proficiency on state testing and reclassification for English Language Learners at the elementary level.

Backward Mapping

The first grade is not too early to begin meaningful discussions about college. Not when you begin to plan backwards and look at all the detailed information that students must know about college admissions. The process for creating college-knowledge objectives for elementary grades was initially scattered and lacked an alignment of purpose for the group. However, working with two high school counselors, we engaged in a meaningful discussion of what students should know about college access beginning in 12th grade and worked backwards to identify objectives for each grade level. For the purpose of this study we documented the objectives we wanted to focus on for the elementary grades. This was a significant finding because the curriculum was framed around the objectives. More importantly, curriculum can be

adapted, updated and all together recreated, so the most important document from this study becomes the college-knowledge objectives for 1st through 6th grade students.

Student and Teacher Gains

Based on the results of this action research project, it appears that exposing students to college-knowledge, regardless of their age, has a positive effect towards producing and enhancing students overall college awareness. Both the students and teachers reported an increased awareness regarding college-knowledge. The student voice in the pre and post assessments was powerful – the depth in gains of knowledge was dominant in most student responses. The teacher gains related mostly to information, and their perceptions and awareness of student understanding of college-knowledge remained almost the same. I do want to emphasize that the teachers unanimously reported that their own college-knowledge was updated to reflect current standards for college admission and some of the nuances related to the application process.

Context for College-Knowledge in the Elementary Grades

The qualitative interviews with the teachers show that even though teachers struggle (with time) to fit in all the content standards for each grade level which in turn inform a myriad of district and state assessments, teachers indicated that teaching students college-knowledge, even as early as first grade, helps in providing a context, and more importantly solidifies the purpose of elementary grades as preparation for middle school, high school and eventually college access. It is also important to note that during this intervention, even though the elementary school had practices in place to promote a college going culture, the ownership and relevance of when to teach students about college-knowledge became evident to the elementary school teachers that participated in this project. It was no longer about the earlier the better;

instead, it was about specifics that students need to know at each grade level. One teacher said it best, “I have always told my students that they have what it takes to go to college, now I will teach them what it takes to get into college.”

Significance of Findings

The College-Knowledge objectives are new to the body of research related to college preparation for elementary students. Other than Samarge’s (2006) work, my study is a pioneer attempt to begin to identify what college-knowledge looks like at the elementary level. It is my hope that this project will be used as a template for other schools or districts to either engage in the process of creating their own objectives, or fine-tune objectives already in place.

Additionally, data from this study suggests all elementary age students at the research site aspire to go to college. Therefore, it is our (school systems) responsibility to systematically provide all students with the information necessary, and not just for those students that are high achieving or in specialty designed programs to promote college access. Both teachers and students reported the value of this content; teachers in particular reported that this was not “one more thing to do” but “the context for what they do.” College going culture should not be about wearing college t-shirts or random bulletin boards on a campus. It must be a combination of explicitly college awareness and academic preparation so that students have the right tools and skill sets to go to college.

Limitations of the Study

There were four significant limitations for this study: (a) number of participants – both teacher and students; (b) time period for implementation; (c) parental component; and (d) assessment of younger children. In addition to the limitations of this study, there is an

underlying discussion that merits mentioning: the academic preparation of students as an assumption to this project.

The first limitation was obvious during the implementation of the curriculum, the number of students and teachers participating were limited. Given the opportunity, I would have recruited several teachers from each grade level in order to give them the opportunity to come together and work collaboratively with a colleague. Even though there were six teachers from the same school participating, they each teach a different grade level and therefore did not have the opportunity to collaborate with colleagues at the same grade on the lessons during implementation. Specifically in the El Monte City School District, the district where this research took place, there has been a significant investment in training teachers to work in Profession Learning Communities – a model that encourages collaborative practices. With this model, the six teachers worked collaboratively to create the college-knowledge objectives; however, when it came to the actual implementation, they worked in isolation, contrary to the school and district practice.

It is also important to recognize two additional factors with the participation of teachers. The first being that teacher implementation was also a limitation in itself; some teachers invested much more time and attention to detail than others. Having multiple teachers at the grade level would have neutralized this effect. The second was that the six teachers that were a part of this study volunteered to do this. They were equally as passionate about the dissemination of college-knowledge as I am. I recognize that this open attitude might not be the norm at other elementary school sites.

Given the opportunity, I would also include additional students to this study. Even though there was a lot of data to look through, having more students at each grade level would

have been more insightful when looking for trends and patterns, especially with the younger grades, first and second grade specifically.

The second limitation involved allocation of time; the teachers indicated that they would like to see this curriculum extended over the course of the year. Six weeks to implement the lessons was not enough time, especially for 5th and 6th grade since their lessons were much more complex and required prerequisite information and background knowledge to complete most of the activities. The teachers recommended starting the lesson in the beginning of the school year and continuing with additional lessons (developing more lessons) leading up to the dates of the state assessment. Stretching out the curriculum throughout the course of the year would require the addition of lessons, especially for first and second grade.

The third limitation involved the parents. Although all the research indicates that parents play a significant role in the lives of students (Hossler et al., 1999), I intended for this project to be implemented within the school day independent of parent participation (or lack of), assuring that ALL students receive the same information about college access. Even though the original design of the action research did not involve parents, the value of parents learning information alongside their children was consistently brought up by the teachers. Having the opportunity, I would have offered a parent workshop during the implementation of the curriculum as an engagement piece to support the college-knowledge curriculum.

The fourth limitation was the assessment of the younger children, specifically in first grade. Even though students were encouraged to use non-linguistic representations or inventive spelling to complete the assessment, focus groups or interviews would have been much more appropriate for this particular group. There were significantly more outlier responses for these

two groups of students than any other grade levels. Given the opportunity, I would have liked to probe these two groups in order to have a better understanding of their college-knowledge.

Lastly, I want to acknowledge that this project does not advocate the implementation of a college-knowledge curriculum or creation of a college going culture in isolation of a culture of high academic achievement as a solution. College access requires that students are academically prepared to meet the rigorous academic requirements for college admission. It has been my assumption all along that both systems co-exist (college-knowledge systematically taught to all students and rigorous academic preparation) and are implemented simultaneously.

Directions for Future Research

Early interventions are key, yet there are few interventions at the elementary level that explicitly teach students college-knowledge in a systematic way. Research shows that the earlier we begin to teach students about college access, the better (Swail & Perna, 2002). Yet, the majority of interventions programs in place begin in high school (Swail & Perna, 2002).

According to McDonough, McClafferty and Nunez (2002) a school-wide college-going culture builds the expectations of postsecondary education for all students – not just for high achieving students tracked into college courses and programs. This project offers an attempt at mitigating the current reality. Prior to this intervention, there was no formal curriculum or framework for explicitly teaching elementary school in 1st through 6th grade as continuum college-knowledge. It is my hope that this project is the catalyst in formalizing a discussion and approach to teaching college-knowledge to elementary school students.

After analyzing the data from this study, two critical questions arose and need to be examined in further detail. First, “What are the long term effects of college-knowledge

retention?” Second, “How can school districts, especially those that serve low-income and minority students, teach college-knowledge systematically to elementary school students?”

In regards to the first question, it is my recommendation that a longitudinal study be conducted with students that are exposed to college-knowledge. This would truly identify if the gains in student knowledge were not only retained but put into practice over time. Data from a longitudinal study would also help to align the college-knowledge objectives with more precision to college preparation in high school.

“Students should have a seamless experience where a college message is communicated from kindergarten through 12th grade” (McDonough et al., 2002, p. 25). One possible answer for the second question posed is to provide schools and teachers the resources to be the proxies for social capital for low socio-economic and minority serving schools. Various researchers note that schools have the capability to make up the difference for students that lack college resources and information (Jencks et al., 1972). It is my recommendation that school districts create or adopt college-knowledge objectives and provide professional development on college-knowledge to all teachers at the beginning of the school year along with the resources and tools to teach the college-knowledge skills and information.

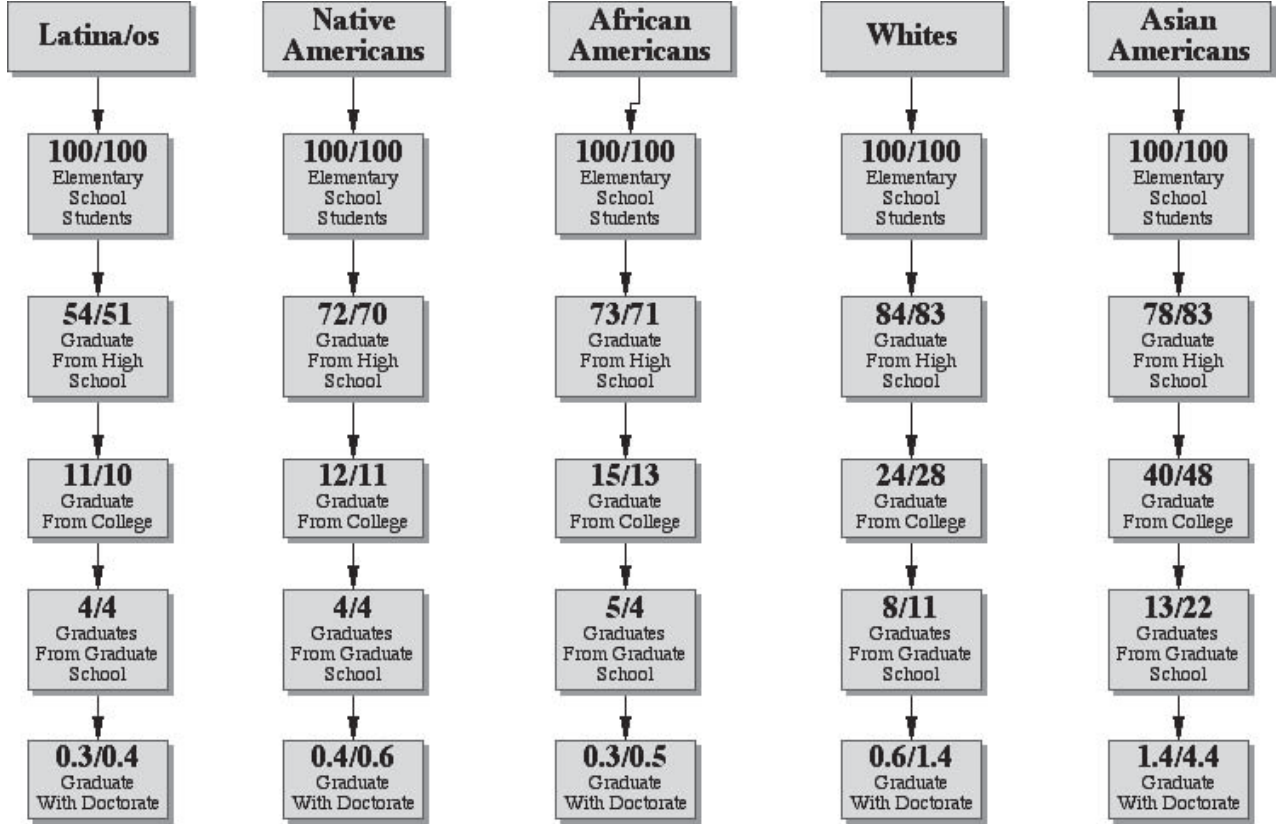
Reflection

College access is a topic that I have been passionate about since I first started teaching 13 years ago. Reflecting on my own experience and that of my peers and family members led me to believe that I was “lucky” because I was given the opportunity to participate in college access programs in high school. With so much at stake, (the livelihood of individuals and future of the California economy), we cannot rely on “luck” as a descriptor for students admitted to well intentioned, but limited college access programs. Unfortunately, our school systems have a

tradition of tracking students, beginning at an early age, and many students are not given the opportunity to participate in college preparation courses or programs (Oakes, 1996). In order to mitigate this reality, I strongly encourage school systems to consider teaching students to be advocates for themselves. By teaching them college-knowledge, we are informing and empowering students with the information they need to know in order to be on the path to college: (a) different types of colleges and universities; (b) admission requirements; (c) costs; (d) taking the “right” classes; (e) tests; and (f) skills needed. It is my commitment to continuously develop college access awareness and ultimately create a system so that all students, regardless of social economic standing, have the ability to advocate for themselves and navigate the school systems on the path to college access.

APPENDIX A

THE U.S. EDUCATIONAL PIPELINE, BY RACE/ETHNICITY AND GENDER, 2000.



Note: The first number in each box represents females; the second, males.

Source: Huber et al. (2006).

APPENDIX B

CONSENT TO PARTICIPATE IN RESEARCH

Creating a College Culture in Elementary School

You are asked to participate in a research study conducted by Doctoral candidate Maribel Garcia, under the guidance of faculty sponsor Eugene Tucker and Wellford Wilms from the Graduate School of Education and Information Studies (GSEIS) at the University of California, Los Angeles (UCLA). You were selected as a possible participant in this study because you are a classroom teacher at El Monte Elementary School in the El Monte City School District (EMCSD). Your participation in this research study is voluntary.

PURPOSE OF THE STUDY

The purpose of this study is to provide all students at a Title I school the information and resources needed to begin preparing for college, so that as the students continue their way through secondary schools they have and use the correct information to eventually gain college access. The team of teachers (1st – 6th), in collaboration with a research student from UCLA will create a six-week, developmentally appropriate college curriculum to develop the expectations, skills and behaviors of students to eventually access college.

PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following:

- Participate in a tape-recorded, pre-curriculum project interview in your class or location of your choice for approximately 1 hour in duration to discuss your perceptions of a college culture for your students
- Participate in a series of three tape-recorded curriculum development meetings for a duration of one and one half to three hours each (for a total of 4 1/2 to 9 hours of curriculum planning) at El Monte Elementary
- Participate in observed monthly hour long meetings during your school's PLC meetings for the duration of the project.
- Participate in implementing the six-week college curriculum.
- Provide copies of the student pre-and post-curriculum assessments (student work will always remain anonymous to the UCLA researcher; the work will be coded with an identification number known only to you)
- Participate in a tape-recorded, post-curriculum project interview in your class or location of your choice for approximately 1 hour in duration to discuss your perceptions of a college culture for your students after the curriculum implementation

POTENTIAL RISKS AND DISCOMFORTS

The researcher does not anticipate any risks to the participants. The only discomfort you might have is in being tape-recorded. You may ask for the recording device to be turned off at any time. Further, you do not have to share any information that you consider confidential or potentially damaging to the children in your classroom.

POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

Your participation in the research will result in a college curriculum that you may continue to use beyond the scope of this project. Further, you will have a research base to support your decision to create a college research project for your students.

PAYMENT FOR PARTICIPATION

Participants will receive no payment for your participation.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law.

Confidentiality will be maintained by means of:

- You will self-select a personal identification code (Alternative Name selected by you) that the UCLA researcher will use on all identifying documents
- Any images of you will be blurred before data are published or presented at conferences, unless specific permission is given to use actual photos in presentation or print
- Voices of participants will be masked before data are published or presented at conferences, etc, unless specific permission is given to use clear audio quality tapes in presentations
- Any information obtained in connection with this study, including data collected on your classroom, grade level team, or school that can be identified with you will remain confidential and will only be disclosed with your permission, or as required by law
- All data, support materials and recorded information will remain with the researcher and will not be disclosed unless permission by you is first granted

◆NOTE: All participants in group meetings will be asked to keep what is said during the group session confidential. However, complete confidentiality cannot be guaranteed.

PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind.

IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact:

Researcher: Maribel Garcia (626) 926-6428

Faculty Sponsor:
Eugene Tucker & Wellford Wilms
UCLA Graduate School of Education and Information Studies

RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal rights because of your participation in this research study. If you have questions regarding your rights as a research subject, contact the Office for Protection of Research Subjects, 2107 Ueberroth Building, UCLA, Box 951694, Los Angeles, CA 90095-1694, (310) 825-8714.

SIGNATURE OF RESEARCH SUBJECT

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

Name of Subject

Signature of Subject

Date

SIGNATURE OF INVESTIGATOR OR DESIGNEE

In my judgment the subject is voluntarily and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.

Name of Investigator or Designee

Signature of Investigator or Designee

Date

APPENDIX C

MEMORANDUM OF UNDERSTANDING

The following are the parties involved in this accord:

El Monte Elementary
El Monte City School District
School Principal
One teacher from each grade level (1st – 6th grade)

Researcher, Educational Leadership Program
Graduate School of Education and Information Studies (GSEIS)
University of California, Los Angeles (UCLA)
Maribel Garcia, Doctoral Candidate

Articulation of Collaboration:

The teaching team, in collaboration with a research student from UCLA will create a six-week, developmentally appropriate, college curriculum to develop the expectations, skills and behaviors of students to eventually access college. The purpose of this collaboration is to provide all students the information and resources needed to begin preparing for college, so that as the students continue their way through secondary schools they have and use the correct information to eventually gain college access.

Description of Site:

El Monte Elementary School is a Kindergarten through Sixth grade elementary school serving 685 students in the El Monte City School District (EMCSD). El Monte Elementary is one of sixteen Title I elementary schools in EMCSD, as 84% of its students receive free or reduced lunches, indicating their families qualify for economic assistance. The demographics of El Monte Elementary include 75% Latino students, 18% Asian, 5% Caucasian, 1% Other.

The Principal and teaching staff from El Monte Elementary School have indicated a high interest in developing a college-knowledge curriculum for all students. The staff at El Monte Elementary have welcomed the collaboration with this UCLA researcher to develop and implement a developmentally appropriate college curriculum for all students at El Monte Elementary, so a college culture is created at the site.

Obligations of the Researcher

The UCLA researcher will provide the research base for the validity of creating this type of curriculum based project. Additionally, the researcher will collaborate with the teaching team to develop and produce the developmentally appropriate college curriculum and lesson series. This will ensure that the researcher meets the needs of El Monte Elementary, ensure that the intervention curriculum meets the needs of the students, and that the entire process is documented so it can be replicated again. Additionally, the researcher will ensure that the intervention curriculum is sensitive to students in the areas of culture, literacy, socio-economic

status, and language. The researcher has the obligation to give the El Monte Elementary staff a copy of all intervention materials and findings/analysis at the conclusion of the project. The researcher will assist teachers in the development and administration of the lesson series, conduct the pre and post interviews, classroom observations and analyze the findings and collaborate with the El Monte Elementary staff throughout the project. In addition, the researcher agrees to give a presentation to report findings to the school administration, grade-level, school and if interested, the district school board members.

Description of Project:

The project will have four components:

1. Interviews, Collaboration and Design

- Interview all participating teachers prior to the planning meetings
- Present research findings to the team of teachers and principal
- Discussion about college-knowledge principles, curriculum and activities, and timeframe
- Finalize curriculum
- Development of timeline, based on needs and interests of the school

Timeframe: Winter, 2012

2. Implementation of a College-Knowledge curriculum

- Assess students (one classroom per grade level) prior to the start of the curriculum
- Delivery of College Knowledge curriculum
- Progress-monitoring lesson plans through grade level team meetings
- Interview all teachers after the completion of the curriculum
- Assess students (one classroom per grade level after the completion of the

curriculum

Timeframe: Late Winter, 2012

3. Data Collection and Analysis by Researcher

- Student assessments coded and analyzed
- Interview transcriptions coded and analyzed
- Classroom observations coded and analyzed
- Triangulate data to determine basis for student change in behaviors and skills based on college curriculum

Timeframe: Spring, 2012

4. Report Findings

- Report findings back to El Monte Elementary teachers and administrators
- Report findings to El Monte Elementary School community (if desired)
- Report findings to El Monte City School District Board of Education (if desired) & Superintendent

Timeframe: Spring, 2012

Flexibility with Project Timeline

By collaborating with UCLA Researcher, El Monte Elementary staff can request changes in the date services will be administered.

Product of Project:

- College-knowledge curriculum (1st – 6th grade)
- Set curriculum to be replicated by teachers in future years
- Interview questionnaires
- Articles developed as necessary based on the findings and needs of the project

Confidentiality

The researcher will maintain confidentiality of the identity of all participants for all documents related to this project unless prior written notification is obtained by the participant.

"This Memorandum of Understanding is agreed to by the undersigned. Amendments to this document must be in writing and signed by all original signatories."

El Monte School

Site Administrator	Date:
Teacher	Date:
Teacher	Date:
Teacher	Date:
Teacher	Date:
Teacher	Date:

UCLA Researcher

Researcher	Date:
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APPENDIX D

TEACHER INTERVIEW QUESTIONS

Pre –

1. When do you think schools should begin preparing students for college?
2. What do you think you can do to prepare students for college?
3. In thinking about creating a college curriculum for your students, what do you think are the essential components to teach at the elementary school level? Why?
4. What do you think your students have the least knowledge about regarding college?
5. What do you think your students have the most knowledge about regarding college?
6. How do you think your students would describe college to you?
7. Do you speak of college to your students? If so, how do you describe college to your students?
8. What do you want your students to walk away with when they have completed this curriculum?
9. Is there anything else you would like to share?

Post –

1. Has developing and implementing this college curriculum changed how and when you think schools should begin preparing students for college? How so?
2. Are you thinking about preparing students for college in a different way now that you have created implemented this college curriculum? If so, how?
3. Having completed this curriculum, what do you now think are the essential components of a college curriculum for students at the elementary school level? Why?
4. What was the most difficult part of this project for you?
5. What recommendations do you have for the development and implementation of this type of project in the future?
6. After using this curriculum, what do you think your students still have the least knowledge about regarding college?

7. After using this curriculum, what do you think your students have the most knowledge about regarding college?
8. Now how do you think your students would describe college to you?
9. Based on the college curriculum, what do you perceive to be the changes in knowledge and expectations of your students regarding access to college?
10. Did students have any information they shared with you that demonstrated their learning or understanding of college? For instance, any statements students made that indicated a change in thinking or learning? If so, what are the examples?
11. Do you now speak of college to your students more frequently? If so, how often do you discuss college, and how do you describe college to your students?
12. Have your own attitudes and practices regarding college changed throughout this process? If so, how?
13. Is there anything else you would like to share?

APPENDIX E
STUDENT ASSESSMENT

1. What is college?
2. Who goes to college?
3. How do you get to college?
4. Why do you want to go there?
5. Is college free?
6. How much does it cost?
7. What college do you want to go to?
8. How can you start preparing for college now?

APPENDIX F

COLLEGE-KNOWLEDGE

The following topics have been identified in the research as information that students must know about accessing college (McDonough et al., 2002; Tornatzky et al., 2002)

- Different types of colleges and universities
- Admission requirements
- Costs
- Taking the “right” classes
- Tests
- Skills: Test-taking skills and organization skills

Different types of colleges & universities

- Private
- Public
- 4 year / 2 year
- community colleges
- Local
- Ivy league
- Small vs. Large
- Liberal Arts
- Highly selective schools

Admission requirements

- Web based applications
- Test scores
- GPA
- A-G (Honors classes)
- Application process
- Letters of recommendation
- Extra-curricular activities
- Timeline / deadlines
- Internships

Costs

- Financial aid
- Work study
- Loans
- Scholarships
- AB540
- FAFSA
- CSS Profile (FAFSA for private schools)
- Harvard/Stanford free tuition for students with income under 45K

“Right” classes

- Algebra (gatekeeper)
- A-G (college prep electives)
- Writing
- Avid / Puente
- Second language fluency

Tests

- STAR (used to place students in middle & high school)
- AP Exams
- CAHSEE – High School Exit Exam
- PSAT
- SAT
- SAT 2 – Subject Matter Test
- ACT

Skills: test taking & organization

- Test prep courses (Kaplan, Princeton Review, etc.)
- Cornell notes
- Time management – agendas/planners

APPENDIX G

CURRICULUM

Primary and Upper Grade College Talk Activities

Objective: Participating in the following activities students will learn about the importance of study skills, academic success, school wide commitment to success and how these school components ultimately lead to college/university admittance.

Time: Activities can range from 20-60 minutes in length.

Activities/Action Steps: Activities listed below can be done in any order as well as modified by teachers to meet the needs of their individual students.

- Staff members wear college/university t-shirts (hats) as part of the teacher dress code or Friday wear.
- collect a list of where each staff member attended college - announce the school, city, and state of
1-3 staff members per week
- highlight/discuss a university of the week
- mention the school mascot from a particular school and play "name that university"
- play a fight song from a particular school
- invite siblings currently in college to be guest speakers in the classroom
- have students announce the school they are planning to attend
- announce college trivia questions each morning
- have a "University of the Week" - students that have a teacher who went to a particular university get a free HW pass for the week, ice cream, pizza, pencils, et cetera.
- to recite the "Learner's Creed" - with the added reference to college:

Learners Creed

I believe in myself and my ability to do my best at all times.

Just for today-I will listen.

I will think. I will speak.

I will reason.

I will read.

I will write.

I will do all these things with one purpose in mind, **to prepare myself for college,**
to do my best and not waste this day, for this day will come no more.

- Much like the Notre Dame Football program, as students enter the school - they would be encouraged to touch the metal sign ... each and every student, each and every time!
- college walls or murals in the school buildings
- teachers dress up like characters from different careers ... maybe even a parade in the hallway
- students dress up like characters from different careers and have a parade in the hallway (each student carries a sign saying which school they will attend).
- creating rivalries between elementary campuses between the Aggie teachers/student fans and the UT teacher/student fans
- make a large quilt for the school hallway that is made from university/college shirts
- use university/college names in the spelling words for the week (grades 2-5)
- name each hallway in the building (with signage) after a university/college
- name the tables in the cafeteria after a university/college - place that school's logo on the table.
- have a "wall of fame" in the school hallway. Photos of famous people would be posted with the name of the college/university that they attended.
- assign each student in the 4th and 5th grades a university/college to research and report back to the class on (sports, activities, how to apply, grades needed, tuition assistance, etc). The librarian can help the students use the web to access information.
- mini-career fair for 5th graders (10-30 guests to share careers with the students)
- have 5th grade students take a tour of a local college or university
- Teachers place college flags from their Alma Mata in their classrooms
- make "top 10" t-shirts for 5th graders:

Top Ten Reasons I'm Going to College

1. I deserve the best future for myself!
2. My brain still has so much room to grow and learn
3. I love school cafeteria food
4. I can get help with tuition
5. Higher learning ... higher potential
6. A mind is a horrible thing to waste
7. Because I can
8. I've got skills
9. Smart people attend school
10. Because my momma' said so

- make school university shirts for 5th graders - i.e. UCLA (on front) Future College Graduate (on back)
- conduct a scavenger hunt across the school or play area for school logos, names, mascots, etc.
- on President's Day have one student from each class announce a former president and the school he attended
- divide the class/school into groups named after colleges - foster competition between these groups
- have students wear "pledge pins" on their shirts or backpacks that they will attend college.
- college contracts - signed promissory notes (pledges) by students to attend college
- at grade level awards assemblies do a college chant or cheer such as:

College Bound - A Rhythmic Chant

College Bound
 College Bound
 I am college bound
 Yell it out
 To the roof
 With a mighty sound
 Set my goals
 Work hard at school
 Ready for the test
 College dreams for me
 Come true if I do my best

- At the bottom of **all** parent or student communication letters from the school/PTA there would be simple sound bites:
 - a. Are you thinking of college? College is thinking of you.
 - b. Higher education fits EVERYONE
 - c. Education helps you discover who you REALLY are
 - d. Whatever you chose, be the BEST with education
 - e. If you like yourself, you will educate yourself-there IS a way!
 - f. Higher learning ... higher potential!
 - g. "I am graduating from college!"
- The writing of a short column each month for a "College Corner" in the Elementary PTA newsletters to keep parents interested.
- At one general assembly parent meeting - the guest speaker would be a representative from a local college, career counselor, and/or college planning financial advisor.
- Advertising university logos and motivational slogans like "You **CAN** go to college," "You **CAN** afford to go to college," "I am graduating from college!" "I'm a future college

graduate!" or "Which college are **YOU** going to?" on the back of the seats on school buses, school hallways, and cafeteria tables.

- Career fairs - at district level or at school level.
- Posting large banners in front of the schools or administration building that reads "Free or Affordable College: Contact XXXXXXXX"

Learner's Creed

I believe in myself and my ability to do my best at all times.

Just for today –

- *I will listen*
- *I will think*
- *I will speak*
- *I will reason*
- *I will read*
- *I will write*
- *I will do all these things with one purpose in mind*

To **PREPARE** myself for college!

To do my **BEST** and not waste this day!

For this day will come no more!

Primary Grades-Types of Colleges:

Our Colleges

Objective: Students will learn about the local colleges and universities; Rio Hondo College, CSULA, UCLA, USC, Whittier, etc.; students will focus on various college/university mascots as a way to introduce them to each establishment

Time: 30 – 45 minutes

Materials: Teacher copy of college/university information spreadsheet; picture copy of different college/university mascots (to match those on the spreadsheet)

Action Steps:

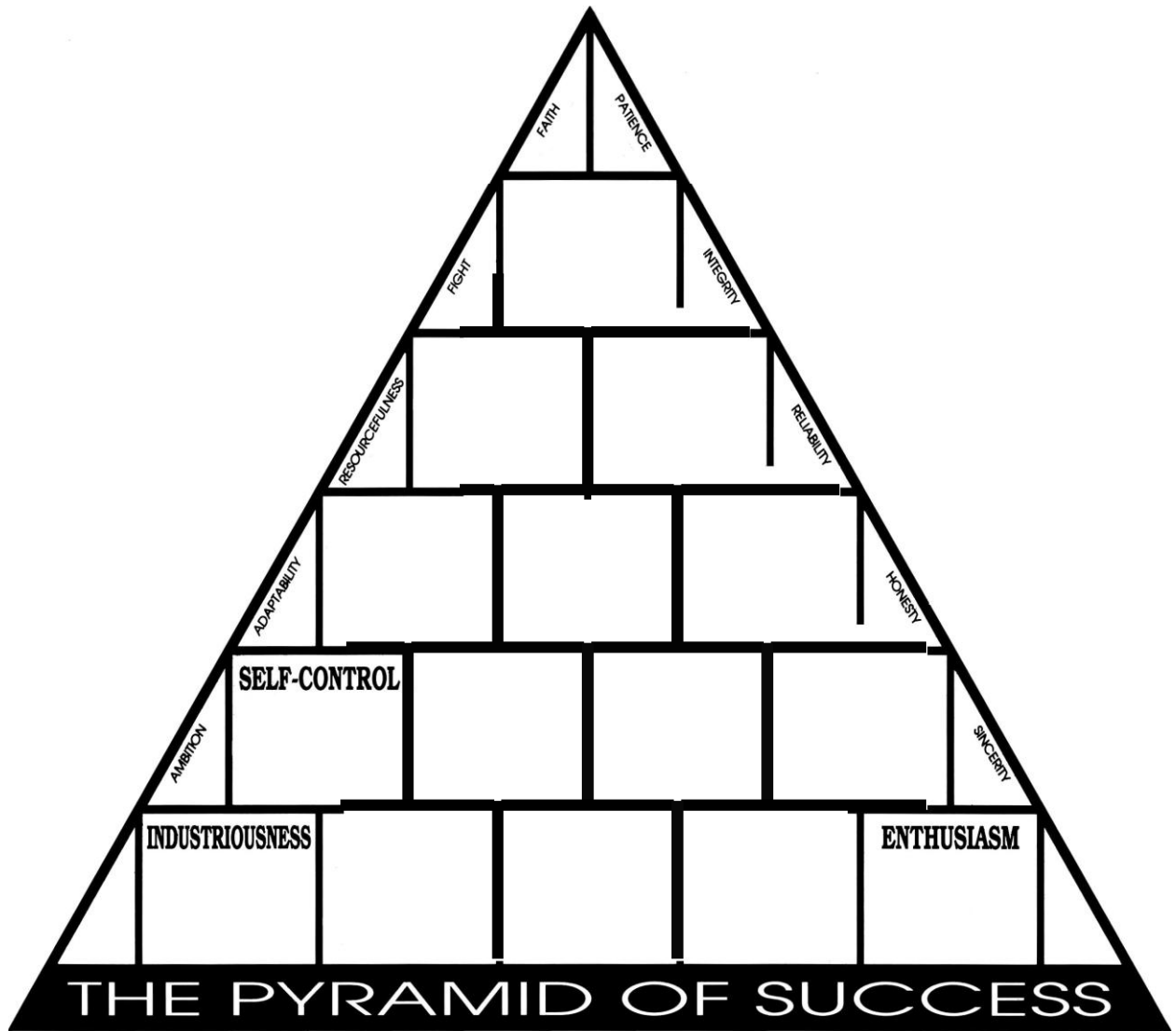
1. Use the attached college/university informational spreadsheet to introduce the different types of academic establishments
2. focus on the mascots of each college/university
3. divide students into small groups
4. provide each group a different picture of a particular mascot; each small group will be “identified” as that mascot for the week, i.e. the UCLA Bear table/group
5. as an extension activity each table/small group can color their own picture of their pertaining mascot

UCLA Coloring Book

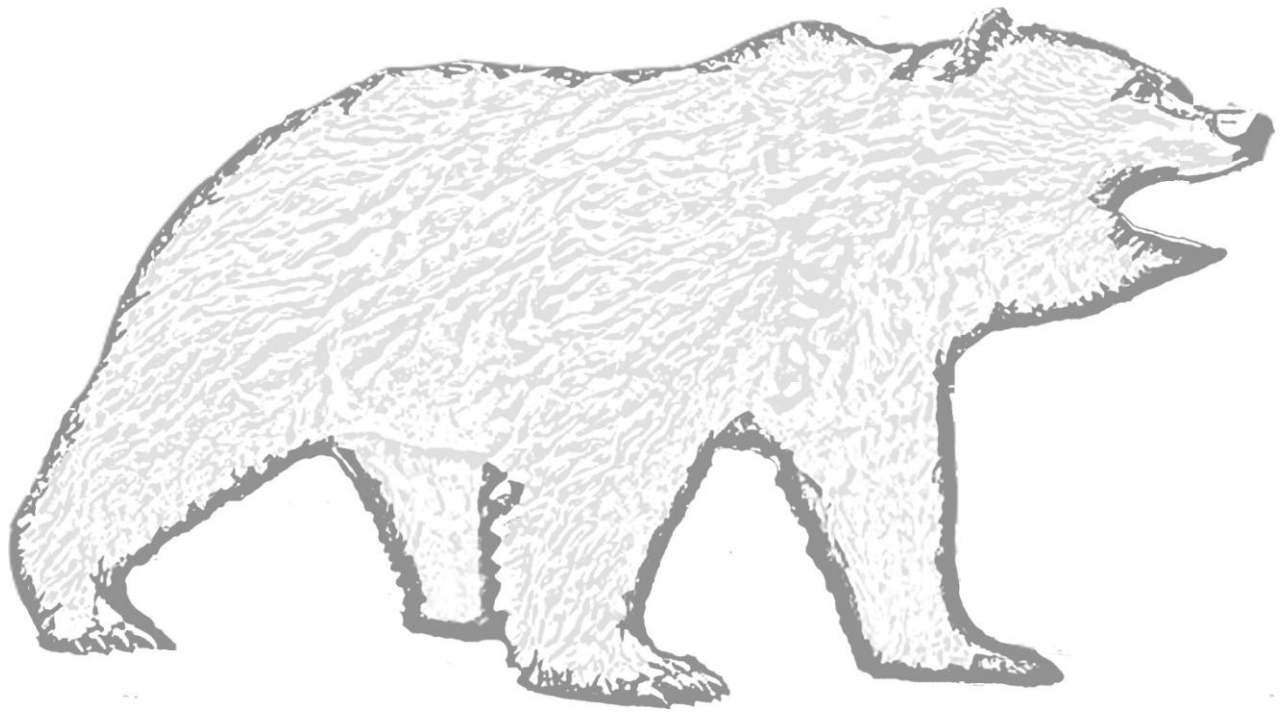












Upper Grade – Colleges
“My” College Poster

Objective: Students will conduct an internet research; students will use an internet search engine to gather information on a college of their choice; students will create a ‘College Poster’ to display the different information they obtained from their research.

Time: 3 days, 45-60 min. each day.

Materials: internet access; students will need to buy/borrow materials for their ‘College Collages/Poster’.

Action Steps:

1. Provide students with a list of local and nearby state college/universities
2. Allow students to choose a college/university
3. Give students time to research and gather information on the chosen college/university
4. Explain how you would like students to display their ‘College Poster’ (poster display style/type up to teacher discretion)
5. Students present their ‘College/University Poster’ to either their small group, “Reading Buddies,” whole class, etc.

Upper Grade – Colleges “My” College Poster

Objective: Students will conduct an internet research; students will use an internet search engine to gather information on a college of their choice; students will create a ‘College Poster’ to display the different information they obtained from their research.

Time: 3 days, 45-60 minutes each day.

Materials: Internet access; students will need to buy/borrow materials for their ‘College Collages/Poster’.

Action Steps:

1. Provide students with a list of local and nearby state college/universities
2. Allow students to choose a college/university
3. Give students time to research and gather information on the chosen college/university
4. Explain how you would like students to display their ‘College Poster’ (poster display style/type up to teacher discretion)
5. Students present their ‘College/University Poster’ to either their small group, “Reading Buddies,” whole class, etc.

Primary Mascot Pictures







Primary Grades-Types of Colleges

College Fight Songs

Objective: Students will become familiar with university “fight songs”; students will listen to and attempt to learn university “fight song” chant as a motivator to learn about college

Time: 30 – 45 minutes. Teacher can teach this lesson over a period of 1-3 days

Materials: Teacher selected university fight songs, i.e. UCLA, USC, Cal Fullerton, etc.

Lesson Procedure:

1. Teacher will play self-selected college/university fight song/chant students listen to various fight songs/chants throughout the week.

Primary Lesson - The Different Types of Colleges and Universities Higher Education

Objectives: Students will understand the different types of Higher Education; Students to be able to state reasons why the systems are different.

Time: 1 hour

Materials: College Information and Fact Sheet, Pencils.

Lesson Procedure:

1. Explain that today students are going to learn that there are different types of universities/colleges in the United States of America.
2. Hand out to students the "Higher Education Opportunities" sheet.
3. Give students a few moments to look over the sheet. Then ask students to play a game with you where you call out information, and students have to determine which type of university/college you're referring to:
 - a. I'm looking for a school type that costs me less than \$ 1000 a year to attend in California (Community College!).
 - b. I'm looking for a school type that will let me go all the way up to getting into law school (University of California or a Private University).
 - c. I would like a school to be able to offer me some type of Financial Aid.
4. Break students up into small groups to review "sample" schools and have them make a guess as to the type of college/university the school is.
5. Break students up in to no more than 4. Give each group a "sample" school with no actual name. Give students a grid sheet that asks them to fill in essentials (fees, financial aid, etc..) and then at the bottom guess the type of college they were studying (community, private, public, state, vocational, etc.).
6. Have students reveal and share out loud to the class their guess AND THE REASON WHY they picked that type of school - share answers.

Sample School #1

There are only 23 of these schools in California I have the chance to earn a Bachelor's Degree I can

get financial aid I can go to school in California or in another State

We guess this is a _____

Because:

Cost: _____

Degrees Available: _____

School Example _____

Sample School #2

There are more than 600 of these Nationwide

I can get a Bachelors or Master's Degree

It costs anywhere from \$12,000 to \$30,000 a year to go to this school

I can get financial aid even if it is expensive

I can go to school in California or in another State

We guess this is a _____

Because:

Cost: _____

Degrees Available: _____

School Example: _____

Higher Education Opportunities

	Community or Junior College	State College	Public University (University of California)	Private or Independent College
Number of Campuses	1157 Nationwide 107 in California	429 Nationwide 23 in California	More than 2500 Nationwide 10 in California	More than 645 Nationwide 77 in California
Cost	\$1,518 Nationwide \$432 in California	\$10,000 Nationwide \$2,500 in California	\$12,000 Nationwide \$4,300 in California	\$27,00 Nationwide \$12,000-\$30,000 in California
Available Degrees	Associate's Degree (AA)	◆Bachelor's Degree (BA/BS) ◆Masters Degree (MA/MS)	◆Bachelor's Degree (BA/BS) ◆Master's Degree (MA/MS) ◆Doctorate Degree (PhD) ◆Professional Degrees (medical, dental, law)	◆Bachelor's Degree (BA/BS) ◆Master's Degree (MA/MS) ◆Doctorate Degree (PhD) ◆Professional Degrees (medical, dental, law)
Years to complete	Usually 2 years	Usually 4 years	Usually 4 years	Usually 4 years
Financial Aid	Available!	Available!	Available!	Available!
Examples of Schools	Las Vegas Community College Santa Monica College	Florida State Cal. State Northridge	University of Nevada, Las Vegas UCLA	Duke University use

California College Choices

California's Public Colleges and Universities

California has a three-tiered system of state-financed universities and colleges. These are broken into the University of California, California State University, and Community College systems. Unique information about each system is charted below to help distinguish one from the other. In addition to these public systems, there are over seventy independent, or private, colleges.

University of California (UC) www.ucop.edu	California State University (CSU) www.csumentor.edu	Community Colleges (CC) www.cccco.edu
<ul style="list-style-type: none"> • Top 12.5% of high school graduates 	<ul style="list-style-type: none"> • Top 33% of high school graduates 	<ul style="list-style-type: none"> • Top 100% of high school graduates
<ul style="list-style-type: none"> • Background: The UC system combines the education of undergraduates with a strong emphasis on graduate programs and world-class research in the sciences and humanities. 	<ul style="list-style-type: none"> • Background: The CSU system offers undergraduate education leading to a bachelor's and graduate education leading to a master's with a limited number of doctoral degrees offered. 	<ul style="list-style-type: none"> • Background: Community Colleges offer a wide range of academic and vocational programs leading to an occupational certificate, a two-year associate of arts degree, or a transfer program.
<ul style="list-style-type: none"> • Students: Over 208,000 	<ul style="list-style-type: none"> • Students: Over 400,000 	<ul style="list-style-type: none"> • Students: Over 2,500,000
<ul style="list-style-type: none"> • Campuses: 10 	<ul style="list-style-type: none"> • Campuses: 23 	<ul style="list-style-type: none"> • Campuses: 110
<ul style="list-style-type: none"> • Costs: About \$6,800 in fees; an additional \$10,900 for room and board; \$1,500 for books and supplies 	<ul style="list-style-type: none"> • Costs: About \$3,137 in fees; an additional \$8,000 for room and board; \$1,250 for books and supplies 	<ul style="list-style-type: none"> • Costs: About \$660 for fees; \$1,250 for books and supplies. These estimates assume that a student lives at home
<ul style="list-style-type: none"> • Entrance Requirements: A prospective undergraduate must be in the academic top eighth of graduates statewide and have completed 15 required courses. 	<ul style="list-style-type: none"> • Entrance Requirements: A prospective undergraduate must be in the academic top third of graduates statewide and have completed 15 required courses. 	<ul style="list-style-type: none"> • Entrance Requirements: These colleges are open to anyone, including those without a high school diploma. Students can attend anywhere in the state.
<ul style="list-style-type: none"> • Campus Locations: Berkeley, Davis, Los Angeles, Irvine, Merced, Riverside, San Diego, Santa Barbara, Santa Cruz, and San Francisco 	<ul style="list-style-type: none"> • Campus Locations: Bakersfield, Chico, Channel Islands, Dominguez Hills, East Bay, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Maritime Academy, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San José, San Luis Obispo, San Marcos, Sonoma and Stanislaus campuses 	<ul style="list-style-type: none"> • Campus Locations: 56 in southern California and 53 in central and northern parts of the state

**Primary/Upper Grade – Colleges
Different Colleges/Universities Systems
and
Different Degrees**

Objective: Students will use the ‘Higher Education Opportunities’ spreadsheet to learn about Different Colleges/Universities systems and the different degrees that can be obtained at each type of college/university.

Time: 45-60 minutes

Materials: “Higher Education Opportunities” spreadsheet.

Action Steps:

1. Provide each student the ‘Higher Education Opportunities’ spreadsheet
2. Students start in their small group/table groups
3. Each member of the table group is assigned a different number, 1-4
4. All the “1s” then “Jigsaw” (gather together) to form college/university expert groups

Community or Junior College	State College	Public University (University of California)	Private or Independent College
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Each group will focus on one particular type of college/university; i.e. the 1s will focus on ‘Community or Junior’ college, 2s will focus on ‘State College’ and so on

5. While in their expert groups, they will write down information of their assigned college/university off of the spreadsheet; information can be written down in the form of a thinking map, list form, etc.
6. Each member will then return to their original table group and report the information gathered during their expert group breakout session

Higher Education Opportunities

	Community or Junior College	State College	Public University (University of California)	Private or Independent College
Number of Campuses	1157 Nationwide 107 in California	429 Nationwide 23 in California	More than 2500 Nationwide 10 in California	More than 645 Nationwide 77 in California
Cost	\$1,518 Nationwide \$432 in California	\$10,000 Nationwide \$2,500 in California	\$12,000 Nationwide \$4,300 in California	\$27,00 Nationwide \$12,000-\$30,000 in California
Available Degrees	Associate's Degree (AA)	◆Bachelor's Degree (BA/BS) ◆Masters Degree (MA/MS)	◆Bachelor's Degree (BA/BS) ◆Master's Degree (MA/MS) ◆Doctorate Degree (PhD) ◆Professional Degrees (medical, dental, law)	◆Bachelor's Degree (BA/BS) ◆Master's Degree (MA/MS) ◆Doctorate Degree (PhD) ◆Professional Degrees (medical, dental, law)
Years to complete	Usually 2 years	Usually 4 years	Usually 4 years	Usually 4 years
Financial Aid	Available!	Available!	Available!	Available!
Examples of Schools	Las Vegas Community College Santa Monica College	Florida State Cal. State Northridge	University of Nevada, Las Vegas UCLA	Duke University use

Upper Grade Lesson Plan –Types of Colleges Essential Questions

Objective: Before students can have the goal of picking and getting in to a college, they need to think about **Essential Questions** they should always take of consideration before deciding where to go.

Time: 30 minutes

Materials: EQ about colleges worksheet; pencils, pens

Action Steps:

1. Teacher Discussion: "Today, we're talking about your "Essential Questions" for college. These Essential Questions will be the basis for you to have in mind while you're thinking about college.
2. Hand out to each student the Essential Question Building worksheet.
3. Give students time to complete the worksheet independently - students may choose to work together if you think this is necessary.
4. When finished have students share in table groups.
5. You may then choose to use an overhead or whiteboard to record answers for the whole class.
6. While recording try to determine if there are any similarities and differences.
7. Ask students what they notice about what is recorded - to see if they see the similarities and differences.
8. Remind students that as you continue to work together through the remaining of the year you will be able to refer back to their questions to see if they can be answered.

Upper Grade Lesson Plan –Types of Colleges Using Resources to Develop College-knowledge

Objective: To have students understand that colleges and universities are ever-changing, and that they can use different resources to find out information about their interests. BUT that they HAVE to keep using them!

Additionally, the success (or failure) of any report (or study) can sometimes be directly linked to the quality of the resources or information used for research.

Time: 30 minutes

Materials: A copy of each type of resource, the "box" of college resources - the brochures, etc.

Action Steps:

1. Remind students of the importance of their essential questions or problem. Tell them to keep that in mind as they review resources.
2. Discuss the various types of resources:
 - **Books:** Be sure to check for more recent publication dates to insure up-to-date information.
 - **Newspapers and Magazines:** Many libraries carry past editions of newspapers on microfilm and many newspapers offer searchable databases online. Your librarian can also help you use indexes to magazine articles by topic in print and online.
 - **People:** Personal interviews are often overlooked as a source of information, yet can sometimes yield some of the best material for your report.
 - **The Internet:** Learn proper methods for searching and choose a search engine that is reputable. Carefully evaluate any information found online.
 - **Encyclopedias:** Print versions are sometimes dated. Look for CD versions or online versions of the printed counterparts- these are constantly updated and thus contain current information.
3. Ask students to think of at least three people who could be used as a good resource. Have students share that out loud with the class so that you have a "bank" of people to whom students can go for information about college or how to find out about college.
4. Have students look at one brochure "packet" for a college. Have students use the brochure to find "key facts" about the school - also have them look to see how "useful" the brochure is in terms of assisting them with information.

5. Have students ready to share out an "interesting" fact they learned from the brochure and have them rate the school brochure/packet with a "Thumbs up", "Thumbs flat (neutral)" and "Thumbs down" so future students can see how useful the information will be for them.

Name: _____ Room: _____

The College Brochure Hunt - How Useful is it as a Resource?

1. The college I researched is: _____

2. This school is located in (city and state):

3. This school has information about:

- Students who are at the school
- How much it costs to go there D What kinds of classes they have
- What other activities they have
- Places to live while at college
- The kinds of groups to join
- Other: _____

4. The school website is:

5. Something interesting I learned about this school is:

6. Overall, I would give this brochure/ packet of information a:

Thumbs Up, the information was very helpful

Thumbs neutral, the information was interesting, but not always useful

Thumbs down, the information was not useful

7.

- I would recommend this brochure
- I would not recommend this brochure

Upper Grade Lesson Plan – Types of Colleges
Research Paper
Choosing A Topic

Objective: Students will write a research paper

Time: Approximately an 1 hour - depending on student questions.

Materials: Essential Questions Worksheet, pencils, white board with markers
*Overhead if you choose to do an example of the beginning

Action Steps:

The process of a written research paper will be divided into easy to complete steps and by providing detailed information to help complete each step, this will make writing a paper a less intimidating task.

During the next few weeks, you'll scaffold the students through the process of creating a research paper. While the focus of the project is the creation of a research paper, the step-by-step instruction for completing the report focuses on the writing process.

1. Introduction of the Research Paper:

Begin the lesson with a discussion of research papers. Explain that a research paper is a piece of writing that reports facts, data, and other information on a specific topic. It's called a research paper because you research your subject before writing your paper.

2. Next, discuss the steps of the writing process and activities involved with each step.

3. The first part of the process is Pre-Writing. The pre-writing activities actually fall under four different headings. Take a moment to talk about each one:

- Choose a topic
- Locate Resources
- Take Notes
- **Organize and Outline**

4. Discussing Choosing a Topic:

Remind students that we have chosen researching colleges for this first research report. In the future, they'll have opportunities to select the general topic as well as the specific information. For this project we have selected the topic, but they'll work on the essential questions.

*Once you decide on a general topic, try to narrow it down or refine to a specific aspect of the general topic. **This can be considered the "Essential Question" for the Research Report.**

For example, instead of writing a paper on World War I, write a paper that covers Pearl Harbor. Once you've chosen a topic, state it in the form of a question or as a problem to be solved- this is sometimes referred to as the "essential question" For example, What was the result of Japan's attack on Pearl Harbor?

Today, finish the lesson by talking with students about their "Essential Questions" for college. These Essential Questions will be the basis for the research paper. Remind them that as they get older, Essential Questions will provide them opportunities to research ideas that interest them.

Hand out to each student the Essential Question Building worksheet they previously completed.

Upper Grade Lesson Plan – Types of Colleges Research Paper

Creating an Outline

Objective: Once students have had a chance to think about their essential questions, and have determined a place to resource, they have to determine the best way to research. This involves creating an outline. In this case, students have a general body of knowledge they will need to gather, so the outline will be fairly basic. In the future they can create and develop their own outline.

Time: Approximately 1 hour - depending on student questions.

Materials: Essential Questions Worksheet, pencils, white board with markers.
*Overhead if you choose to do an example of the beginning.

Action Steps:

1. Explain to students that they will have a chance to develop the outline that will allow them to gather information about college.
2. Pass out to students a basic outline and show them the parts they will fill in about college.
3. Do an example with the class. Demonstrate that they might have information that is missing from the brochure or the paperwork that they have. They may need to locate another resource. Explain and demonstrate that they can skip information as long as they note where they are missing information.
4. Give students a sample outline and pamphlet/brochure to practice with so they can prepare to do their own research.
5. When completed, students can move on to independent information.
You can remind them of the following (feel free to use or delete as needed):
 - Skim through your source before you start writing. As you read, you'll see that some information may not pertain to the focus of your paper. Use bookmarks or sticky notes to mark pages you want to read more carefully and take notes on.
 - Start a detailed Source Sheet that lists each resource you use as you take notes. This will come in handy when it's time to name your sources.
 - Assign each source a code or abbreviation. This will keep you from having to write out the entire name on every note or note card.
 - Use the same type of note card or paper for each note you take.
 - Always identify the source of the information and page number at the top of your note card or paper- use the code for each source if possible.
 - Be sure to include the page number(s) where you located the information. This makes it easier to go back and recheck or get additional information.
 - Only write on one side of the note card or paper. This will help when it comes time to organize and write your outline.

- Only write a small amount of information on each card. Keep your notes concise and to the point.
- Use your own words. It's illegal to plagiarize.
- If you must use the author's words, limit the number of direct quotations you use.
- Write neatly. You don't want to waste time later trying to decipher your own scribbles.
- Don't take notes on information that doesn't pertain to your topic. It's easy to get carried away and end up with lots of information you can't use.

College Outline

I. Location

- i. State:
- ii. City:
- iii. Type of College: Urban (in the middle of a large city)
Suburban (outside of a city) Rural (Far away from a city)
- iv. Distance from home:
- v. Ways to get to the school:

II. Factual Information

- i. Type of School: Community (2-year college) Public State (4-year college) Public University
(4-year college) Private/Independent (4-year) Vocational School
- ii. Student numbers (size) _____
- iii. Student to professor ratio (how many students are usually in one class?) ____
- iv. Large university or a small college? _____

III. Academics

- i. Majors offered:
- ii. Average length of time to graduate:
- iii. Support Services: _____

IV. Extracurricular Activities

- i. Activities you can do on campus:
- ii. Sports Activities:
- iii. Clubs or groups:

Primary – Upper Grade Admission Requirements Activities

Objective: Participating in the following activities students will learn about the importance of study skills, academic success, school wide commitment to success and how these school components ultimately lead to college/university admittance.

Time: Activities can range from 20-60 minutes in length.

Activities/Action Steps: Activities listed below can be done in any order as well as modified by teachers to meet the needs of their individual students.

- Focus on Graduation

Have students contribute to a classroom bulletin board that focuses on graduation. Students might bring a graduation photograph or picture of a family member or friend to display. Images may include graduation from pre-school or kindergarten, high school, college, or training programs. Students may list words, write sentences or write a paragraph explaining why graduations are so important.

- Graduation Pictures

Use a large piece of cardboard or poster paper to create an adult-sized drawing of a college graduate in a cap and gown holding a diploma. The drawings can be modified to indicate the name of specific colleges or universities. Cut out a hole where the face would go. Have each student stand behind the drawing so only his/her face shows. Then take a "graduation picture" of each student. Students may list words or write a paragraph describing how they or their family will feel on their graduation day.

**Primary – Upper Grade
Admission Requirements
Types of Colleges**

Objective: Participating in the following activities students will learn about the importance of study skills, academic success, school wide commitment to success and how these school components ultimately lead to college/university admittance.

Time: Activities can range from 20-60 minutes in length.

Activities/Action Steps: Activities listed below can be done in any order as well as modified by teachers to meet the needs of their individual students.

- College Tours

Use a computer with internet access and an LCD projector to give students a virtual tour of colleges or universities. Use a search engine to locate the website for the college or university. Select two-year and four-year, public and private institutions. Also select schools in different parts of the state or country. Have students create a T-chart in which they list information about the college or university on the left column and write reflections, questions, or observations in the column on the right.

- College Comparisons

Use a computer with internet access and an LCD projector to give students a virtual tour of colleges or universities. Use a search engine to locate the website for the college or university. Select two-year and four-year or public and private institutions. Select schools in different parts of the state or country. Tell students to create a Venn diagram to compare and contrast the institutions.

- Careers/Colleges Web (or Cluster)

Place students into pairs or groups of three. Allow each group to select a letter from the alphabet. Challenge students to create a web (or cluster) of careers or colleges that begin with the selected letters.

- Focus on Careers

Have students cut pictures from magazines of people in different occupations. Ask students to select a career they would be interested in pursuing from the assortment of magazine pictures. Use a digital camera to take a picture of each student. Have students superimpose their face over the face in the magazine picture. Have students write sentences or a paragraph explaining why they selected that particular occupation or explaining how that occupation contributes to the community.

- Alphabetical Careers or Colleges

Place students into pairs or groups of three. Have students make a list of careers and/or colleges beginning with the letter "A" through "Z."

- College Geography

Give pairs of students an outline map of the United States and a high school or college dictionary. Tell students to use the list of colleges and universities found in the appendix of the dictionary to find at least one college or university for each state. Challenge upper grade students to list institutions other than state colleges and universities.

- Book Mark Art Project

Provide students with construction paper, magazines, glue, scissors, markers or crayons. Have each student create a bookmark highlighting a college or career. The bookmarks may be displayed on a bulletin board or used for the classroom library.

- Getting There

Ask students to use a map of the city to plot out the route to three colleges or university in the area.

- College Search

Inform students that there is a college that will support almost every interest or career goal that a student has. Encourage individual students or pairs of students to use a computer in the classroom, library or computer lab to identify two colleges that might be of interest based on career goals, favorite subjects, geography, class size, etc.

Websites:

www.collegeboard.com

www.collegebound.net

www.collegeview.com

www.embark.com

**Primary – Upper Grade
Admission Requirements
Skills Needed**

Objective: Participating in the following activities students will learn about the importance of study skills, academic success, school wide commitment to success and how these school components ultimately lead to college/university admittance.

Time: Activities can range from 20-60 minutes in length.

Activities/Action Steps: Activities listed below can be done in any order as well as modified by teachers to meet the needs of their individual students.

- College-Ready Attributes and Activities

Explain to students that the good habits and self-discipline needed for success in college and in careers develop early in life. Tell students to brainstorm a list of personal attributes and activities that could help someone become college-ready.

Example: Makes list of things to do
Follows directions
Reads every day

- Door Decorating Contest

Ask grade level members to decorate classroom doors to focus on what elementary school students must do to prepare for college. Doors may be judged for originality, amount of information provided, visual appeal, impact or other criteria. Door designs and student designers may be acknowledged in a display case or centrally-located bulletin board.

**Primary – Upper Grade
Admission Requirements
Right Classes**

Objective: Participating in the following activities students will learn about the importance of study skills, academic success, school wide commitment to success and how these school components ultimately lead to college/university admittance.

Time: Activities can range from 20-60 minutes in length.

Activities/Action Steps: Activities listed below can be done in any order as well as modified by teachers to meet the needs of their individual students.

- Focus on the Future

Tell students to select a career that they might want to pursue in the future. On an 8 1/2" X 11" sheet of paper, students are to a) draw a portrait of himself/herself in that career, b) list the school subjects needed to excel in that career, and c) list the specialized skills and abilities needed for the career.

- Help Wanted Ads

Remind upper grade students that each semester they actively participate in school's program provides information and experiences the students will need for their future. Ask pairs of students to search through the classified section to find an ad that lists the job title, qualifications, and salary for a specific job. Have the students tape the ad to a sheet of paper and then list "what I will need to know and be able to do" to fully qualify for the position. Students may include personal qualities, academic knowledge, skills and abilities.

- Time Log

Explain to students that the good habits and self-discipline needed for success in college and in life develop early in life. Ask students to record how they actually spent their time during any designated three days in College Month. Students are to:

- a. Make a check in the College/Career column if their activity can prepare them for college/career.
- b. Share how they spent their time with a partner or small group.

Dates	May, 2012		May, 2012		May, 2012	
Time	How I spent my time	College/ Career	How I spent my time	College/ Career?	How I spent my time	College/ Career?
4:00 pm						
4:30 pm						
5:00 pm						
5:30 pm						
6:00 pm						
6:30 pm						
7:00 pm						
7:30 pm						
8:00 pm						
8:30 pm						
9:00 pm						

Application for Admission

I'm Going to College

APPLICATION FOR
ADMISSION

Name: _____

Street: _____ Apt: _____

City/State/Zip: _____

Telephone Number: _____

A visit to college is very important now, because one day I'm going to college.

I am a student at _____ School in the city of _____. Even though I am in
the _____ grade, I want to go to college someday. This will be after I graduate from high school in
_____. To be admitted into college, I need to stay in school and have good _____.

Good _____ are also important, and by doing my _____ I can do my best in class.

_____ and _____ are important subjects and will help
me do well in college. I am applying for admission to
for a day. This will help me to see what college is like.

I want to go to college
because:

1 _____

2 _____

3 _____

Student's
Date

Signature

Calculate Your Grade Point Average (GPA)

Objective: Students will learn how to calculate their GPA; students will understand that their GPA plays a vital role in college admittance.

Time: 45-60 minutes.

Materials: “How to Calculate Your Grade Point Average (GPA)” information and Example Student Transcript

Action Steps:

1. Use the attached Example Student Transcript to introduce the concept of calculating GPA
2. Provide each student/partner group or project whole class a copy of the Example Student Transcript
3. As a class, discuss the example student’s grades
4. Using the formula below calculate the example student’s GPA
5. As a culminating activity or a day after, provide each student with their grades from the previous trimester report card
6. Students can then use the How to Calculate Your Grade Point Average (GPA) formula to calculate their own GPA

How to Calculate Your Grade Point Average (GPA)

Your grade point average (GPA) is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted. Your grade point average may range from 0.0 to a 4.0.

For example:

A = 4.00 grade points
A- = 3.70 grade points
B = 3.00 grade points
B+ = 3.33 grade points
B- = 2.70 grade points
C = 2.00 grade points
C+ = 2.30 grade points
C- = 1.70 grade points
D = 1.00 grade points
D+ = 1.30 grade points
D- = 0.70 grade points

WF/F=0 grade points

P/NP (Pass/No Pass) courses are not factored in the student's GPA

I (Incompletes) and W (Withdrawals) do not receive grade points and do not have an effect on the GPA

Example Student Transcript			
Course	Credit Hours	Grade	Grade Points
Biology	3	A	12
Biology Lab	1	B	3
English 101	3	C	6
Mathematics	3	F	0
10 Total Credit Hours Attempted			21 Total Grade Points

To get the example student's GPA, the total grade points are divided by the total credit hours attempted.

Total Grade Points		21	
	<u>divided by</u>		= 2.10
Total Credit Hours Attempted		10	

You can total your current semester courses and credits with our online GPA Calculator (above).

To calculate your cumulative G.P.A., total the credit hours and then the grade points from all semesters. Divide the total grade points by the total credit hours.

If you want to raise your GPA, an additional calculator helps you determine how many credit hours and what grade average you will need to raise your current GPA.

Section D (Demographic Information)

To conform with the new guidelines of the U.S. Federal Office of Management and Budget (<http://www.whitehouse.gov/omb>), the California State University must collect from applicants detailed information about their ethnic and racial backgrounds.

If you select "Yes" in Question 21a, a response to Question 21b is required. Please do not select more than one response in Question 21b as only ONE response is allowed. If you have selected "No" or "Decline to State," do not answer Question 21b.

Ethnicity

21a. In regard to your ethnicity, do you consider yourself Hispanic or Latino? Yes No Decline to State
 (If "No" or "Decline to State," please go to Question 22.)

21b. If you indicated Yes on Question 21a (above), please select the ONE category below that best describes your background.

(Do not select more than one.)

- | | |
|---|---|
| <input type="checkbox"/> Argentinean | <input type="checkbox"/> Panamanian |
| <input type="checkbox"/> Bolivian | <input type="checkbox"/> Paraguayan |
| <input type="checkbox"/> Chilean | <input type="checkbox"/> Peruvian |
| <input type="checkbox"/> Colombian | <input type="checkbox"/> Puerto Rican |
| <input type="checkbox"/> Costa Rican | <input type="checkbox"/> Salvadorian |
| <input type="checkbox"/> Cuban | <input type="checkbox"/> Spaniard |
| <input type="checkbox"/> Dominican (Republic) | <input type="checkbox"/> Uruguayan |
| <input type="checkbox"/> Ecuadorian | <input type="checkbox"/> Venezuelan |
| <input type="checkbox"/> Guatemalan | <input type="checkbox"/> Other Central American |
| <input type="checkbox"/> Honduran | <input type="checkbox"/> Other South American |
| <input type="checkbox"/> Mexican | <input type="checkbox"/> Other Hispanic or Latino _____ |
| <input type="checkbox"/> Nicaraguan | <i>Please specify</i> |

22. Race

(All undergraduate applicants must respond to Question 22.)

The U.S. Census identifies the following races: White, Black or African American, American Indian or Alaska Native, Asian, and Native Hawaiian or Pacific Islander. These racial categories, as well as many sub-categories, are listed below. Mark one or as many race categories as are appropriate to you. Please mark only one sub-category for each race category that you select. If you select "Decline to State," then you cannot choose any other boxes.

WHITE

(Please select the ONE sub-category that best describes your background.)

- European
- Middle Easterner
- North African
- Other White _____
- Please specify*

BLACK or AFRICAN AMERICAN

(Please select the ONE sub-category that best describes your background.)

- African American
- Black
- Haitian
- Other African/Black _____
- Please specify*

AMERICAN INDIAN or ALASKA NATIVE

(Please select the ONE sub-category that best describes your background.)

- Achomawi/Achumawi
- Cahto (e.g., Cahto Indian Tribe of the Laytonville)
- Cahuilla (e.g., Agua Caliente Band of Cahuilla Indians)
- Chemehuevi (e.g., Chemehuevi Indian Tribe of the Chemehuevi Reservation, California)
- Chumash (e.g., Santa Ynez Band of Chumash Mission)
- Costanoan/Ohlone
- Cupeno (e.g., Los Coyotes Band of Cahuilla & Cupeno)
- Gabrielino/Tongva
- Hupa/Hoopa (e.g., Hoopa Valley Tribe, California)
- Karuk (e.g., Karuk Tribe of California)
- Kumeyaay (e.g., Ewiiapaayp Band of Kumeyaay)
- Luiseno (e.g., La Jolla Band of Luiseno Mission)
- Maidu (e.g., Enterprise Rancheria of Maidu Indians)
- Miwok (e.g., Lone Band of Miwok Indians)
- Mojave (e.g., Fort Mojave Indian Tribe of Arizona)
- Ohlone
- Paiute (e.g., Fort Independence Indian Community of Paiute Indians of the Fort)
- Pomo (e.g., Coyote Valley Band of Pomo Indians)
- Quechan (e.g., Quechan Tribe of the Fort Yuma Indians)
- Serrano (e.g., San Manuel Band of Serrano Mission)
- Shoshone (e.g., Paiute-Shoshone Indians of the Bishop Community of the Bishop Colony)
- Tolowa
- Wappo
- Washoe
- Western Mono (e.g., Big Sandy Rancheria of Mono Indians)
- Wintun (e.g., Cachil DeHe Band of Wintun Indians of the Colusa Indian Community)
- Wiyot (e.g., Wiyot Tribe, California/formerly the Table Bluff Reservation - Wiyot Tribe)
- Yokuts
- Yuki
- Yurok (e.g., Yurok Tribe of the Yurok Reservation)
- Latin American Indian

Other American Indian Tribes _____
Please specify

Other Alaska Native Tribes _____
Please specify

■ Your Name: _____

ASIAN

(Please select the ONE sub-category that best describes your background.)

- | | | |
|---|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> Asian Indian | <input type="checkbox"/> Indo Chinese | <input type="checkbox"/> Nepalese |
| <input type="checkbox"/> Bangladeshi | <input type="checkbox"/> Indonesian | <input type="checkbox"/> Okinawan |
| <input type="checkbox"/> Bhutanese | <input type="checkbox"/> Iwo Jiman | <input type="checkbox"/> Pakistani |
| <input type="checkbox"/> Burmese | <input type="checkbox"/> Japanese | <input type="checkbox"/> Singaporean |
| <input type="checkbox"/> Cambodian | <input type="checkbox"/> Korean | <input type="checkbox"/> Sri Lankan |
| <input type="checkbox"/> Chinese (except Taiwanese) | <input type="checkbox"/> Laotian | <input type="checkbox"/> Taiwanese |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Malaysian | <input type="checkbox"/> Thai |
| <input type="checkbox"/> Hmong | <input type="checkbox"/> Maldivian | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Other Asian _____ | | |

Please specify

NATIVE HAWAIIAN or OTHER PACIFIC ISLANDER

(Please select the ONE sub-category that best describes your background.)

- | | |
|--|---|
| <input type="checkbox"/> Carolinian | <input type="checkbox"/> Saipanese |
| <input type="checkbox"/> Chuukese | <input type="checkbox"/> Samoan |
| <input type="checkbox"/> Fijian | <input type="checkbox"/> Solomon Islander |
| <input type="checkbox"/> Guamanian or Chomorro | <input type="checkbox"/> Tahitian |
| <input type="checkbox"/> I-Kiribati | <input type="checkbox"/> Tokelauan |
| <input type="checkbox"/> Kosraean | <input type="checkbox"/> Tongan |
| <input type="checkbox"/> Mariana Islander | <input type="checkbox"/> Yapese |
| <input type="checkbox"/> Marshallese | <input type="checkbox"/> Other Melanesian |
| <input type="checkbox"/> Native Hawaiian | <input type="checkbox"/> Other Micronesian |
| <input type="checkbox"/> Ni-Vanuatu | <input type="checkbox"/> Other Polynesian |
| <input type="checkbox"/> Palauan | <input type="checkbox"/> Other Pacific Islander _____ |
| <input type="checkbox"/> Papua New Guinean | |
| <input type="checkbox"/> Pohnpeian | |

Please specify

DECLINE TO STATE

23. If the California State University is asked to report only ONE summary race/ethnicity description for you, please choose the ONE category below that you want us to report.

(All undergraduate applicants must respond to Question 23. Please check only ONE box.)

- | | |
|---|--|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Native Hawaiian or Other Pacific Islander |
| <input type="checkbox"/> Asian | <input type="checkbox"/> White |
| <input type="checkbox"/> Black or African American | <input type="checkbox"/> Two or more races/ethnicities |
| <input type="checkbox"/> Hispanic or Latino | <input type="checkbox"/> Decline to State |

Section E (Military Information)

24. **Have you ever been on active duty in the U.S. military service?** Please enter a "Y" if Yes or "N" if No in box.
25. **Are you a dependent of a U.S. active-duty servicemember?** Please enter a "Y" if Yes or "N" if No in box.

Section F (Family Education, Income, and Size Information)

(Items 26 and 27 are required of applicants seeking admission to Educational Opportunity Program and/or an application fee waiver.)

26. **Total Annual Family Income and Family Size** (optional). Under federal regulations, you are considered a dependent student if you are under 24 years unless you are a graduate student, are married or have dependents other than a spouse, are a foster youth, orphan, or ward of the court, or are a veteran or active duty member of the U.S. armed services.

If dependent, estimate parents' 2011 total annual income and enter in box; and indicate family size including your parents, yourself, and other dependents. **If independent**, estimate the total annual income for you (and your spouse if married) and enter in box; and indicate your family size including yourself, spouse, and other dependents.

Dependent Students Only: Estimated 2011 Total Annual Family Income (Enter in box.) \$ Family Size

Independent Students Only: Estimated 2011 Total Annual Income (Enter in box.) \$ Family Size
 Number of dependent children living with you in 2011.

27. **What are your parents' highest levels of formal education?** (optional)

Enter code in box for: Mother and Father

- | | | | |
|----------------------|--------------------------|-----------------------------|------------------|
| 1 – No High School | 3 – High School Graduate | 5 – 2-Year College Graduate | 7 – Postgraduate |
| 2 – Some High School | 4 – Some College | 6 – 4-Year College Graduate | |

Section G (Degree Objective/Teacher Credential Information)

28. **What is your degree objective?** Enter code in box:
 0 – None 2 – BA 3 – BS 4 – Other bachelor's (BM, BFA, etc.) 9 – Other (specify)

29a. **Name of Intended Major** _____ **Major Code**
 (See majors matrix)
 Emphasis/Concentration (if any) _____

29b. **Alternative Major** (optional) _____ **Alternative Major Code**

30. **Total college transferable semester units you will have completed at time entry/re-entry in CSU.**

Enter appropriate code in box: *(Include units in progress and planned)*

- | | |
|---|---|
| 0 – No units completed later than the summer following high school graduation | 4 – 90 or more semester units |
| 1 – Fewer than 30 semester units | 5 – Have bachelor's degree or equivalent |
| 2 – 30-59.5 semester units | <i>(Semester units = Quarter units x 2/3)</i> |
| 3 – 60-89.5 semester units | |

Section I (Test Information/Requirements)

35. **SAT or ACT Scores.** If you will not be a college junior at the time of your CSU enrollment, enter test scores and date(s) you will take or have taken the test.

If taken prior to March 2005

ACT
E M R S Composite

Date

SAT
Verbal Mathematics Total

Date

If taken March 2005 or later

ACT
E M R S Composite

ACT Writing Score

Date

SAT
Critical Reading Mathematics Total

SAT Writing Score

Date

(CSU campuses will not use the SAT or ACT writing scores for admission purposes.)

36a. **Test of English as a Foreign Language (TOEFL)** is required of all applicants who have not studied in English-speaking institutions for at least three (3) years.

TOEFL Score
(w/essay) (paper form)

Date

TOEFL Score
(iBT/online taken after September 2005)

Date

36b. International English Language Testing System (IELTS) *(Some campuses/programs accept only TOEFL results.)*

IELTS Score .

Date

36c. Pearsons Test of English (PTE) *(Some campuses/programs accept only TOEFL results.)*

PTE Score

Date

Section J (EOP Information)

37. Do you wish to **apply** through the **Educational Opportunity Program (EOP)**? Yes No

38. If you are **currently enrolled** in any **EOP or EOP&S program**, list campus:

_____ *EOP CSU* _____ *EOP&S Community College*

(Section F, Items 26 and 27, are required of applicants seeking admission to Educational Opportunity Program.)

Section K (High School Preparation) *[If you are a junior level transfer student, please go to Section L.]*

39. **High School Preparation** *(all first-time freshman applicants and all applicants with fewer than 60 transferable semester units):*

Enter all college preparatory courses in the appropriate section. College prep courses must be on the UC-approved course list. For completed courses, enter the grade earned; if in progress, enter "I" instead of grade. List only courses that can be verified by your final transcript. List college preparatory elective courses in applicable subject area. If you are listing courses taken at a community college or at a high school other than the one you will graduate from, please write its name next to those courses.

College Preparatory Subjects	Grade Level Taken	Title of Course Completed, in Progress, or Planned	Semester/Term/Summer Grade				
			Fall	Spring	Summer		
a. SOCIAL SCIENCE – 2 YEARS One year of U.S. history or U.S. history and American government, and one year of social science.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Total Social Science	<input type="text"/>
b. ENGLISH – 4 YEARS Composition and literature designated as college preparatory.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Total English	<input type="text"/>
c. MATHEMATICS – 3 YEARS Algebra I, geometry, algebra II, integrated math, and advanced mathematics. Courses taken in 7th and 8th grades may be considered.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Total Mathematics	<input type="text"/>
d. LABORATORY SCIENCE – 2 YEARS WITH LABORATORY. At least one biological science and one physical science.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Total Laboratory Science	<input type="text"/>
e. LANGUAGE OTHER THAN ENGLISH – 2 YEARS IN THE SAME LANGUAGE. Subject to waiver for applicants demonstrating equivalent competence. College prep language courses taken in 7th and 8th grade may be included.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Total Foreign Language	<input type="text"/>
f. VISUAL AND PERFORMING ARTS – 1 YEARLONG COURSE. Art, dance, theater/drama, music. At least one year must be in the same discipline, e.g., music, drama, etc.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Total Visual/Performing Arts	<input type="text"/>
g. ADDITIONAL ELECTIVE COURSES Courses not listed above (but are included on UC "a-g" list under "g").	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Total College Preparatory Electives	<input type="text"/>

Your Name: _____ Application for Undergraduate Admission

40. High School GPA for all approved college prep "a-g" courses taken in 10th, 11th and 12th grades: GPA .

GPA = $\frac{\text{Total Grade Points}}{\text{Total Units}}$ A=4, B=3, C=2, D=1, F=0

(Up to a maximum of 8 extra points for UC-approved honors courses taken in the last two years of high school including up to 2 honors courses taken in the 10th grade.)

COURSE WORK OTHER THAN "A-G"
If applicable, please list courses other than "a-g" courses that demonstrate a particular focus or interest of yours (i.e., career-technical education courses or language immersion courses).

Section L (Transfer Information) [Applicants for Transfer Admission]

41. GPA for all transferable undergraduate college work: .

42. Are you eligible to re-enroll at all institutions previously attended? Yes No

If "No," attach an explanation and name any institution that you are ineligible to re-enter.

43. Do you have an RN (registered nurse) license? Yes No

(If you are currently studying for and expect to earn the RN before enrolling at CSU, please answer "Yes" to this questions and list your license number as "0".)

If yes and a registered nurse, please provide RN License Number _____

For California Community College Students Only

44. If you are presently enrolled in a special 60 units Associate of Arts or Associate of Science Transfer degree (AA-T or AS-T) at your California Community College, please indicate which degree programs you are pursuing: _____

What is your major for this AA-T or AS-T degree? _____

From which California Community College will you receive this AA-T or AS-T degree?

California Community College	Start Date of Attendance	End Date of Attendance	Anticipated or Completed Degree Date	Total Number of Units Completed	Semester or Quarter
ANY COLLEGE CALIFORNIA	MM / YYYY	MM / YYYY	MM / YYYY	00	

45. Have you participated in a transfer guarantee or dual admission program involving your community college and a CSU?

Yes No

Which Community College? _____

Which CSU Campus? _____

Which Major? _____

46. **For Transfers** (Please list courses completed or in progress that meet the CSU General Education requirements in Oral Communication, Written Communication, Critical Thinking, and Mathematics/Quantitative Reasoning. California Community Colleges usually designate General Education requirements as A1 Oral Communication, A2 Written Communication, A3 Critical Thinking, and B4 Mathematics/Quantitative Reasoning or IGETC 1a, 1b, 1c, and 2. This self-reported information will be verified. Failure to complete GE coursework with minimum C grades will jeopardize offers of admission.)

Subjects	Institution	Term (FA/WT/SP/SU)	Department Course Number and Title	Unit	Grade*
Oral Communication		Y Y Y Y			
Written Communication		Y Y Y Y			
Critical Thinking		Y Y Y Y			
Math/Quantitative Reasoning		Y Y Y Y			

* If in progress or planned, enter "I".

Section M (Miscellaneous Information)

47. **Have you earned college credits through the programs listed below?** If so, please mark the appropriate box(es) and make sure to send official documentation to the campus(es) office of admission.

Advanced Placement (AP) International Baccalaureate (IB) College Level Examination Program (CLEP)

Air Force Credit Army Credit Coast Guard Credit

Marines Credit National Guard Credit Navy Credit

48. **Subject to application and availability**--If you plan to live in **Campus housing**, enter a **Y** in box.

49. Do you have the **interest** and **ability** to participate in **NCAA-sanctioned intercollegiate athletics competition?**

Yes No _____ *[If you answered "yes," please contact the campus Department of Athletics to register your interest in a sport(s).]*
(optional) *Sport*

Upper Grade Cost (Dream Act Application)

2012 - 2013

California Dream
Application

Worksheet for the California Dream Act Application www.CalDreamAct.org



Do Not Mail this Worksheet

The California Dream Act Application is the financial aid application for AB 540 eligible students. Complete this worksheet before completing the Dream Act Application to make sure you have all of the information you will need to complete the Dream Act Application. Complete application instructions and the Dream Act Application are online at www.caldreamact.org.

The California Dream Act Application can only be completed by students who meet the following qualifications:

- Students who cannot file the Free Application for Federal Student Aid (FAFSA), and
- Students who attended at least three full years in a California public or private high school, and
- Students who graduated from a California high school or attained the equivalent prior to the start of the college term, for example a High School Equivalency Certificate from the California GED Office or Certificate of Proficiency resulting from the California High School Proficiency Exam (CHSPE), and
- Students who, if they are without lawful immigration status, have or will file an affidavit with the college or university they are attending stating that they have filed an application to legalize their immigration status, or will file an application as soon as they are eligible to do so. This affidavit is filed with the college they attend.

If you meet these requirements, use this worksheet as a guide on how to answer the questions when you fill out the Dream Application. The Dream Act Application is online at www.caldreamact.org. The California Student Aid Commission processes the Dream Act Application. Any financial aid received can only be used at eligible California institutions.

Assembly Bill (AB) 540 was passed in 2001 to allow non-resident students in California to pay resident fees at California's public colleges and universities. In October 2011, AB131 was signed into law and allows students eligible for AB540 to also apply for state financial aid like the University of California Grants, State University Grants and Board of Governor's fee waivers for the 2012-13 school year and Cal Grants for the 2013-14 school year. Students must verify with their college on the financial aid filing requirements at that college.

The Dream Act Application is not an application for federal financial aid. Students eligible to file the Free Application for Federal Student Aid (FAFSA) must file the FAFSA on-line at www.fafsa.gov. Students should not complete both applications.

Need Help?

For help with getting answers for this worksheet, go to www.caldreamact.org or call 888-224-7268, 10:00 am to 4:45 pm.
Monday through Friday

Applying by the Deadlines

Submit your Dream Act Application as early as possible. For the 2012-13 school year we must receive your application no later than June 30, 2013. Your college must have your correct, complete Dream Act Application by their deadline. Check with your college to determine their application deadlines and filing requirements.

You may also need to complete additional forms. Check with your high school guidance counselor or a financial aid administrator at your college about state and college sources of student aid. If you are filing close to one of these deadlines, we recommend you file online at www.caldreamact.org. This is the fastest and easiest way to apply for aid.

Using Your Tax Return

If you (or your parents) will file a 2011 income tax return with the Internal Revenue Service (IRS), we recommend that you complete it before filling out the Dream Act Application. If you have not completed your return yet, you can still submit your Dream Act Application now using estimated tax information and then correct that information after you file your return. Do not miss any of your colleges' deadlines. If you or your parents will file an income tax return, you will need the tax returns and/or W-2 forms to complete the Dream Act Application.

Filling out the Dream Application

If you or your family have unusual circumstances that might affect your financial situation, such as loss of employment, complete this form to the extent you can. Then, submit it as instructed and consult with the financial aid office at the college you plan to attend.

After you complete this worksheet, go online to www.caldreamact.org and complete the Dream Act Application. **Do not mail this worksheet.** After your application is processed, you will be able to see your responses at www.caldreamact.org. If you would like to make changes to your Dream Act Application, log-in at www.caldreamact.org.



SECTION 1 - STUDENT INFORMATION

Do not mail this worksheet. Use it only to collect information before filing the Dream Act Application online at www.caldreamact.org. You can add up to ten colleges on the online Dream Act Application. The colleges you list will automatically receive the information from your processed Dream Act Application. The Dream Act Application is only for colleges located in California.

Student's Last Name **First Name** **Middle Initial**
Your full name (exactly as it appears on school records) If your name has a suffix, such as Jr. or III, include a space between your last name and suffix.

Student Citizenship Status
Check one of the following:

<input type="radio"/> I am a U.S. citizen (U.S. national) <input type="radio"/> I am not a citizen or eligible noncitizen.	Alien Registration Number (if you have one) A <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>										
<input type="radio"/> I am an eligible noncitizen. (Read Below)											

You are an eligible noncitizen if you are:
 (1) a permanent U.S. resident with a Permanent Resident Card (I-551)
 (2) a conditional permanent resident with a Conditional Green Card (I-551C)
 (3) the holder of an Arrival-Departure Record (I-94) from the Department of Homeland Security showing any one of the following designations: "Refugee," "Asylum Granted," "Parolee" (I-94 confirms that you were paroled for a minimum of one year and status has not expired), T-Visa holder (T-1, T-2, T-3, etc.) or "Cuban-Haitian Entrant"
 (4) the holder of a valid certification or eligibility letter from the Department of Health and Human Services showing a designation of "Victim of human trafficking." You are also considered an eligible noncitizen if you are a person who is considered a Battered Immigrant-Qualified Alien.

Student marital status Check one of the following:
 Single I am separated I am married/remarried I am divorced or widowed

Are you male or female? MALE FEMALE
 Most males must register with the Selective Service System to receive state and federal financial aid. If you are not registered, visit the Selective Service System at www.sss.gov to find out if you need to register.

Some financial aid is offered based on the level of schooling your parents completed.
 Highest school your father completed: Middle school/Jr. high High school College or beyond Other/unknown
 Highest school your mother completed: Middle school/Jr. high High school College or beyond Other/unknown

Section 2: DEPENDENCY STATUS check any that apply to you.

<input type="checkbox"/> I was born before January 1, 1989	<input type="checkbox"/> I am married	<input type="checkbox"/> I will be working on a master's or doctorate program (e.g. MA, MBA, MD, JD, PhD, EdD, graduate certificate)
<input type="checkbox"/> I am serving on active duty in the U.S. Armed Forces	<input type="checkbox"/> I am a veteran of the U.S. Armed Forces	<input type="checkbox"/> I have children and I provide more than half of their support
<input type="checkbox"/> Both of my parents are deceased	<input type="checkbox"/> I was in foster care at any time since turning age 13	<input type="checkbox"/> I have dependents (other than children or my spouse) who live with me and I provide more than half of their support
<input type="checkbox"/> I was a dependent or ward of the court at any time since turning age 13	<input type="checkbox"/> I am currently or I was an emancipated minor	<input type="checkbox"/> I am currently or I was in legal guardianship
		<input type="checkbox"/> I am homeless or I am at risk of being homeless

Section 3 - PARENT INFORMATION

Who is considered a parent? "Parent" refers to a biological or adoptive parent. Grandparents, foster parents, legal guardians, siblings, and uncles or aunts are not considered parents on this form unless they have legally adopted you. In case of divorce or separation, give information about the parent you lived with most in the last 12 months. If you did not live with one parent more than the other, give information about the parent who provided you the most financial support during the last 12 months or during the most recent year you received support. If your divorced or widowed parent has remarried, also provide information about your stepparent.

<p>Providing your father's information? You will need: Father's/Stepfather's Social Security Number (if he has one) Father's/Stepfather's name Father's/Stepfather's date of birth <input type="checkbox"/> Check here if your father/stepfather is a dislocated worker</p>	<p>Providing your mother's information? You will need: Mother's/Stepmother's Social Security Number (if she has one) Mother's/Stepmother's name Mother's/Stepmother's date of birth <input type="checkbox"/> Check here if your mother/stepmother is a dislocated worker</p>
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Did your parents file or will they file a 2011 income tax return?

My parents have already completed a tax return
 My parents will file, but have not yet completed a tax return
 My parents are not going to file an income tax return

If your parents will file a 2011 income tax return, they will need their tax returns and/or W-2 forms to complete the Dream Application.
 If your parents will not be filing an income tax return, they will total the wages they have been paid for the 2011 year.

What was your parents' adjusted gross income for 2011?
 Skip this question if your parents did not file taxes. Adjusted gross income is on IRS Form 1040—Line 37; 1040A—line 21; or 1040EZ—line 4.

\$

The following questions ask about earnings (wages, salaries, tips, etc.) in 2011. Answer whether or not a tax return was filed. This information may be on the W-2 forms, or your parents may have to total the wages they have been paid for the year.

How much did your father/stepfather earn from working in 2011? \$

How much did your mother/stepmother earn from working in 2011? \$

Parents Asset Questions:

- As of the date you complete the Dream Application, what is your parents' total current balance of cash, savings and checking accounts? \$
- As of the date you complete the Dream Application, what is the net worth of your parents' investments, including real estate? Don't include the home in which your parents live. Net worth means current value minus debt. \$
- As of the date you complete the Dream Application, what is the net worth of your parents' current businesses and/or investment farms? Don't include farms or family businesses with 100 or fewer full-time or full-time equivalent employees. \$

In 2010 or 2011, did anyone in your parents' household receive: (Check all that apply.)

Supplemental Security Income (SSI) Temporary Assistance for Needy Families or TANF. (CalWorks in California)
 Food Stamps Special Supplemental Nutrition Program for Women, Infants and Children (WIC)
 Free or Reduced Price School Lunch

Note: Supplemental Nutrition Assistance Program (SNAP) is the new name for Food Stamps. SNAP, Food Stamps and/or TANF, which is called CalWorks in California.

Did your parents have any of the following items in 2011?
 Check all that apply. Once online, you may be asked to report amounts paid or received by your parents.

<p>Additional Financial Information</p> <p> <input type="checkbox"/> American Opportunity, Hope or Lifetime Learning tax credits <input type="checkbox"/> Child support paid <input type="checkbox"/> Taxable earnings from work-study, assistantships or fellowships <input type="checkbox"/> Taxable grant and scholarship aid reported to the IRS <input type="checkbox"/> Combat pay or special combat pay <input type="checkbox"/> Cooperative education program earnings </p>	<p>Untaxed Income</p> <p> <input type="checkbox"/> Payments to tax-deferred pension and savings plans <input type="checkbox"/> Child support received <input type="checkbox"/> IRA deductions and payments to self-employed SEP, SIMPLE and Keogh <input type="checkbox"/> Tax exempt interest income <input type="checkbox"/> Untaxed portions of IRA distributions </p>	<p> <input type="checkbox"/> Untaxed portions of pension distributions <input type="checkbox"/> Housing, food and other living allowances paid to members of the military, clergy and others <input type="checkbox"/> Veterans noneducation benefits <input type="checkbox"/> Other untaxed income not reported, such as workers' compensation or disability </p>
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Section 4 - STUDENT INFORMATION

Did you file or will you file a 2011 income tax return?
 I have already completed a tax return
 I will file, but have not yet completed a tax return
 I am not going to file an income tax return

If you will file a tax form, you will need your tax returns and/or W-2 forms to complete the Dream Application.

What was your (and spouse's) adjusted gross income for 2011?
 Skip this question if you or your spouse did not file taxes. Adjusted gross income is on IRS Form 1040—Line 37; 1040A—line 21; or 1040EZ—line 4. \$

The following questions ask about earnings (wages, salaries, tips, etc.) in 2011. Answer the questions whether or not a tax return was filed. This information may be on the W-2 forms, or on the IRS Form 1040—Line 7 + 12 + 18 + Box 14 (Code A) of IRS Schedule K-1 (Form 1065); 1040A—line 7; or 1040EZ—line 1.

How much did you earn from working in 2011? \$
 Check here if you are a dislocated worker

How much did your spouse earn from working in 2011? \$
 Check here if your spouse is a dislocated worker

Student Asset Questions:

- As of the date you complete the Dream Application, what is the current total balance of your cash, savings and checking accounts? \$
- As of the date you complete the Dream Application, what is the net worth of your investments, including real estate? Don't include the home in which you live. Net worth means current value minus debt. \$
- As of the date you complete the Dream Application, what is the net worth of your current businesses and/or investment farms? Don't include farms or family businesses with 100 or fewer full-time or full-time equivalent employees. \$

In 2010 or 2011, did anyone in your household receive: (Check all that apply.)

Supplemental Security Income (SSI) Temporary Assistance for Needy Families or TANF. (CalWorks in Calif.)
 Food Stamps Special Supplemental Nutrition Program for Women, Infants and Children (WIC)
 Free or Reduced Price School Lunch

Note: Supplemental Nutrition Assistance Program (SNAP) is the new name for Food Stamps. SNAP, Food Stamps and/or TANF, which is called CalWorks in California.

Did you (and/or your spouse) have any of the following items in 2011?
 Check all that apply. Once online, you may be asked to report amounts paid or received by your parents.

<p>Additional Financial Information</p> <ul style="list-style-type: none"> <input type="radio"/> American Opportunity, Hope or Lifetime Learning tax credits <input type="radio"/> Child support paid <input type="radio"/> Taxable earnings from work-study, assistantships or fellowships <input type="radio"/> Taxable grant and scholarship aid reported to the IRS <input type="radio"/> Combat pay or special combat pay <input type="radio"/> Cooperative education program earnings 	<p>Untaxed Income</p> <ul style="list-style-type: none"> <input type="radio"/> Payments to tax-deferred pension and savings plans <input type="radio"/> Child support received <input type="radio"/> IRA deductions and payments to self-employed SEP, SIMPLE and Keogh <input type="radio"/> Tax exempt interest income <input type="radio"/> Untaxed portions of IRA distributions 	<ul style="list-style-type: none"> <input type="radio"/> Untaxed portions of pension distributions <input type="radio"/> Housing, food and other living allowances paid to members of the military, clergy and others <input type="radio"/> Veterans noneducation benefits <input type="radio"/> Other untaxed income not reported, such as workers' compensation or disability
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Complete Dream Act Application instructions are online at www.caldreamact.org.

NOTES:

Do not mail this Worksheet. Go to www.caldreamact.org to complete and submit your application.
 You can also talk with your college's financial aid office about other types of student aid that may be available.
 Financial aid determined from the Dream Act Application is only for use at California colleges.

Primary Grades- Cost Financial Aid

Objective: Students will learn how much it costs to go to college; students will learn how they can pay for their education; students will learn the definition of financial aid.

Time: 45-60 minutes.

Materials: Cost descriptors to introduce the concept of college cost; financial aid worksheets: “‘*Help! Financial Aid Match*’ and ‘*More Help! Financial Aid Word Search*’”

Lesson Procedure/Action Steps:

1. Teacher will use the following cost descriptors to introduce the concept of college cost.
 - A. How Much Does It Cost To Go To College?
That is a very tough question to answer because colleges have different costs. Some colleges are more expensive than others. Below are the sorts of things you will have to pay for when you go to college.
 - B. Tuition And Fees
College is not free like elementary/middle school. You will have to pay to go to college. The amount you pay is called *tuition*.
 - C. Room And Board
If you won't be living with your family while you go to college, you may want to rent an apartment by yourself or with friends, or live at the college in special rooms called dorms. Food is also something you will need to buy. Food, housing and living expenses are called *room and board*.
 - D. Books And Supplies
You have to buy books and supplies for your classes. Books are not free in college.
 - E. How Can I Pay for My Education?
There are many ways to pay for your college education. Some of the most common ways are listed on the next page. Even though college can be expensive, there is money available that can help you pay for it. This money is called *financial aid*. Financial aid is money that helps you pay college costs.
Besides getting financial aid, many students work hard at jobs while they are in school. The money they earn helps pay their college costs.

On the next page are the types of financial aid that are available to help people go to school.

F. Savings Account

It is never too early for you and your family to start saving for college. You can even open your own bank account with some help from an adult. Then you can add money to your account as often as you like. Even though you may not have much money now, the amount you save can really add up by the time you're ready for college.

G. Grants

Grants are money from the government and college that is free. There are many grants for college, and some are worth thousands of dollars.

H. Scholarships

Scholarships are money given to students who have shown certain abilities. Most scholarships are given to students with good grades and students who participate in extra school activities. Scholarships are an honor to receive.

I. Work-Study

Work-study is the chance to work and earn money to help pay for school.

J. Loans

A loan is money you borrow that you must pay back. Usually, you do not have to repay loans until after you finish school.

Remember, you can apply to any college you want, even if you think your family cannot afford it. Financial aid is available to help so you can go to the college you choose.

Even if your grades are not great, you can still get financial aid. Most scholarships require good grades, but most financial aid does not.

When you are a senior in high school, you will be asked to fill out an application for the college you want to attend and an application for financial aid. There will be counselors and college advisors to help you fill out these applications.

Now that you know what is available and how to apply, the most important thing to remember is that when you make your decision to go to college, there is money available to help you out.

2. Introduce worksheet activities which will reinforce the context during the lesson and help students learn about the different types of financial aid available, as well as the expenses college students may have to pay.
 - a. Pass out the attached 'Help! Financial Aid Match' activity and financial aid word search worksheet, 'More Help! Financial Aid Word Search'
 - b. Students will follow directions on the worksheets to complete the activity

Help! Financial Aid, Money Help Match

Draw lines from the pictures to the words that match. For school cost items, draw red lines. For financial aid items draw green lines. If you have extra time when you are finished, you can color the pictures.

Rent

Savings

Food

Books

Scholarships



More Help! Financial Aid Word Search

DIRECTIONS

Find the following words in the puzzle, and mark them with your pencil. You may have to look carefully as some words may be written backwards.

- | | | |
|-------------|-----------------|--------------|
| 1. Budget | 5. Scholarship | 9. Tuition |
| 2. Deadline | 6. Work-study | 10. Savings |
| 3. Money | 7. Student loan | 11. Planning |
| 4. Grants | 8. Application | |

P	N	J	T	E	N	I	L	D	A	E	D
I	P	A	M	D	M	O	N	E	Y	G	V
H	Z	Y	O	P	K	A	I	W	J	V	I
S	A	P	P	L	I	C	A	T	I	O	N
R	U	T	M	A	T	X	Z	Y	I	F	G
A	N	K	X	N	B	N	D	U	Z	U	S
L	G	R	A	N	T	S	E	J	O	L	T
O	Z	J	B	I	H	B	U	D	G	E	T
H	W	I	N	N	X	J	K	L	U	N	O
C	P	Q	S	G	N	I	V	A	S	T	Q
S	Y	D	U	T	S	K	R	O	w	Q	S

Financial Aide and Scholarship Application

I'm Going to College

FINANCIAL AID AND SCHOLARSHIP APPLICATION

Name _____

Date of Birth _____

Teacher's Name _____

Name of School _____

I am applying to go to college at _____ and will need financial aid to attend. I plan to use this scholarship to pay for my _____ and _____. I know scholarships are special to receive, and I think I deserve this scholarship because: _____

Student's Signature

Date

Check

<i>Office of Financial Aid</i>	3505
<i>1122 State Street</i>	
Pay to the order of _____	
_____ Dollars	
Memo _____	
3319581:12 01 10: 1481:97	

**Upper Grade Lesson – Costs
Saving for College and the Future**

Objective: Students will understand the cost incurred at college; students will understand the various ways to pay for college; students will understand there is a way to pay for college-always.

Time: 45 minutes

Materials: Saving for College Sheet, pencils

Action Steps:

1. The cost of college is something that worries, and can even scare people at all economic levels of society.
2. Students need to understand that college can be paid for, whether they are attending a community college or an out of state private college. It is important that students understand there are different ways to pay for college
3. Give students the Financial Aid Choices Game Sheet to try independently.
4. Once completed, have students share their answers with a partner.
5. Share out loud with the class and then give students the completed copy to put in their College Folders to keep for the future.

Financial Possibilities	
<p>This is where you work while going to college. This usually means you work on campus where you go to school. You can use the money you earn to pay for anything you need. Usually you work part-time so you can still go to school.</p>	Grants
<p>This is money given to students who usually receive good grades, and participate in activities outside of school. Sometimes students apply for these, but sometimes schools recommend students. You can get as little as \$100, or get all of school paid for you. The better your grades, the better chance you have of getting this.</p>	Loans
<p>This is money you borrow. When you borrow it, you promise to start paying it back after you graduate from college. You can almost always get this, but be careful because you definitely have to pay it back!</p>	Savings Accounts
<p>This is an easy way for your family to start getting ready to pay for college right now! You can get this at a bank, and you can put in as much money as you want. You can start now and put money in all the way through college!</p>	Work Study
<p>This is money from the government that you don't have to pay back. This money can be used to pay for tuition, books, supplies and living expenses. Usually the government looks at how much money your parents already make to help decide how much the government will give you.</p>	Scholarships

Upper Grade Lesson – Costs Learning to Budget

Objective: Students will understand the difference in potential income is based school completion; students will use mathematics as a way to understand budget.

Time: 1 hour

<p><u>Materials:</u> Budgetary Sheet Income Potential Sheet Budgetary Information Cards Calculators Pencils</p>

Action Steps:

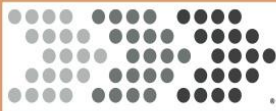
1. It's easy to say we can live off of any amount, but oftentimes it's a lot more difficult to live on a restricted budget.
2. Today students will work with different income amounts and lifestyle issues to determine how much they need in order to live comfortably.
3. Pass out to students the "Prospective Income Sheet" based on school level completion.
4. Review the amount of money students can make based on their completed school level.
5. Then notify students that they are going to play a game with money! Today, they have to create a budget based on the income level they have achieved due to their level of school.
6. Pass out the Monthly budget sheet based on their annual income.
7. Have students pull the type of income level they will pretend to have for this game.
8. Then pass out the "info cards" that allow each person to select what type of information they can use to complete their budget.
9. Give students time to work with the information to come up with a "possible budget."
10. Notify students that they might share out to the class their budget and personal choices.
11. Have students then pick their own income choice and give them another blank worksheet to complete for homework.

12. Conclude with the reason for this activity. The difference between how we like to live and how we HAVE to live depends on the income we make each year. This is often dependent on the type of schooling we have completed. This is something to think about as they plan for their futures.

FAFSA



FREE APPLICATION FOR FEDERAL STUDENT AID
July 1, 2012 — June 30, 2013



Use this form to apply free for federal and state student grants, work-study and loans.

Or apply free online at
www.fafsa.gov

Applying by the Deadlines

For federal aid, submit your application as early as possible, but no earlier than January 1, 2012. We must receive your application no later than June 30, 2013. Your college must have your correct, complete information by your last day of enrollment in the 2012-2013 school year.

For state or college aid, the deadline may be as early as January 2012. See the table to the right for state deadlines. You may also need to complete additional forms.

Check with your high school guidance counselor or a financial aid administrator at your college about state and college sources of student aid and deadlines.

If you are filing close to one of these deadlines, we recommend you file online at **www.fafsa.gov**. This is the fastest and easiest way to apply for aid.

Using Your Tax Return

If you (or your parents) need to file a 2011 income tax return with the Internal Revenue Service (IRS), we recommend that you complete it before filling out the FAFSA. If you have not completed your return yet, you can submit your FAFSA now using estimated tax information, and then correct that information after you file your return.

The easiest way to complete or correct your FAFSA with accurate tax information is by using the IRS Data Retrieval Tool through **www.fafsa.gov**. In a few simple steps, you may be able to view your tax return information and transfer it directly into your FAFSA.

Filling Out the FAFSA™

If you or your family has unusual circumstances that might affect your financial situation (such as loss of employment), complete this form to the extent you can, then submit it as instructed and consult with the financial aid office at the college you plan to attend.

For help in filling out the FAFSA, go to **www.studentaid.ed.gov/completestafsa** or call 1-800-4-FED-AID (1-800-433-3243). TTY users (for the hearing impaired) may call 1-800-730-8913.

Fill the answer fields directly on your screen or print the form and complete it by hand. Your answers will be read electronically; therefore if you complete the form by hand:

- use black ink and fill in circles completely:
- print clearly in CAPITAL letters and skip a box between words:
- report dollar amounts (such as \$12,356.41) like this:

Correct ● Incorrect ✕ ✓

1	5	E	L	M	S	T
\$	1	2	3	5	6	no cents

Orange is for student information and purple is for parent information.

Mailing Your FAFSA™

After you complete this application, make a copy of pages 3 through 8 for your records. Then mail the original of pages 3 through 8 to:

Federal Student Aid Programs, P.O. Box 4692, Mt. Vernon, IL 62864-4692.

After your application is processed, you will receive a summary of your information in your *Student Aid Report* (SAR). If you provide an e-mail address, your SAR will be sent by e-mail within 3-5 days. If you do not provide an e-mail address, your SAR will be mailed to you within three weeks. If you would like to check the status of your FAFSA, go to **www.fafsa.gov** or call 1-800-4-FED-AID.

Let's Get Started!

Now go to page 3 of the application form and begin filling it out. Refer to the notes as instructed.

APPLICATION DEADLINES

Federal Aid Deadline - June 30, 2013
 State Aid Deadlines - See below.

Check with your financial aid administrator for these states and territories:

AL, AS *, AZ, CO, FM *, GA, GU *, HI *, MH *, MP *, NE, NM, NV *, PR, PW *, SD *, TX, UT, VA *, VI *, WA, WI and WY *

Pay attention to the symbols that may be listed after your state deadline.

- AK AK Education Grant and AK Performance Scholarship - June 30, 2012 (date received)
- AR Academic Challenge - June 1, 2012 (date received)
Workforce Grant - Contact the financial aid office.
Higher Education Opportunity Grant - June 1, 2012 (date received)
- CA Initial awards - March 2, 2012 + *
Additional community college awards - September 2, 2012 (date postmarked) + *
- CT February 15, 2012 (date received) # *
- DC June 30, 2012 (date received) * For priority consideration, submit application by May 15, 2012.
April 15, 2012 (date received)
- DE April 15, 2012 (date received)
- FL May 15, 2012 (date processed)
- IA July 1, 2012 (date received); earlier priority deadlines may exist for certain programs.
- ID Opportunity Grant - March 1, 2012 (date received) # *
- IL As soon as possible after January 1, 2012. Awards made until funds are depleted.
- IN March 10, 2012 (date received)
- KS April 1, 2012 (date received) # *
- KY As soon as possible after January 1, 2012. Awards made until funds are depleted.
- LA June 30, 2013 (July 1, 2012 recommended)
- MA May 1, 2012 (date received) #
- MD March 1, 2012 (date received)
- ME May 1, 2012 (date received)
- MI March 1, 2012 (date received)
- MN 30 days after term starts (date received)
- MO April 2, 2012 (date received)
- MS MTAG and MESG Grants - September 15, 2012 (date received)
HELP Scholarship - March 31, 2012 (date received)
- MT March 1, 2012 (date received) #
- NC As soon as possible after January 1, 2012. Awards made until funds are depleted.
- ND April 15, 2012 (date received) # Early priority deadlines may exist for institutional programs.
- NH NH is not offering a state grant this year.
- NJ 2011-2012 Tuition Aid Grant recipients - June 1, 2012 (date received)
All other applicants
- October 1, 2012, fall & spring terms (date received)
- March 1, 2013, spring term only (date received)
- NY June 30, 2013 (date received) + *
- OH October 1, 2012 (date received)
- OK March 1, 2012 (date received) #
- OR OSAC Private Scholarships - March 1, 2012 (date received)
Oregon Opportunity Grant - February 1, 2012 (date received)
- PA All first-time applicants at a community college; a business/trade/technical school; a hospital school of nursing; or enrolled in a non-transferable two-year program - August 1, 2012 (date received)
All other applicants - May 1, 2012 (date received)
- RI March 1, 2012 (date received) #
- SC Tuition Grants - June 30, 2012 (date received)
SC Commission on Higher Education - As soon as possible after January 1, 2012. Awards made until funds are depleted.
- TN State Grant - As soon as possible after January 1, 2012. Awards made until funds are depleted.
State Lottery - September 1, 2012 (date received) #
- VT As soon as possible after January 1, 2012. Awards made until funds are depleted. *
- WV Promise Scholarship - March 1, 2012 (date received) # *
WV Higher Education Grant Program - April 16, 2012 (date received) #

For priority consideration, submit application by date specified.
 + Applicants encouraged to obtain proof of mailing.
 * Additional form may be required.

STATE AID DEADLINES

Notes for questions 14 and 15 (page 3)

If you are an eligible noncitizen, write in your eight- or nine-digit Alien Registration Number. Generally, you are an eligible noncitizen if you are (1) a permanent U.S. resident with a Permanent Resident Card (I-551); (2) a conditional permanent resident with a Conditional Green Card (I-551C); (3) the holder of an Arrival-Departure Record (I-94) from the Department of Homeland Security showing any one of the following designations: "Refugee," "Asylum Granted," "Parolee" (I-94 confirms that you were paroled for a minimum of one year and status has not expired), T-Visa holder (T-1, T-2, T-3, etc.) or "Cuban-Haitian Entrant;" or (4) the holder of a valid certification or eligibility letter from the Department of Health and Human Services showing a designation of "Victim of human trafficking."

If you are in the U.S. on an F1 or F2 student visa, a J1 or J2 exchange visitor visa, or a G series visa (pertaining to international organizations), select "No, I am not a citizen or eligible noncitizen." You will not be eligible for federal student aid; however, you should still complete the application because you may be eligible for state or college aid.

Notes for questions 16 and 17 (page 3)

Report your marital status as of the date you sign your FAFSA. If your marital status changes after you sign your FAFSA, check with the **financial aid office at the college**. According to the Defense of Marriage Act (1996), "...the word 'marriage' means a legal union between one man and one woman as husband and wife, and the word 'spouse' refers to a person of the opposite sex who is a husband or a wife." Therefore, same-sex unions are not considered marriages for federal purposes, including the FAFSA.

Notes for question 22 (page 3)

The Selective Service System, and the registration requirement for young men, preserves America's ability to provide manpower in an emergency to the U.S. Armed Forces. Almost all men—ages 18 through 25—must register. For more information about Selective Service, visit www.sss.gov.

**Notes for questions 33 (page 4)
and 80 (page 6)**

If you filed or will file a foreign tax return, a tax return with Puerto Rico, another U.S. territory (e.g., Guam, American Samoa, the U.S. Virgin Islands, Swain's Island or the Northern Marianas Islands) or one of the Freely Associated States (i.e., the Republic of Palau, the Republic of the Marshall Islands or the Federated States of Micronesia), use the information from that return to fill out this form. If you filed a foreign return, convert all monetary units to U.S. dollars, using the exchange rate that is in effect today. To view the daily exchange rate, go to www.federalreserve.gov/releases/h10/current.

**Notes for questions 34 (page 4)
and 81 (page 6)**

In general, a person is eligible to file a 1040A or 1040EZ if he or she makes less than \$100,000, does not itemize deductions, does not receive income from his or her own business or farm and does not receive alimony. A person is not eligible to file a 1040A or 1040EZ if he or she makes \$100,000 or more, itemizes deductions, receives income from his or her own business or farm, is self-employed, receives alimony or is required to file Schedule D for capital gains. If you filed a 1040 only to claim American Opportunity, Hope or Lifetime Learning credits, and you would have otherwise been eligible for a 1040A or 1040EZ, answer "Yes" to this question. If you filed a 1040 and were not required to file a tax return, answer "Yes" to this question.

**Notes for questions 37 (page 4)
and 85 (page 7) — Notes for those who filed a 1040EZ**

On the 1040EZ, if a person didn't check either box on line 5, enter 01 if he or she is single, or 02 if he or she is married. If a person checked either the "you" or "spouse" box on line 5, use 1040EZ worksheet line F to determine the number of exemptions (\$3,700 equals one exemption).

**Notes for questions 41 and 42 (page 4)
and 89 and 90 (page 7)**

Net worth means current value minus debt. If net worth is negative, enter 0.

Investments include real estate (do not include the home you live in), trust funds, UGMA and UTMA accounts, money market funds, mutual funds, certificates of deposit, stocks, stock options, bonds, other securities, installment and land sale contracts (including mortgages held), commodities, etc.

Investments also include qualified educational benefits or education savings accounts (e.g., Coverdell savings accounts, 529 college savings plans and the refund value of 529 prepaid tuition plans). For a student who does not report parental information, the accounts owned by the student (and/or the student's spouse) are reported as student investments in question 41. For a student who must report parental information, the accounts are reported as parental investments in question 89, including all accounts owned by the student and all accounts owned by the parents for any member of the household.

Investments do not include the home you live in, the value of life insurance, retirement plans (401[k] plans, pension funds, annuities, non-education IRAs, Keogh plans, etc.) or cash, savings and checking accounts already reported in questions 40 and 88.

Investments also do not include UGMA and UTMA accounts for which you are the custodian, but not the owner.

Investment value means the current balance or market value of these investments as of today. Investment debt means only those debts that are related to the investments.

Business and/or investment farm value includes the market value of land, buildings, machinery, equipment, inventory, etc. Business and/or investment farm debt means only those debts for which the business or investment farm was used as collateral.

Business value does not include the value of a small business if your family owns and controls more than 50 percent of the business and the business has 100 or fewer full-time or full-time equivalent employees. For small business value, your family includes (1) persons directly related to you, such as a parent, sister or cousin, or (2) persons who are or were related to you by marriage, such as a spouse, stepparent or sister-in-law.

Investment farm value does not include the value of a family farm that you (your spouse and/or your parents) live on and operate.

Notes for questions 48 (page 5)

Answer "Yes" if you are currently serving in the U.S. Armed Forces or are a National Guard or Reserves enlistee who is on active duty for other than state or training purposes.

Answer "No" if you are a National Guard or Reserves enlistee who is on active duty for state or training purposes.

Notes for question 49 (page 5)

Answer "Yes" (you are a veteran) if you (1) have engaged in active duty in the U.S. Armed Forces (Army, Navy, Air Force, Marines or Coast Guard) or are a National Guard or Reserve enlistee who was called to active duty for other than state or training purposes, or were a cadet or midshipman at one of the service academies, **and** (2) were released under a condition other than dishonorable. Also answer "Yes" if you are not a veteran now but will be one by June 30, 2013.

Answer "No" (you are not a veteran) if you (1) have never engaged in active duty in the U.S. Armed Forces, (2) are currently an ROTC student or a cadet or midshipman at a service academy, (3) are a National Guard or Reserve enlistee activated only for state or training purposes, or (4) were engaged in active duty in the U.S. Armed Forces but released under dishonorable conditions.

Also answer "No" if you are currently serving in the U.S. Armed Forces and will continue to serve through June 30, 2013.

27. What is the name of the high school where you received or will receive your high school diploma? Enter the complete high school name, and the city and state where the high school is located.

High School Name

High School City

STATE

28. Will you have your first bachelor's degree before July 1, 2012?

Yes 1 No 2

29. When you begin the 2012-2013 school year, what will be your grade level?

- Never attended college and 1st year undergraduate 0
- Attended college before and 1st year undergraduate 1
- 2nd year undergraduate/sophomore 2
- 3rd year undergraduate/junior 3
- 4th year undergraduate/senior 4
- 5th year/other undergraduate 5
- 1st year graduate/professional 6
- Continuing graduate/professional or beyond 7

30. When you begin the 2012-2013 school year, what degree or certificate will you be working on?

- 1st bachelor's degree 1
- 2nd bachelor's degree 2
- Associate degree (occupational or technical program) 3
- Associate degree (general education or transfer program) 4
- Certificate or diploma (occupational, technical or education program of less than two years) 5
- Certificate or diploma (occupational, technical or education program of two or more years) 6
- Teaching credential (nondegree program) 7
- Graduate or professional degree 8
- Other/undecided 9

31. Are you interested in being considered for work-study?

Yes 1 No 2 Don't know 3

Step Two (Student): Answer questions 32–57 about yourself (the student). If you are single, separated, divorced or widowed, answer only about yourself. If you are married or remarried as of today, include information about your spouse (husband or wife).

32. For 2011, have you (the student) completed your IRS income tax return or another tax return listed in question 33?

- I have already completed my return 1
- I will file but have not yet completed my return 2
- I'm not going to file. **Skip to question 38.** 3

33. What income tax return did you file or will you file for 2011?

- IRS 1040 1
- IRS 1040A or 1040EZ 2
- A foreign tax return. **See Notes page 2.** 3
- A tax return with Puerto Rico, another U.S. territory, or Freely Associated State. **See Notes page 2.** 4

34. If you have filed or will file a 1040, were you eligible to file a 1040A or 1040EZ?

See Notes page 2.

Yes 1 No 2 Don't know 3

For questions 35–44, if the answer is zero or the question does not apply to you, enter 0. Report whole dollar amounts with no cents.

35. What was your (and spouse's) adjusted gross income for 2011? Adjusted gross income is on IRS Form 1040—line 37; 1040A—line 21; or 1040EZ—line 4.

\$

36. Enter your (and spouse's) income tax for 2011. Income tax amount is on IRS Form 1040—line 55; 1040A—line 35; or 1040EZ—line 10.

\$

37. Enter your (and spouse's) exemptions for 2011. Exemptions are on IRS Form 1040—line 6d or Form 1040A—line 6d. For Form 1040EZ, **see Notes page 2.**

Questions 38 and 39 ask about earnings (wages, salaries, tips, etc.) in 2011. Answer the questions whether or not a tax return was filed. This information may be on the W-2 forms, or on IRS Form 1040—lines 7 + 12 + 18 + Box 14 (Code A) of IRS Schedule K-1 (Form 1065); on 1040A—line 7; or on 1040EZ—line 1. If any individual earning item is negative, do not include that item in your calculation.

38. How much did you earn from working in 2011?

\$

39. How much did your spouse earn from working in 2011?

\$

40. As of today, what is your (and spouse's) total current balance of cash, savings and checking accounts? **Don't include** student financial aid.

\$

41. As of today, what is the net worth of your (and spouse's) investments, including real estate? **Don't include** the home you live in. Net worth means current value minus debt. **See Notes page 2.**

\$

42. As of today, what is the net worth of your (and spouse's) current businesses and/or investment farms? **Don't include** a family farm or family business with 100 or fewer full-time or full-time equivalent employees. **See Notes page 2.**

\$

43. Student's 2011 Additional Financial Information (Enter the combined amounts for you and your spouse.)

a. Education credits (American Opportunity, Hope or Lifetime Learning tax credits) from IRS Form 1040—line 49 or 1040A—line 31.	\$	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b. Child support paid because of divorce or separation or as a result of a legal requirement. Don't include support for children in your household, as reported in question 93.	\$	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c. Taxable earnings from need-based employment programs, such as Federal Work-Study and need-based employment portions of fellowships and assistantships.	\$	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d. Taxable student grant and scholarship aid reported to the IRS in your adjusted gross income . Includes AmeriCorps benefits (awards, living allowances and interest accrual payments), as well as grant and scholarship portions of fellowships and assistantships.	\$	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e. Combat pay or special combat pay. Only enter the amount that was taxable and included in your adjusted gross income. Don't include untaxed combat pay.	\$	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
f. Earnings from work under a cooperative education program offered by a college.	\$	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

44. Student's 2011 Untaxed Income (Enter the combined amounts for you and your spouse.)

a. Payments to tax-deferred pension and savings plans (paid directly or withheld from earnings), including, but not limited to, amounts reported on the W-2 forms in Boxes 12a through 12d, codes D, E, F, G, H and S.	\$	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b. IRA deductions and payments to self-employed SEP, SIMPLE, Keogh and other qualified plans from IRS Form 1040—line 28 + line 32 or 1040A—line 17.	\$	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c. Child support received for any of your children. Don't include foster care or adoption payments.	\$	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d. Tax exempt interest income from IRS Form 1040—line 8b or 1040A—line 8b.	\$	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e. Untaxed portions of IRA distributions from IRS Form 1040—lines (15a minus 15b) or 1040A—lines (11a minus 11b). Exclude rollovers. If negative, enter a zero here.	\$	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
f. Untaxed portions of pensions from IRS Form 1040—lines (16a minus 16b) or 1040A—lines (12a minus 12b). Exclude rollovers. If negative, enter a zero here.	\$	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
g. Housing, food and other living allowances paid to members of the military, clergy and others (including cash payments and cash value of benefits). Don't include the value of on-base military housing or the value of a basic military allowance for housing.	\$	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
h. Veterans noneducation benefits, such as Disability, Death Pension, or Dependency & Indemnity Compensation (DIC) and/or VA Educational Work-Study allowances.	\$	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
i. Other untaxed income not reported in items 44a through 44h, such as workers' compensation, disability, etc. Also include the first-time homebuyer tax credit from IRS Form 1040—line 67. Don't include student aid, earned income credit, additional child tax credit, welfare payments, untaxed Social Security benefits, Supplemental Security Income, Workforce Investment Act educational benefits, on-base military housing or a military housing allowance, combat pay, benefits from flexible spending arrangements (e.g., cafeteria plans), foreign income exclusion or credit for federal tax on special fuels.	\$	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
j. Money received, or paid on your behalf (e.g., bills), not reported elsewhere on this form.	\$	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Step Three (Student): Answer the questions in this step to determine if you will need to provide parental information. Once you answer "Yes" to any of the questions in this step, skip Step Four and go to Step Five on page 8.

45. Were you born before January 1, 1989?	Yes	<input type="radio"/>	1	No	<input type="radio"/>	2
46. As of today, are you married? (Also answer "Yes" if you are separated but not divorced.)	Yes	<input type="radio"/>	1	No	<input type="radio"/>	2
47. At the beginning of the 2012-2013 school year, will you be working on a master's or doctorate program (such as an MA, MBA, MD, JD, PhD, EdD, graduate certificate, etc.)?	Yes	<input type="radio"/>	1	No	<input type="radio"/>	2
48. Are you currently serving on active duty in the U.S. Armed Forces for purposes other than training? See Notes page 2.	Yes	<input type="radio"/>	1	No	<input type="radio"/>	2
49. Are you a veteran of the U.S. Armed Forces? See Notes page 2.	Yes	<input type="radio"/>	1	No	<input type="radio"/>	2
50. Do you have children who will receive more than half of their support from you between July 1, 2012 and June 30, 2013? ...	Yes	<input type="radio"/>	1	No	<input type="radio"/>	2
51. Do you have dependents (other than your children or spouse) who live with you and who receive more than half of their support from you, now and through June 30, 2013?	Yes	<input type="radio"/>	1	No	<input type="radio"/>	2
52. At any time since you turned age 13, were both your parents deceased, were you in foster care or were you a dependent or ward of the court? See Notes page 9.	Yes	<input type="radio"/>	1	No	<input type="radio"/>	2
53. As determined by a court in your state of legal residence, are you or were you an emancipated minor? See Notes page 9.	Yes	<input type="radio"/>	1	No	<input type="radio"/>	2
54. As determined by a court in your state of legal residence, are you or were you in legal guardianship? See Notes page 9.	Yes	<input type="radio"/>	1	No	<input type="radio"/>	2
55. At any time on or after July 1, 2011, did your high school or school district homeless liaison determine that you were an unaccompanied youth who was homeless? See Notes page 9.	Yes	<input type="radio"/>	1	No	<input type="radio"/>	2
56. At any time on or after July 1, 2011, did the director of an emergency shelter or transitional housing program funded by the U.S. Department of Housing and Urban Development determine that you were an unaccompanied youth who was homeless? See Notes page 9.	Yes	<input type="radio"/>	1	No	<input type="radio"/>	2
57. At any time on or after July 1, 2011, did the director of a runaway or homeless youth basic center or transitional living program determine that you were an unaccompanied youth who was homeless or were self-supporting and at risk of being homeless? See Notes page 9.	Yes	<input type="radio"/>	1	No	<input type="radio"/>	2

For questions 83–92, if the answer is zero or the question does not apply, enter 0. Report whole dollar amounts with no cents.

83. What was your parents' adjusted gross income for 2011? Adjusted gross income is on IRS Form 1040—line 37; 1040A—line 21; or 1040EZ—line 4. \$
84. Enter your parents' income tax for 2011. Income tax amount is on IRS Form 1040—line 55; 1040A—line 35; or 1040EZ—line 10. \$
85. Enter your parents' exemptions for 2011. Exemptions are on IRS Form 1040—line 6d or on Form 1040A—line 6d. For Form 1040EZ, see Notes page 2.

Questions 86 and 87 ask about earnings (wages, salaries, tips, etc.) in 2011. Answer the questions whether or not a tax return was filed. This information may be on the W-2 forms, or on IRS Form 1040—lines 7 + 12 + 18 + Box 14 (Code A) of IRS Schedule K-1 (Form 1065); on 1040A—line 7; or on 1040EZ—line 1. If any individual earning item is negative, do not include that item in your calculation.

86. How much did your father/stepfather earn from working in 2011? \$
87. How much did your mother/stepmother earn from working in 2011? \$
88. As of today, what is your parents' total current balance of cash, savings and checking accounts? \$
89. As of today, what is the net worth of your parents' investments, including real estate? **Don't include** the home in which your parents live. Net worth means current value minus debt. See Notes page 2. \$
90. As of today, what is the net worth of your parents' current businesses and/or investment farms? **Don't include** a family farm or family business with 100 or fewer full-time or full-time equivalent employees. See Notes page 2. \$

91. Parents' 2011 Additional Financial Information (Enter the amounts for your parent[s].)
- a. Education credits (American Opportunity, Hope or Lifetime Learning tax credits) from IRS Form 1040—line 49 or 1040A—line 31. \$
- b. Child support paid because of divorce or separation or as a result of a legal requirement. **Don't include** support for children in your parents' household, as reported in question 72. \$
- c. Your parents' taxable earnings from need-based employment programs, such as Federal Work-Study and need-based employment portions of fellowships and assistantships. \$
- d. Your parents' taxable student grant and scholarship aid reported to the IRS in your parents' adjusted gross income. Includes AmeriCorps benefits (awards, living allowances and interest accrual payments), as well as grant and scholarship portions of fellowships and assistantships. \$
- e. Combat pay or special combat pay. Only enter the amount that was taxable and included in your parents' adjusted gross income. Do not enter untaxed combat pay. \$
- f. Earnings from work under a cooperative education program offered by a college. \$

92. Parents' 2011 Untaxed Income (Enter the amounts for your parent[s].)
- a. Payments to tax-deferred pension and savings plans (paid directly or withheld from earnings), including, but not limited to, amounts reported on the W-2 forms in Boxes 12a through 12d, codes D, E, F, G, H and S. \$
- b. IRA deductions and payments to self-employed SEP, SIMPLE, Keogh and other qualified plans from IRS Form 1040—line 28 + line 32 or 1040A—line 17. \$
- c. Child support received for any of your parents' children. **Don't include** foster care or adoption payments. \$
- d. Tax exempt interest income from IRS Form 1040—line 8b or 1040A—line 8b. \$
- e. Untaxed portions of IRA distributions from IRS Form 1040—lines (15a minus 15b) or 1040A—lines (11a minus 11b). Exclude rollovers. If negative, enter a zero here. \$
- f. Untaxed portions of pensions from IRS Form 1040—lines (16a minus 16b) or 1040A—lines (12a minus 12b). Exclude rollovers. If negative, enter a zero here. \$
- g. Housing, food and other living allowances paid to members of the military, clergy and others (including cash payments and cash value of benefits). **Don't include** the value of on-base military housing or the value of a basic military allowance for housing. \$
- h. Veterans noneducation benefits, such as Disability, Death Pension, or Dependency & Indemnity Compensation (DIC) and/or VA Educational Work-Study allowances. \$
- i. Other untaxed income not reported in items 92a through 92h, such as workers' compensation, disability, etc. Also include the first-time homebuyer tax credit from IRS Form 1040—line 67. **Don't include** student aid, earned income credit, additional child tax credit, welfare payments, untaxed Social Security benefits, Supplemental Security Income, Workforce Investment Act educational benefits, on-base military housing or a military housing allowance, combat pay, benefits from flexible spending arrangements (e.g., cafeteria plans), foreign income exclusion or credit for federal tax on special fuels. \$

Step Five (Student): Complete this step only if you (the student) answered "Yes" to any questions in Step Three.

93. How many people are in your household?
 Include:
 • yourself (and your spouse),
 • your children, if you will provide more than half of their support between July 1, 2012 and June 30, 2013, and
 • other people if they now live with you, you provide more than half of their support and you will continue to provide more than half of their support between July 1, 2012 and June 30, 2013. | |

94. How many people in your (and your spouse's) household (from question 93) will be college students between July 1, 2012 and June 30, 2013? Always count yourself as a college student. Include others only if they will attend, at least half-time in 2012-2013, a program that leads to a college degree or certificate. |

In 2010 or 2011, did you (or your spouse) or anyone in your household (from question 93) receive benefits from any of the federal programs listed? Mark all that apply. Answering these questions will not reduce eligibility for student aid or these programs. Supplemental Nutrition Assistance Program (SNAP) is the new name for Food Stamps. SNAP, Food Stamps and/or TANF may have a different name in your state. Call 1-800-4-FED-AID to find out the name of the state's program.

95. Supplemental Security Income (SSI) 96. Food Stamps 97. Free or Reduced Price Lunch 98. Temporary Assistance for Needy Families (TANF) 99. Special Supplemental Nutrition Program for Women, Infants and Children (WIC)

100. As of today, are you (or your spouse) a dislocated worker? See Notes page 9. Yes ¹ No ² Don't know ³

Step Six (Student): Indicate which colleges you want to receive your FAFSA information.

Enter the six-digit federal school code and your housing plans. You can find the school codes at www.fafsa.gov or by calling 1-800-4-FED-AID. If you cannot get the code, write in the complete name, address, city and state of the college. For state aid, you may wish to list your preferred college first. To find out how to have more colleges receive your FAFSA information, read *What is the FAFSA?* on page 10.

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<p>101.g ^{4th} FEDERAL SCHOOL CODE</p> <table border="1" style="width: 100px; height: 20px; text-align: center;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>							OR	<p>NAME OF COLLEGE</p> <p>ADDRESS AND CITY</p> <table border="1" style="width: 100%; height: 20px;"> <tr><td> </td></tr> </table>		<p>STATE</p> <table border="1" style="width: 40px; height: 20px; text-align: center;"> <tr><td> </td><td> </td></tr> </table>			<p>101.h on campus <input type="radio"/> ¹</p> <p style="padding-left: 20px;">with parent <input type="radio"/> ²</p> <p style="padding-left: 20px;">off campus <input type="radio"/> ³</p>

Step Seven (Student and Parent): Read, sign and date.

If you are the student, by signing this application you certify that you (1) will use federal and/or state student financial aid only to pay the cost of attending an institution of higher education, (2) are not in default on a federal student loan or have made satisfactory arrangements to repay it, (3) do not owe money back on a federal student grant or have made satisfactory arrangements to repay it, (4) will notify your college if you default on a federal student loan and (5) will not receive a Federal Pell Grant from more than one college for the same period of time.

If you are the parent or the student, by signing this application you agree, if asked, to provide information that will verify the accuracy of your completed form. This information may include U.S. or state income tax forms that you filed or are required to file. Also, you certify that you understand that **the Secretary of Education has the authority to verify information reported on this application with the Internal Revenue Service and other federal agencies.** If you sign any document related to the federal student aid programs electronically using a personal identification number (PIN), you certify that you are the person identified by the PIN and have not disclosed that PIN to anyone else. If you purposely give false or misleading information, you may be fined up to \$20,000, sent to prison, or both.

102. Date this form was completed

MONTH	DAY	2012 <input type="radio"/> or 2013 <input type="radio"/>

103. Student (Sign below)

--

Parent (A parent from Step Four sign below.)

--

If you or your family paid a fee for someone to fill out this form or to advise you on how to fill it out, that person must complete this part.

Preparer's name, firm and address

104. Preparer's Social Security Number (or 105)

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

105. Employer ID number (or 104)

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

106. Preparer's signature and date

--

COLLEGE USE ONLY

D/O ¹ Homeless Youth Determination ⁴

FEDERAL SCHOOL CODE

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

FAA Signature

--

DATA ENTRY USE ONLY: P * L E

Notes for question 52 (page 5)

Answer **"Yes"** if at any time since you turned age 13:

- You had no living parent (biological or adoptive), even if you are now adopted; or
- You were in foster care, even if you are no longer in foster care today; or
- You were a dependent or ward of the court, even if you are no longer a dependent or ward of the court today. For federal student aid purposes, someone who is incarcerated is not considered a ward of the court.

The financial aid administrator at your school may require you to provide proof that you were in foster care or a dependent or ward of the court.

Notes for questions 53 and 54 (page 5)

The definition of legal guardianship does not include your parents, even if they were appointed by a court to be your guardians. You are also not considered a legal guardian of yourself.

Answer **"Yes"** if you can provide a copy of a court's decision that as of today you are an emancipated minor or are in legal guardianship. Also answer **"Yes"** if you can provide a copy of a court's decision that you were an emancipated minor or were in legal guardianship immediately before you reached the age of being an adult in your state. The court must be located in your state of legal residence at the time the court's decision was issued.

Answer **"No"** if you are still a minor and the court decision is no longer in effect or the court decision was not in effect at the time you became an adult.

The financial aid administrator at your college may require you to provide proof that you were an emancipated minor or in legal guardianship.

Notes for questions 55–57 (page 5)

Answer **"Yes"** if you received a determination at any time on or after July 1, 2011, that you were an unaccompanied youth who was homeless or, for question 57, at risk of being homeless.

- **"Homeless"** means lacking fixed, regular and adequate housing. You may be homeless if you are living in shelters, parks, motels or cars, or are temporarily living with other people because you have nowhere else to go. Also, if you are living in any of these situations and fleeing an abusive parent you may be considered homeless even if your parent would provide support and a place to live.
- **"Unaccompanied"** means you are not living in the physical custody of your parent or guardian.
- **"Youth"** means you are 21 years of age or younger or you are still enrolled in high school as of the day you sign this application.

Answer **"No"** if you are not homeless or at risk of being homeless, or do not have a determination. You should contact your financial aid office for assistance if you do not have a determination but believe you are an unaccompanied youth who is homeless or are an unaccompanied youth providing for your own living expenses who is at risk of being homeless.

The financial aid administrator at your college may require you to provide a copy of the determination if you answered **"Yes"** to any of these questions.

Notes for students unable to provide parental information on pages 6 and 7

Under very limited circumstances (for example, your parents are incarcerated; you have left home due to an abusive family environment; or you do not know where your parents are and are unable to contact them), you may be able to submit your FAFSA without parental information. **If you are unable to provide parental information**, skip Steps Four and Five, and go to Step Six. Once you submit your FAFSA without parental data, **you must follow up with the financial aid office at the college you plan to attend**, in order to complete your FAFSA.

Notes for Step Four, questions 58–92 (pages 6 and 7)

Additional instructions about who is considered a parent on this form:

- If your parent is widowed or single, answer the questions about that parent.
- If your widowed parent is remarried as of today, answer the questions about that parent and your stepparent.
- If your parents are divorced or separated, answer the questions about the parent you lived with more during the past 12 months. (If you did not live with one parent more than the other, give answers about the parent who provided more financial support during the past 12 months, or during the most recent year that you actually received support from a parent.) If this parent is remarried as of today, answer the questions about that parent and your stepparent.

Notes for questions 82 (page 6) and 100 (page 8)

- In general, a person may be considered a dislocated worker if he or she:
- is receiving unemployment benefits due to being laid off or losing a job and is unlikely to return to a previous occupation;
 - has been laid off or received a lay-off notice from a job;
 - was self-employed but is now unemployed due to economic conditions or natural disaster; or
 - is a displaced homemaker. A displaced homemaker is generally a person who previously provided unpaid services to the family (e.g., a stay-at-home mom or dad), is no longer supported by the husband or wife, is unemployed or underemployed, and is having trouble finding or upgrading employment.

If a person quits work, generally he or she is not considered a dislocated worker even if, for example, the person is receiving unemployment benefits.

Answer **"Yes"** to question 82 if your parent is a dislocated worker. Answer **"Yes"** to question 100 if you or your spouse is a dislocated worker.

Answer **"No"** to question 82 if your parent is not a dislocated worker. Answer **"No"** to question 100 if neither you nor your spouse is a dislocated worker.

Answer **"Don't know"** to question 82 if you are not sure whether your parent is a dislocated worker. Answer **"Don't know"** to question 100 if you are not sure whether you or your spouse is a dislocated worker. You can contact your financial aid office for assistance in answering these questions.

The financial aid administrator at your college may require you to provide proof that your parent is a dislocated worker, if you answered **"Yes"** to question 82, or that you or your spouse is a dislocated worker, if you answered **"Yes"** to question 100.

What is the FAFSASM?

Why fill out a FAFSA?

The **Free Application for Federal Student Aid** (FAFSA) is the first step in the financial aid process. You use the FAFSA to apply for federal student aid, such as grants, loans and work-study. In addition, most states and colleges use information from the FAFSA to award nonfederal aid.

Why all the questions?

The questions on the FAFSA are required to calculate your Expected Family Contribution (EFC). The EFC measures your family's financial strength and is used to determine your eligibility for federal student aid. Your state and the colleges you list may also use some of your responses. They will determine if you may be eligible for school or state aid, in addition to federal aid.

How do I find out what my Expected Family Contribution (EFC) is?

Your EFC will be listed on your *Student Aid Report* (SAR). Your SAR summarizes the information you submitted on your FAFSA. It is important to review your SAR to make sure all of your information is correct and complete. Make corrections or provide additional information, as necessary.

How much aid will I receive?

Using the information on your FAFSA and your EFC, the financial aid office at your college will determine the amount of aid you will receive. The college will use your EFC to prepare a financial aid package to help you meet your financial need. Financial need is the difference between your EFC and your college's cost of attendance (which can include living expenses), as determined by the college. If you or your family have unusual circumstances that should be taken into account, contact your college's financial aid office. Some examples of unusual circumstances are: unusual medical or dental expenses or a large change in income from last year to this year.

When will I receive the aid?

Any financial aid you are eligible to receive will be paid to you through your college. Typically, your college will first use the aid to pay tuition, fees and room and board (if provided by the college). Any remaining aid is paid to you for your other educational expenses. If you are eligible for a Federal Pell Grant, you may receive it from only one college for the same period of enrollment.

How can I have more colleges receive my FAFSA information?

If you are completing a paper FAFSA, you can only list four colleges in the school code step. You may add more colleges by doing one of the following:

1. Use the Federal Student Aid PIN you will receive after your FAFSA has been processed and go to *FAFSA on the Web* at www.fafsa.gov. Click the "Start Here" button to log in and then select the "Make FAFSA Corrections" link.
2. Use the *Student Aid Report* (SAR), which you will receive after your FAFSA is processed. Your Data Release Number (DRN) verifies your identity and will be listed on the first page of your SAR. You can call 1-800-4-FED-AID and provide your DRN to a customer service representative, who will add more school codes for you.
3. Provide your DRN to the financial aid administrator at the college you want added, and he or she can add their school code to your FAFSA.

Note: Your FAFSA record can only list up to ten school codes. If there are ten school codes on your record, any new school codes that you add will replace one or more of the school codes listed.

Where can I receive more information on student aid?

The best place for information about student financial aid is the financial aid office at the college you plan to attend. The financial aid administrator can tell you about student aid available from your state, the college itself and other sources.

- You can also visit our web site www.studentaid.ed.gov.
- For information by phone you can call our Federal Student Aid Information Center at 1-800-4-FED-AID (1-800-433-3243). TTY users (for the hearing impaired) may call 1-800-730-8913.
- You can also check with your high school counselor, your state aid agency or your local library's reference section.

Information about other nonfederal assistance may be available from foundations, religious organizations, community organizations and civic groups, as well as organizations related to your field of interest, such as the American Medical Association or American Bar Association. Check with your parents' employers or unions to see if they award scholarships or have tuition payment plans.

Information on the Privacy Act and use of your Social Security Number

We use the information that you provide on this form to determine if you are eligible to receive federal student financial aid and the amount that you are eligible to receive. Sections 483 and 484 of the Higher Education Act of 1965, as amended, give us the authority to ask you and your parents these questions, and to collect the Social Security Numbers of you and your parents. We use your Social Security Number to verify your identity and retrieve your records, and we may request your Social Security Number again for those purposes.

State and institutional student financial aid programs may also use the information that you provide on this form to determine if you are eligible to receive state and institutional aid and the need that you have for such aid. Therefore, we will disclose the information that you provide on this form to each institution you list in questions 101a - 101h, state agencies in your state of legal residence and the state agencies of the states in which the colleges that you list in questions 101a - 101h are located.

If you are applying solely for federal aid, you must answer all of the following questions that apply to you: 1-9, 14-16, 18, 21-23, 26, 28-29, 32-36, 38-58, 60-67, 69, 72-84, 86-100, 102-103. If you do not answer these questions, you will not receive federal aid.

Without your consent, we may disclose information that you provide to entities under a published "routine use." Under such a routine use, we may disclose information to third parties that we have authorized to assist us in administering the above programs; to other federal agencies under computer matching programs, such as those with the Internal Revenue Service, Social Security Administration, Selective Service System, Department of Homeland Security, Department of Justice and Veterans Affairs; to your parents or spouse; and to members of Congress if you ask them to help you with student aid questions.

If the federal government, the U.S. Department of Education, or an employee of the U.S. Department of Education is involved in litigation, we may send information to the Department of Justice, or a court or adjudicative body, if the disclosure is related to financial aid and certain conditions are met. In addition, we may send your information to a foreign, federal, state, or local enforcement agency if the information that you submitted indicates a violation or potential violation of law, for which that agency has jurisdiction for investigation or prosecution. Finally, we may send information regarding a claim that is determined to be valid and overdue to a consumer reporting agency. This information includes identifiers from the record; the amount, status and history of the claim; and the program under which the claim arose.

State Certification

By submitting this application, you are giving your state financial aid agency permission to verify any statement on this form and to obtain income tax information for all persons required to report income on this form.

The Paperwork Reduction Act of 1995

The Paperwork Reduction Act of 1995 says that no one is required to respond to a collection of information unless it displays a valid OMB control number, which for this form is 1845-0001. The time required to complete this form is estimated to be three hours, including time to review instructions, search data resources, gather the data needed, and complete and review the information collection. If you have comments about this estimate or suggestions for improving this form, please write to:

U.S. Department of Education, Washington, DC 20202-4700.

We may request additional information from you to process your application more efficiently. We will collect this additional information only as needed and on a voluntary basis.

College Bound - A Rhythmic Chant

College Bound
College Bound
I am college bound
Yell it out
To the roof
With a mighty sound
Set my goals
Work hard at school
Ready for the test
College dreams for me
Come true if I do my best

Upper Grade Lesson Plan - Right Classes
Middle School
Called the Middle for a Reason!

Objective: For students at the elementary school level to be able to understand the similarities and differences between elementary and middle school; and also how they both prepare students for the future.

Time: 45 minutes

Materials: Whiteboard, Overhead, Overhead transparency, student worksheets

Action Steps:

1. Explain to your class that next year they will be in Middle School. Middle school is an important part of our education because it helps prepare us for the next level of education.
2. Ask students to brainstorm what they think the SIMILARITIES and DIFFERENCES are between Elementary and Middle School.
3. Use a Venn Diagram (attached, or do own on white board) to have students separate out the similarities and differences they find between Elementary and Middle School.
4. Once you have enough examples for each part of the circle, have students return to their seats to fill out a worksheet with the similarities and differences, based on the class reflection (and any other examples they can think of).
5. Have students complete their worksheets individually, then pair share their answers and be ready to share out with the whole class.
6. At the end of the class have students share out. Record (and tally) questions students have for other middle school students - we will see if we can get them answered by students (maybe in AVID) at the Middle School.

**Similarities and Differences
Elementary and Middle School**

Please think about the diagram your class just completed, and then answer the questions below:

1. Elementary school and Middle school are similar in some ways, and different in others. Fill in the box to show how they are different:

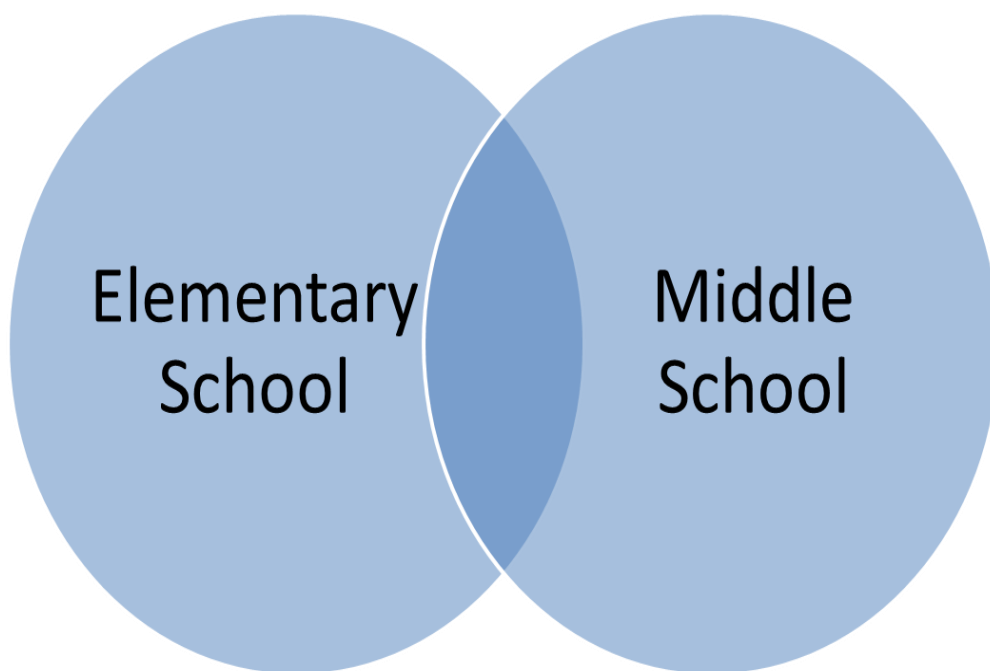
In Elementary School I...	But in Middle School I will...
Stay in one class all day long	
	Have 1 teacher for each subject
Go outside to recess for a break	
Have a subject just called "Math"	
	Keep my supplies in lockers

2. I am most excited about _____ in the middle school because

3. I am most nervous about _____ in the middle school because

4. If I could ask a middle school student a question about middle school it would be:

Similarities and Differences between Elementary and Middle School



Upper Grade Lesson Plan - Right Classes Preparing for College

Objectives: Students will understand the different levels of education: Elementary to College. Students will understand what they need to take at each level to pass successfully on to the next level. Students will understand A-G requirements.

Time: Approximately 1 hour.

Materials: Pencils, Educational Ladder Worksheet, School Completion Sheet.

Action Steps:

1. Explain to students that in order to be successful in the future, we need to start planning now. Since students can't leave class at the age of 11 and get a job to support them, their current option is school. So we'll review the best way to become successful through school.
2. Hand out "The educational Ladder of Success" to students (1 per table group) -it will be partially completed. Students need to work in a group to try and determine the correct steps to become successful.
3. Then work as a class to complete the ladder.
4. Once completed, discuss with students where they currently are on the ladder, and where they need to go in order to feel successful in the future.
5. Then ask students to individually fill in the sheet that asks them what they need to do in Elementary school to get ready for middle school, the column for middle school to high school and the column for high school to college.
6. When they have completed the sheet, ask students to share out loud what they need to do at each level - write answers on chart paper (an enlarged version of the handout) -put tally marks next to repetitive answers.
7. In the end look across all 3 columns to see if there are any similarities. If so, point them out. Make sure to point out answers that are consistent with what students actually need to accomplish at each level.
8. Finally, hand out the A-G requirements that are needed in high school for students to be accepted into college. Have students look over the sheet and notice anything interesting (i.e. high school is 4 years, and you need to take English for 4 years). Remind students they don't HAVE to remember all of this now, but it might be a good idea to keep it somewhere so they can pull it out later if they think they're not getting the right classes.

What do I need to do at each level to be prepared for the next level?

Elementary School	Middle School	High School	College

A - G Requirements in High School

4 years of English

4 years of Math

2 years of US History/Government

2 years of Science

2 years of Foreign Language

(like Spanish, French, Latin)

1 Year of Visual and Performing Arts

(like orchestra, chorus, photography)

1 year of a College Preparatory Elective (you'll get choices in high school)

You need to take (and pass!) all of these classes in order to be considered ready to apply for college.

The Educational Steps to Success

What do you need to do to reach your dream? What are the different levels of school you need to go through in order to achieve that dream?



**High School
Grades 9-12**

- High School Requirements (A - G Requirements)**
- ___ years of English
 - ___ years of Math
 - ___ years of US History/Government
 - ___ years of Science
 - ___ years of Foreign Language (Spanish, French, Latin)
 - ___ year of Visual and Performing Arts (like orchestra, photography, chorus)
 - ___ year of any type of class you want to help you prepare for college

**Elementary School
Grades K - 6**

**Middle School
Grades 7-8**

Upper Grade Lesson Plan- Right Classes High School - It Really Is a Requirement!

Objectives: For students to see the amount of time they need to take for each subject. For students to understand that they will have choices to make in high school that will affect their chances of getting in to college. For students to understand that courses may be recommended for them, but they have the right to also make decisions - but those decisions can be hard.

Time: 1 hour or more: *****This is a tough lesson for students - you may need to take more than one day, or you may need to alter the lesson for your students. It requires a lot of reading as well as thinking.

Materials: A High School Plan for each student, a list of Local High School Course requirements, overhead of the classes if the teacher wants.

Action Steps:

1. Review the last two days with students - we've discussed what we do for elementary school and middle school to prepare for the next level. What is the next level? High school!
2. Talk about how most of our students will be going to Local High School. Ask if anyone has family who has gone or is going to Local High School. Do they remember any of their classes? If so, which ones and have they talked about how hard or easy they are?
3. Today we're going to pretend like we're planning our high school classes. We have to think like we want to go to college (or at least be READY to go to college). Remind students of the A-G requirements we had from before.
4. If you want - use an overhead to show the "High School Plan" and the schedule of classes for perhaps the first year.
5. Students will need to look at the classes for 9th grade they need to take (if there are "X's", that means they do not take that class that year).
6. Then they will look over the list of classes and read the descriptions. They need to decide which classes they want to take. There are some differences:
 - a. P = Preparatory - that means this class is designed to prepare students at a BASIC level for college.
 - b. HP = Honors Preparatory - these classes are more difficult. BUT they prepare students more fully for classes they might see at college. They might be harder, but colleges also like to see these, because it means students are challenging themselves.
 - c. AP = Advanced Placement - these basically ARE college classes. This is the toughest class to take, BUT colleges will actually GIVE CREDIT for students if they have taken these classes, so some of their college classes will be taken off their list.

7. You might want to point out on the overhead where students will see the differences on the course sheets and if there are any "prerequisites" for taking the class (like getting a good grade in the previous class).
8. If you have time, students can do one grade and then compare with other students about what classes they want to take and why.
9. IF YOU WANT - you could do a tally about how many students want to take P versus HP classes - do it anonymously so as not to embarrass anyone, but then discuss why students might choose one class over another.
10. In the end it would be a great thing to talk about it being "okay" not to take ALL HP classes, but that it's not okay to ONLY take P classes if you're doing well in them. The idea is to challenge ourselves so others see how hard we work and how much we can accomplish.
11. If you do this all in one day, have students share with one another.
12. You may choose to do 1-2 grades each day, to make it less intense.
13. At the end, you can put up the "Local High School" recommended schedule and have students compare their schedule to what Local High School would recommend.
14. Ask students at the end to share what they've learned about high school and "choosing" classes.

High School Plan

Below are the requirements you need to complete high school and be PREPARED to enter college. Your job is to go through and fill in the classes you want to take in high school based on the classes available to you.

◆Remember, you have to look at ALL the REQUIREMENTS (things you must do) and PREREQUISITES (things you have to do BEFORE taking the class) to make sure you can take the class!

Classes	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English MUST Take 4 years	REQUIRED	REQUIRED	REQUIRED	REQUIRED
Math MUST take 3 years, 4 years are recommended	REQUIRED	REQUIRED	REQUIRED	RECOMMENDED FOR UC SCHOOLS
Science Must take 2 years, 3 years are recommended	REQUIRED	REQUIRED	RECOMMENDED FOR UC SCHOOLS	ELECTIVE CHOICE
Humanities	REQUIRED	XXXXXXXX	XXXXXXXX	XXXXXXXX
Social Studies Must take 2 years, 3 years are recommended	XXXXXXXX	REQUIRED	REQUIRED	RECOMMENDED FOR UC SCHOOLS
Foreign Language Must take 2 years, 3 years are recommended	REQUIRED	REQUIRED	RECOMMENDED FOR UC SCHOOLS	ELECTIVE CHOICE
Physical Ed.	REQUIRED	REQUIRED	XXXXXXXX	XXXXXXXX
Art/Music	XXXXXXXX	XXXXXXXX	REQUIRED	ELECTIVE CHOICE

Primary Grades-Skills Getting Ready for College

Objective: Students will know the importance of obtaining good grades; students will learn what subjects will help them get ready for college.

Time: 30-45 minutes

Materials: Teacher copy of skills description; “Getting on Track to College” activity worksheet.

Lesson Procedure:

- A. Use the attached skills description to inform students of the skills needed to prepare college
- B. ‘Getting on Track to College’ worksheet

1. Getting Ready for College

Although college seems pretty far away, there is a lot you can do now to begin getting ready. Many colleges want you to have good grades and test scores, or they will not let you attend. Also, there are certain subjects that can make college work easier if you study hard and do well in them before you go to college.

2. How Important are Good Grades?

Good grades are important, but you don't have to be super smart to get them. Most students get good grades by studying hard. Sometimes this means you can't go out and play if your homework is not done. Students get good grades by working hard and not giving up. Having good attendance in school, practicing good study habits, and doing your homework on time will put you on the right track for college.

3. What Subjects Will Help?

Reading and writing are important skills that are needed to do well in school and also for your future job. Your college will require you to take tests to see how well you can read and write. You can learn to read and write well by reading as many books and stories as you can. Also, writing stories, letters, reports and essays will give you the practice you need to become a good writer.

Along with good test scores, colleges will want to make sure you have taken certain classes in high school. If you tell your high school counselor that you are going to college, he or she can help you pick the classes that you will need to take.

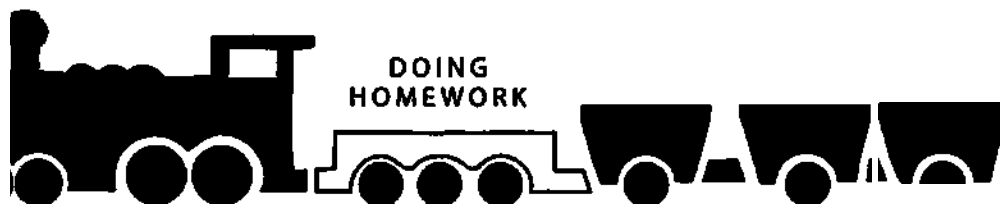
Remember, now is the time to start getting ready for college by:

- Doing your homework every day.
- Reading as much as you can.
- Working to improve your writing skills.
- Having good attendance at school.

*By doing all these things,
you will be on the right track for college!*

Getting on Track to College

Color the boxcars that will help you get to college.



Primary and Upper Grade- Study Skills
College Bound - A Rhythmic Chant

Objective: Students will learn the College Bound Chant to promote appropriate study skills and college/university admittance

Time: 25 min.

Materials: Copies of College Bound - a Rhythmic Chant

Action Steps:

1. teach students the definition of a *chant*
2. as a class discuss chants students may already know
3. give each student a copy of the College Bound Chant
4. give students time to learn the chant in small groups
5. invite volunteer groups to say the chant in front of the whole class
6. as a whole class recite the chant
7. revisit the chant daily/weekly

Primary and Upper Grade- Study Skills Learners Creed

Objective: Students will learn the ‘Learners Creed’ to promote appropriate study skills

Time: 25 minutes

Materials: Construction paper for brainstorming notes, markers, highlighters, copies of the ‘Learners Creed’.

Action Steps:

1. Divide students into partner or small groups
2. Give students time to brainstorm appropriate, “good” study skills (i.e. doing your homework, listening in class, organizing your backpack, etc.)
3. Conduct a class discussion based on the ideas students compiled during their small group time
4. Give students a copy of the ‘Learners Creed’
5. In their small groups have students highlight words they see on the creed that they wrote down on their brainstorming construction paper
6. Read the ‘Learners Creed’ as class
7. Revisit the creed daily/weekly

Learners Creed

I believe in myself and my ability to do my best at all times. **Just**

for today-I will listen. I will think. I will speak.

I will reason.

I will read.

I will write.

I will do all these things with one purpose in mind, **to prepare myself for college,**

To do my best and not waste this day, for this day will come no more.

**Primary-Upper Grade-Study Skills
Read to Succeed**

Objective: Students will learn that reading is fundamental to success in school and college; students will know that success in life involves learning to read with excellent comprehension and learning to read for a variety of purposes

Time: Daily reading log.

Action Steps:

1. Reiterate the importance of reading
2. Remind students of the importance of reading various genres
3. As they read they complete a reading log to document their participation.

Title of Book:

Author:

Date	Minutes Read	Pages Read	Something I learned	A question I still have

Upper Grade – Skills Setting Goals for Myself

Objectives: Students will understand how to set measurable goals; students will recognize short-term and long-term goals.

Time: 1 hour

Materials: Pencils, pens, star, short and long-term goals.

Action Steps:

1. Begin by asking student, "What is a goal?"
2. Explain that it is an objective or target they are trying to achieve within a period of time. Remind them (or ask them) of goals they have set and achieved in the past: doing well on a test; running the mile at school; finishing a soccer game, etc...
3. Give an example of short and long term goals:
 - a. ♦Short: can be accomplished immediately or very soon (i.e. finishing a book, visiting a place, do well on a test, etc...)
 - b. ♦Long: They are accomplished in a longer period of time (usually more than 6 months away) like going to college, buying a car, etc.
4. Ask students for steps to complete a short and long term goal (write steps on board).
5. Ask students to give multiple examples for kids their age to achieve short and long-term goals - write down on board.
6. Pass out short-term and long-term worksheet.
7. Give students 10 minutes to think of short- and long-term goals for themselves.
8. Create a "whole class" chart for short and long term goals.
9. Students look at the list and think of 1 short or long term goal for the class to plan on doing together.
10. Do the "Goal Setting Contract" for the whole class: "My Goal is. ...Steps I need to complete to accomplish this goal....Who can Help me Accomplish My Goal and How They can Help Me..." DO the whole example sheet.
11. Then have students pick their own sheet (short or long term goal) to determine steps and who can help accomplish the goals.
12. At the end, students can edit one another for correct written language - so student work can be posted.

Goal Setting Contract for _____

My goal is:

My goal is: Short-Term Long-Term

Steps I need to take to Accomplish my goal:

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

Who can help me accomplish my goal?:

How they can help me accomplish my goal?:

I will try to accomplish my goal by:

Upper Grade – Skills Study Skills

Objectives: Students will affirm how they best study; students will comprehend the importance of successful study tips and create a homework plan.

Time: 1 hour

Materials: Pencils, Study Tips, Homework plan, individual square to put on chart, How Do You Best Study? Chart for students to chart.

Action Steps:

1. Talk about how studying effectively makes a difference in a student's life.
2. Ask students to talk about their current study habits - how do they study so they are successful in school?
3. Ask the following questions:
 - a. Why is it important to have good study habits?
 - b. How can you develop good study skills?
 - c. What do you do at home to study for tests/projects?
4. Have students talk about their thoughts regarding the reasons and ways someone can learn to study well (Chart responses).
5. Pass out **How do you study best?** Have each student individually complete the sheet.
6. Have students then take their personal square (with name on it) and place it on the chart in one of the 4 different ways - this is so we can see a visual of how the class feels they best study.
7. When finished have students go to the "Four Corners of Studying" - have them pick the way they study best.
8. Have them go into groups of 4 at each section to talk about giving the top 3 reasons they picked this type of studying - they're going to need to share it back out with the rest of the class.
9. Have students share out to the class the top 3 reasons they selected this choice.
10. When finished sharing out, have students return to their own seats. At the bottom of the sheet, there will be a section entitled, "**Now what will you try?**" Have students say one new way they'll try studying and one reason why.
11. Talk with students about upcoming projects, tests, etc.. where they can try this different study habit.

How Do You BEST Study?

Studying is an important part of school. When you study hard you get better grades. But people sometimes study in different ways!!

Think about the last time you got a really good grade on something... How did you study in order to get that good grade? Think about the way YOU best study.

Put an X by the best way YOU study	I study best by....	Because...
	Studying Alone	
	Studying with a grown up at home	
	Studying with a teacher	
	Studying with a friend	

You have had a chance to listen to why other people think studying in a different manner works better for them. Now that you've heard their reasons, which way are you going to try that is different than the one you selected before...

Put an X by the way you're going to TRY	I will try to study by....	Because...
	Studying Alone	
	Studying with a grown up at home	
	Studying with a teacher	
	Studying with a friend	

Upper Grade- Skills Time Management Strategies

Objectives: Students will recognize the importance of time management; students will produce a weekly and daily task list/calendar.

Time: 1 hour _

Materials: Pencils, Task List and Getting Organized.

Action Steps:

1. Begin a discussion about time management:
 - a. What is time management?
 - b. Have you used time management before?
 - c. How can time management skills improve your academic and personal life?

2. Explain how Time management is important. It helps students:
 - Have enough time for school activities, hang out with friends and spend time with family
 - Accomplish their daily, weekly, monthly tasks
 - Set goals
 - Be organized
 - Turn in assignments/ projects on time
 - Minimize stress
 - Set priorities
 - Develop daily and weekly schedules

3. We need to think about the different kinds of things we do throughout the week and if those activities help us to achieve our goals, or if we're missing our time, and that is stopping us from achieving our goals.

4. Pass out the weekly calendar. Explain to students that for the rest of this week we are going to think about our time and how it affects the work we do and the goals we set.

5. Have students do the "estimate" column in class. Have them share in partners, small groups or whole class something that they are "proud of with regards to how they manage their time.

6. Then notify them that for the next 3-5 days (your choice) students, as part of their homework, will write down the "actual" amounts of time they spend on each activity.

7. **3-5 DAYS LATER** - have students review what their charts state, and to notice if there are any differences in what they "estimated" versus what they "actually" did with their time. Have students then write their answers to the reflection sheet. Have them share out loud (partner, team, class). Determine by subject (from the calendar) with tally marks (1 for each student) which subject will have the most changes.

My Weekly Calendar

Day	Activity	Estimated Time Spent (hours or minutes)	Actual Time Spent	Difference (Subtract one from the other)
One	School			
	Homework			
	Playing outside (like team sports, bike riding, etc.)			
	Watching Television			
	Other activities			
Two	School			
	Homework			
	Playing outside (like team sports, bike riding, etc.)			
	Watching Television			
	Other activities			
Three	School			
	Homework			
	Playing outside (like team sports, bike riding, etc.)			
	Watching Television			
	Other activities			
Four	School			
	Homework			
	Playing outside (like team sports, bike riding, etc.)			
	Watching Television			
	Other activities			
Five	School			
	Homework			
	Playing outside (like team sports, bike riding, etc.)			
	Watching Television			
	Other activities			

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