TRiO College Advising

1. CORE SERVICES
2. SAMPLE SESSIONS (1-3)
3. 9th GRADE GUIDELINES
4. 10th GRADE GUIDELINES
5. 11th GRADE GUIDELINES

SAMPLE FORMS TO HELP GUIDE YOUR CONVERSATIONS WITH STUDENTS ABOUT PREPARING FOR COLLEGE
CORE SERVICES

TALENT SEARCH

☐ Connections to Tutoring
☐ Advice and Assistance with Secondary Course Selection
☐ Assistance with College Admissions Applications
☐ Information on College Entrance Exams
☐ Preparation for College Entrance Exams
☐ Information on Federal Student Aid Programs (including FAFSA)
☐ Information on Scholarships
☐ Assistance with Completing FAFSA
☐ Information on Financial and Economic Literacy

UPWARD BOUND & UBMS

☐ Academic Tutoring
☐ Advice and Assistance with Secondary Course Selection
☐ Assistance with College Admissions Applications
☐ Information on College Entrance Exams
☐ Preparation for College Entrance Exams
☐ Information on Federal Student Aid Programs (including FAFSA)
☐ Information on Scholarships
☐ Assistance with Completing FAFSA
☐ Information on Financial and Economic Literacy
☐ Instructional Services, including Summer Program, 6 weeks
  ☐ English
  ☐ Math
  ☐ Science (w/lab)
  ☐ Foreign Language

Grant Objectives / Measurements

Based on % of students who demonstrate the following

- 2 years of Math beyond Algebra 1 by 12th grade (UB)
- 2.5 GPA or Above (UB)
- Pass at Proficient for CAHSEE Math and CAHSEE English (UB)
- Complete Rigorous Curriculum of Study (A-G)
- Promoted to the Next Grade Level
- Earn High School Diploma
- Enroll in Postsecondary
- Enroll in College without need for Remediation (UB)
- Complete Postsecondary (AA in 3 years or BA/BS in 6 years)
- Graduate with STEM Degree (UBMS)
- FAFSA Completion during 12th grade
SAMPLE Session 1 – Be In It to Win It

Introduce yourself. Review any information that you have about the student from their file (ex. career goal). Confirm contact information.

Introduce the program. Outline the program services. Use Needs Assessment to restate the program’s goals and what they can expect in terms of services offered and participation expectations. Reaffirm their desire to attend college.

Review their class schedule and reaffirm, identify and create GOALS! I typically try to ask for 3 personal and 3 academic. Then, discuss. What can they do now to stay on track? What can they do to explore their interests? Did they already set some goals regarding GPA or study habits? If not, prompt them to think about what they want to achieve academically “so what grades do you want to get for your classes?” “Do you have any time management or homework habits you need to improve upon?”

Always end the session by reaffirming their decision to be college-bound how they are taking the first step in a rewarding journey. Give them the contact information in case they have further questions. Give them any upcoming dates, newsletters, etc.

SAMPLE HANDOUTS

- Goal Setting Sheet
- Needs Assessment
- Program Literature: Newsletters, Event Flyers, Tutoring Resources
SAMPLE Session 2 – Know the Rules

Introduce yourself. Remind them about the program and why you are here. Let them know they will have some homework and some important information today, so they need to keep it somewhere they will not lose it.

Check in on GOALS: Follow up with any goals regarding academics at this point and troubleshoot as needed. Remind them the importance of maintaining a high GPA in order to be considered for colleges and universities.

Review A-G & High School Graduation Requirements & Calculating GPA: use a handout which they can keep or print out from the internet the Doorways list of courses.
  - Go in depth about what courses are needed to complete A-G
  - Show them how not all courses count toward A-G at their school
  - Show them how HS graduation requirements are different from A-G courses and they need to complete both
  - Show them how not all honors counts toward weighted GPA
  - Show them how to calculate their GPA using a “mock sample”

Outline HS Grading Periods: Let them know at what point during the year their school district gives out progress reports and grades. Tell them that they need to write these dates down and use them to their advantage. When you know the rules, you can plan ahead and be aware of how your effort affects your grades.

SAMPLE HANDOUTS

- A-G Requirements
- Doorways Printout (for their School)
- HS Graduation Requirements and/or District Test and Grading Information
- Program Literature: Newsletters, Event Flyers, Tutoring Resources
- Sample Transcript / Student Transcript for Calculating GPA
SAMPLE Session 3 – Self Advocacy

Introduce yourself and remind them about the program. Let them know that high school is very different than college, but lucky for them, the study habits they practice now, will help them tremendously when they begin college. So today we are going to talk about study skills, time management and organization. I call it “play hard” because just like an athlete who has to train and practice in order to play at their best, we have to practice now, so that when it comes time to play hard in college, we are ready.

Ask them questions about their current study skills, time management and organization. “How long do you spend on homework?” “How much time do you spend on social media/tv/video games?” “Do you have a planner or binder?”

Ask to see their planner and/or binder. Offer suggestions, based on what they tell you, what you see and their long term goals. Some useful handouts on study skills and time management will be provided. Here are a few helpful hints to remind students:
- Know what is due when: Do they know when their upcoming assignments are?
- Make reminders: Plan ahead and make up another deadline before the due date; mark both deadlines in their calendar/phone
- Start early: If the teacher says, a paper will be due each semester, see if they can get the writing prompt early at get ahead on the assignment
- Engage others: teachers are your number one resource for understanding what assignments are due, when and how much they will count toward their grade (20%? 50%?); parents can also be told in advance that you have an important assignment due, if they know in advance they can adjust; other students can also be a resource for you, especially if you have a question and there is someone in the class that seems to really understand and do well in the class

SAMPLE HANDOUTS

- Study Skills and Time Management
- Learning Styles Handouts and Quizzes
- Time Grid and/or Monthly Calendar
- Useful Websites and Phone Apps for Homework Help, Study Skills, etc.
- Program Literature: Newsletters, Event Flyers, Tutoring Resources
9th Grade Guidelines

WHAT INFORMATION NEEDS TO GET COMMUNICATED TO ALL 9TH GRADERS?

- A-G requirements - Doorways - graduation requirements (what is the difference hs grad and college eligibility) (a “D” does not count!)
- Common Core - changes and what that means
- What does it mean to be in high school? When does semester end?
- **Importance of making up courses and maintain a steady GPA**
- How to calculate your GPA for college
- What are honors and AP classes; importance of AP and what that means (worth college credit, college prep, GPA boost; economic impact once they enter college the course counts)
  - Please be sure to note, especially for IB/Honors: the “weighted” for GPA is not always transferable to colleges (doorways)
- Time Management and Study Skills; Organizational - what does your binder look like?
- Test Taking - importance of studying and preparing
- PSAT Deadlines
- College Goal Setting now . . . steps to be in AVID; importance of keeping DOORS open for you so that you have more OPTIONS available to you . . .
- Types of institutions: 2-yr, 4-yr, private, UC/CSU
- Community Service (start now, identify opportunities)
- Extra Curricular Activities (getting involved will help long term)
- Field trips (especially through AVID, etc.)
- Career Interests
- Personal Goal Setting
- Making it clear to get MORE out of the way earlier . . . competitive eligibility
- The important role of your PARENT in your college-going goals and pathway
- Self Advocacy - what does this mean for you in terms of your courses (you want to enroll in or retake); your conversations with counselors (when and how to reach out and ask for help);

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<th>Online Resources and Tools:</th>
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<td>- Big Future</td>
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<td>- Pencil</td>
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<td>- Tutoring resources at the schools and local community</td>
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<td>- Federal student aid - 9th grade checklist</td>
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<td>- College Pyramid - EAOP Handout</td>
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10th Grade Guidelines

WHAT INFORMATION NEEDS TO GET COMMUNICATED TO ALL 10TH GRADERS?

- A-G requirements & What classes should you be taking; depending on major and interests
- How to be college competitive: AP English; third year of language and science;
- GPA starts to count for UC and CSU (summer between 9th and 10th grade)
- Class rigor - taking AP/Honors; Community College courses (end of 10th grade or next year); if possible, align rigorous course with goals and potential major
  - Being extra conscious of those taking AP does that student have the capacity to excel in those rigorous courses
- Community Service and Extracurricular **important of leadership role in sports, clubs and organizations; emphasizing that universities want to see consistent sustained volunteer experience (commitment and leadership roles)
- Now that they are anchored in high school experience; how to find the right balance of “stretch” and rigor versus what the student can handle
- If they did not do well in 9th grade, this is time to repeat it (esp. if interested in private schools)
- Test prep - anxiety and ways of preparing
- Study Skills, Time Management & How to Stay Organized
- PSAT - translate their score to identify where they can focus for SAT
- CAHSEE
- Resumes / Letter of recommendation requests for teachers for Scholarships
- Career exploration
- Self Advocacy
- Special opportunities (how you will use your summer)
- Having to work; what impact can that have on their application; how they can use that to their advantage; start saving a little bit on the side . . .
- Financial Aid - not everything is covered by the financial aid; prepare now!
- Social relationships (eating, health, bullying, nutrition, psychologically independent from their cliques)

Online Resources and Tools:
- Planner / Binder & A-G Planner
- Needs Assessment
- GOAL SHEET
- Time Management
- HOUSE Tools
- Grade Check form
- List of CSUs that are impacted (versus non-impacted)
- Make up courses (talk to school counselor about paperwork and options to repeat courses)
- Activities & Awards Sheet
- Myfuture.com (checklist by grade)
- How to follow up with or get the most out of college tours and college campus visits
- Review “real world” information; cut out from newspaper, rent amounts, and have them calculate what it would take to pay for a space on their own
11th Grade Guidelines

WHAT INFORMATION NEEDS TO GET COMMUNICATED TO ALL 10TH GRADERS?

- A-G requirements
- HS Graduation requirements; review and make sure the student is on track
- Identify 10 campuses
  - Get specific: impacted, non-impacted, UC, CSU and community colleges; privates, and open enrollment schools
    - CSU campus will give you more practical skills and UC is research/theory; Privates - connections; CC - opportunities
  - Identify 2 each of SAFE / LIKELY / REACH schools
  - Share specific insights about a campus that you recently learned:
    - Cal Lutheran will match financial aid of UC schools
- Declare / Identify Majors and find out if pre-requisites exist
- How to present yourself and take an advantage of opportunities to be a COMPETITIVE candidate
- Complete the NCAA Clearinghouse Application & review NCAA Elective Courses
- AP courses (& exams) and IB courses; review with student; encourage enrollment if student has interest, capacity and potential to succeed
- iHigh courses & Credit Recovery (be sure to check what counts towards A-G)
- SAT registration and preparation (SAT II / Subject Tests as needed)
- ACT registration and preparation
- Fees during senior year: that will not be covered by financial aid: Housing Deposit, Freshman Orientation, EPT/ELM, AP Exams, Traveling expenses, Student Health
- CSU Mentor – start now
- EOP Questions – start draft now
- Personal Statement (UC): start draft now
- Common Application (Essay Questions): start draft now
- Scholarship search; have them answer the GATES to get several samples
- Attend College Fairs
- Checklist for Financial Aid

Online Resources and Tools:
- CSU Mentor
- ASSIST.org
- College Board
- College Navigator
- Fast WEB and other scholarship websites
- Activities and Awards Sheet
- Waivers - need to explain 2 total (2 each exam); even if you don’t go and take the test

- California Reality Check
- Career Zone - Careers and Majors
- Search Majors on College Board
- BOL statistics
- Assist.org
- Scholarship App
- SAT word of the day
- Kahn Academy