Gearing Up for College

Beatriz Amy Huerta

California State University, Monterey Bay

Follow this and additional works at: https://digitalcommons.csumb.edu/caps_thes_all

Part of the Academic Advising Commons, Community College Leadership Commons, Counseling Commons, Curriculum and Instruction Commons, Curriculum and Social Inquiry Commons, Educational Leadership Commons, Scholarship of Teaching and Learning Commons, Secondary Education Commons, Social Work Commons, and the University Extension Commons

Recommended Citation


This Capstone Project (Open Access) is brought to you for free and open access by the Capstone Projects and Master's Theses at Digital Commons @ CSUMB. It has been accepted for inclusion in Capstone Projects and Master's Theses by an authorized administrator of Digital Commons @ CSUMB. For more information, please contact digitalcommons@csumb.edu.
“Gearing Up for College”
Beatriz Huerta
GEAR UP / Gema Zamudio
Collaborative Health and Human Services
Department of Health Human Services and Public Policy
California State University Monterey Bay
December 10, 2018
Abstract

Sadly, in the Greenfield community, there are exceedingly high rates of individuals who lack post-secondary education. The Census (2010), states that only 4.8% of persons age 25 years and older in Greenfield, CA obtain a bachelor’s degree. At Greenfield High School over the past five years, an average of 16 students enrolled at a CSU campus (The California State University, 2018). In efforts to promote higher education, Gear Up (Gaining Early Awareness and Readiness for Undergraduate Programs) empowers students and families of the Monterey County by fostering equitable access to postsecondary education and career readiness through relevant rigorous academic and enrichment services. As a result, the College Club was designed to promote post-secondary education from highlighting and informing students about the process of applying to college to mentoring students and giving them tips to be successful. The project consisted of five meetings that were open to all GHS students but mainly targeted for the 11th and 12th-grade cohort. Each meeting was designed to explore and review the difference between attending a UC/CSU/Private/Vocational School/ or Community College, career and majors, financial aid, and guest speakers. One of the project's strengths was the great turnout and involvement from the students reaching an average of 30-40 students per session. Overall, the project will be continued with the leadership from Gear Up staff and the recommended change to have more frequent meetings.

Keywords: College, Post-Secondary Education, Low-Income, High School, Career Readiness, School Club
Agency and Community Served

CSUMB GEAR UP is a partnership grant program that is awarded by the federal government with the mission to promote postsecondary education and increase the number of low-income students who are prepared to enter and succeed in higher education. Some of the purposes of GEAR UP include: provide financial assistance and options for financing higher education to participating students, provide academic and co-curricular support services to students at risk of dropping out of school, and provide students and families with information demonstrating the advantages of pursuing a higher education (U.S. Department of Education, 2018, para. 2). GEAR UP follows a cohort model and currently serves 10th and 11th graders and serves approximately 4,000 students across both South Monterey County and Salinas-Seaside grants. All in all, the program provides early college awareness and support activities to improve access to higher education for many minorities and disadvantaged first-generation students and their families.

Problem Definition

In the Greenfield community, there are exceedingly high rates of individuals who lack post-secondary education. Post-secondary education is defined as attending a four-year university, junior college, or technical school. At Greenfield High School over the past five years, an average of 16 students enrolled at a CSU campus (The California State University, 2018). Many students at this high school are first generations students whose families experience income shortage, and as a result, obtaining post-secondary education is almost impossible because they cannot afford it. The Census (2010), states that only 4.8% of persons age 25 years and older in Greenfield, CA obtain a bachelor’s degree. We can see how less than 5% of the Greenfield population does not have a bachelor’s degree creating the lack of post-secondary education in the community.
### Contributing Factors

**Income Level/Poverty**

One of the biggest factors many of the members in the Greenfield community face is that they live in poverty, according to DATA USA (2018), “25.1% of the population in Greenfield lives in poverty.” Over the past ten years, according to the Census 2010, “12.9% of Monterey County residents lived in poverty and 14.5% at the state level and 12.7% nationally.” Based on the data, the Greenfield population lives almost double the rate of national poverty. Since many members of the Greenfield community live in poverty, the chance to obtaining a higher education is almost impossible. Students who attend Greenfield High School come from Hispanic families and are the first generation in the United States who do not have the appropriate resources to thrive in an expensive economy. Thus, according to City-Data (2017), the estimated median household in Greenfield, CA was $48,787 and the estimated California State income was $67,739 (para.1). For a family living in Greenfield, rent is estimated at $1,208 per month (City-Data, 2017, para. 4), however most likely families are making $48,787 for a family that has more than five members.

**Legal Documentation**

### Risk Factors that Contribute to the Problem:
- Income-level
- Lack of support
- Lack of motivation
- Race/ Ethnicity
- Legal documentation
- Poverty

### Problem/Issue/Need to be Addressed by Project:
- Lack of post-education rate in Greenfield, CA is too high
  - **Goal:** Increase rate of students who attend post-secondary education

### Consequences of the Problem/Issue/Need:
- Cycle of family poverty
- Depression
- Financial Instability
- Health Issues
- Limited employment opportunities
One of the biggest contributing factors that lead to the lack of post-secondary education is a student’s immigration status. The Greenfield City-Data (2017), reported that in 2016 91.6% of the population was Hispanic. In this community, there are a lot of people who come from Oaxaca and cross the border illegal. As a result, most of the students who come from Oaxaca do not have legal documentation and it makes it harder for them to apply to four-year universities or junior colleges. In some cases, some students may not even know that they do not have legal documentation until senior year when they try to apply for school. Sadly, not obtaining legal documentation makes it impossible for students to be able to qualify for financial aid and grants and in most cases, students get discouraged and go straight into the workforce after high school.

Lack of Motivation

Another contributing factor to the lack of post-secondary education is lack of motivation in students. According to PBS News (2016) “95% of students in America say that they want to go to college, but only 9% of them will actually graduate by the time they are 24.” (para. 10). Often times students will actually be motivated to go to college, however once they get to a college they will feel that it is “too hard” or that they want to do something else instead. Many of the high school kids in GHS usually do not attend a four-year university because they do not have the grades to get in. Too often, students will be failing more than two classes because they are “tired” or simply just “forgot” to do their homework. Lack of motivation can also happen when a student is uninterested in a subject or when the teachers fail to connect with the students. Another main reason students at GHS may lack motivation is because they do not have support at home since their parents may always be working. If no one is there to pay attention to a student at home, then students may see that there is no reason for them to pay attention in school since at the end of the day no one will care.
Consequences

Cycle of Low-income/Poverty

One of the main consequences of not obtaining a college degree is living in poverty. According to Pro Con (2018), “the poverty rate in 2008 for bachelor’s degree holders was 4%, compared to a 12% poverty rate for high school graduates. Individuals who obtain a bachelor’s degree a far less to live in poverty because they will always have more opportunities handed to them since they are educated and have employability skills. Not obtaining a degree can also affect families because future generations can fall into a cultural cycle and believe that it is not important to go to college since their parents did not go to college. Without a degree it is ten times harder to get out of poverty because mostly likely individuals will obtain minimum wage jobs that will barely make enough money to make ends meet.

Limited Employment Opportunities

Obtaining a college degree opens the door for many higher wage jobs since employers believe individuals with a college degree are better prepared in social, academic, and communication skill. According to College Education (2018), “85.2% of college freshmen in 2015 said that they attended college to get a better job.” This means that in the United States most of the freshmen that chose to go to college believed that through a college diploma they would get employment with higher wages. Also, College Education (2018), states that 22.9% of college graduates are more likely to receive formal or informal job training, have greater access to technology, greater autonomy, and ability to enhance skills compare to high school graduates. As a result, an individual who does not have a college degree is limited to the kind of employment they can get. Not having a college education can really limit an individual's ability to find a job and in the long run individuals will have to get harder jobs with lower wages.

Higher Health Issues
Another consequence from not obtaining a college degree can be problems with health. In some cases, since individuals do not go to college they may find themselves stuck in a job that does not offer health insurance. Without health insurance individuals will not visit medical facilities because they cannot afford the high costs. Without having health insurance individuals will be at higher risks for disease since they cannot afford to get yearly medical examinations. On the other hand, a person who attends college will most likely find employment that offers health insurance plans. According to College Education (2018), “70% of college graduates had access to employer-provided health insurance compared to 50% of high school graduates in 2008.” (para. 1). In addition, College Education (2018), also suggests that college graduates are healthier individuals. A study by the Carnegie Mellon Psychology Department in 2008, measured that 83% of college graduates reported being in excellent health, while 73% of high school graduates reported the same (para. 5). All in all, the most heartbreaking scenario is not being able to treat medical conditions because an individual does not have health insurance and does not have any money to pay the medical bills.

**Project Description and Justification**

The goal of the College Club was to develop different themes for each club meeting. Some of the meetings for the college club project consisted of discussing technical careers and schools in the area, exploring majors and what jobs students can obtain with those majors, and a student panel to discuss personal college experiences from former Greenfield High School Alumni. The purpose of creating this club was to educate high school students on the different careers, colleges, and techniques to succeed after graduating. The students benefited from this college club because each session was different and informational topics were explored. For example, during the career development meeting, students benefited from exploring salaries and different career options in the field. Another important session was exploring majors such as...
biology, sociology, criminal justice, etc. because many students did not know what jobs could be obtained with majors. The objective for the college club was to create a college culture at Greenfield High School and explore different options students have after graduation. As a result, hopefully, this project encouraged students to pursue a college education and aspire to become professionals.

**Project Implementation**

The scope of work for Fall 2018 contained expected outcomes, milestones, and activities that needed to be accomplished in order to implement and complete the final capstone project. To begin, the planning of the curriculum and meeting session was started since the Spring 18 semester. The planning of each meeting session was determined by the end of summer. Additionally, flyers and posters were also finished throughout the summer break in order to be ready for the first meeting in Fall. Each session had the curriculum and materials ready at least a week in advance before each meeting time and all the powerpoint presentations and handouts were ready before the club meetings. Once the Fall 2018 semester began, the project was implemented by the fourth week of August. After the month of August, the club continued to meet once a month in the last week of each month. During the semester, as the project leader some of the major duties that the intern worked on was having the snacks ready for each session, making sure flyers were sent out and put up around the school, made sure announcements promoting the college club are being made in the mornings, and ongoing recruitment of new students.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Deliverables</th>
<th>Timelines/Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Began meeting with students who were taking classes at the community college</td>
<td>Communication/Research</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>1-1 Sessions with students who were planning to attend a 4-year university</td>
<td>Leadership</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Activity</td>
<td>Categories</td>
<td>Time Period</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Interacted with staff members and got to know agency</td>
<td>Professional Development</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Brainstormed college club idea</td>
<td>Research</td>
<td>Spring 18</td>
</tr>
<tr>
<td>Verbally surveyed students on what types of topics they would be interested in learning</td>
<td>Relationship Building, Data Gathering</td>
<td>Spring 18</td>
</tr>
<tr>
<td>Created posters to increase GEAR UP awareness</td>
<td>Systems Management</td>
<td>Spring 18</td>
</tr>
<tr>
<td>Request permission from HS principal to create college club</td>
<td>Professional Communication</td>
<td>Spring 18</td>
</tr>
<tr>
<td>Met with mentor to set club meeting times</td>
<td>Collaboration</td>
<td>Summer 2018</td>
</tr>
<tr>
<td>Created flyers for school and social media</td>
<td>Systems Management, Research</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>Met with HS counselor to establish club at school</td>
<td>Professional Communication</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>Attended back to school night</td>
<td>Cross Cultural Competency, Communication</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>Create meeting content and activities</td>
<td>Professional Development, Information Management</td>
<td>Summer 2018/Fall 2018</td>
</tr>
<tr>
<td>1st College Club Meeting</td>
<td>Introduction, What is the college club?, Ice Breaker Activity, Pre-Survey</td>
<td>Fall 2018 (August 31, 2018)</td>
</tr>
<tr>
<td>2nd College Club Meeting</td>
<td>Explaining a CSU, UC, Vocational, or Community College, In-depth explanation of a semester vs. quarter, Requirements for each institution, Kahaoot activity</td>
<td>Fall 2018 (September 28, 2018)</td>
</tr>
<tr>
<td>3rd College Club Meeting</td>
<td>What is a major?, What is a minor?, Decoration of college cap activity</td>
<td>Fall 2018 (October 26, 2018)</td>
</tr>
<tr>
<td>4th College Club Meeting</td>
<td>Financial Aid Workshop, Hot Potatoes Activity, Post Survey</td>
<td>Fall 2018 (November 9, 2018)</td>
</tr>
<tr>
<td>5th College Club Meeting</td>
<td>Student Panel, Last Club Meeting before I leave</td>
<td>Fall 2018 (December 7, 2018)</td>
</tr>
</tbody>
</table>
**Project results**

The project positively impacted the GEAR UP agency because the meetings met most of the official GEAR UP goals. The first goal the project addressed was increasing academic performance and preparation for postsecondary education (GEAR UP, 2015, para. 3). Since the college club was based on college promotion, this project worked to guide students to choose a school that best fit their needs. Another objective this project met was increasing the high school graduation rate (GEAR UP, 2015, para. 3). By promoting college education, the project worked to get students interested and motivated to get out of their comfort zone and apply for four-year universities. In order to apply for four-year universities, students had to have their high school A-G requirements completed and be ready to graduate. As a result, by actively encouraging students to pass their classes hopefully students did not fall behind and in the long run will be ready to graduate once they finish senior year. Also, since the college club was considered part of an extra-curricular activity, this allowed students to include their membership in their college club as a part of an extra-curricular activity in their college applications. Ultimately, this service was very beneficial for the community because it served as guidance for many students who are first-generation students and are unaware of the positive impact of going to college and becoming prepared.

**Assessment of Project Outcomes**

This project used various techniques to measure the knowledge gained from each club meeting. The first technique utilized to assess the student’s knowledge about 4-year universities and future topics was through an ice breaker activity. This ice breaker activity was called the “M&M Challenge” and was implemented by distributing a few M&M’s to students. Based on the color that the students chose they had to answer the questions that were on the board and that belonged to that color. For example, if the student chose a red M&M they had to choose the
questions that asked, “What college or university have previously visited.” The second measuring technique used was a Kahoot game that challenged students to remember questions about the difference between attending a UC or CSU campus. Another technique that was implemented was the commonly known game of “Hot Potato” where there was a twist that involved the students to participate and ask questions. For example, in this game if the student got the item that was being passed around it was mandatory for them to ask a question regarding financial aid. By making it mandatory for the students to ask questions it motivated students to step out of their comfort zone and become involved.

On the whole, a pre and post survey was used to analyze the expected outcome of the whole project. Attached below is an example of the pre-survey that was given to the students during the first college club meeting. The pre-survey was used to analyze and get to know the students and learn what types of colleges and majors the students were interested in learning about. The post-survey was given during the second to last meeting in order to have time to analyze the results. Overall, the main objective of this college club was for Greenfield High students to get involved and start exploring their options after high school with the ultimate goal to increase the number of students who attend post-secondary education.

**Personal Reflection/Final Thoughts**

All in all, the college club was a great extracurricular activity at Greenfield High School because many of the students actually enjoyed participating in the meetings and activities. In fact, some of the students occasionally continue to walk into the GEAR UP office and ask about the next college club meeting. From my perspective, I strongly believe that the college club should be continued because it is a great learning and interactive experience for students to become familiar with college majors, financial aid, careers, or simply just ask questions and receive advice. However, in order for the club to be more successful there should be more
involvement from other staff members. At this point, it is unsure if the project will continue because there are no other staff members who are willing to take on the extra tasks of being responsible for the college club.

In summary, the social problem addressed by the College Club was to increase the rate of students who attend post-secondary education. The issue with Greenfield High School students not attending post-secondary education is not because they do not want to further their education, it is because they do not have sufficient personal funds to be able to afford attending a four-year university. I strongly believe that every student is capable of achieving their goals, whether it be attending a 4-year university, community college, trade school, or even going straight into the workforce. The purpose of the College Club was to create a college culture and get students involved in learning about what options they have after they graduate high school. Although, Gear Up’s goal is to help students pursue post-secondary education, it is also important to acknowledge that in some cases the college route may not be for everyone. As a result, I wanted to make sure that despite the club’s name, the meeting topics included other options besides attending a 4-year universities and careers that only required a bachelor’s degree or higher.

Even though, the club was successful with student participation and involvement bringing 20 or more students per club meeting, I wish this project would have involved more students besides the one who were already planning to apply for a 4-year university. In order to reach to the rest of the student body, as the College Club facilitator I could have done more outreach in the non-AP English classes or simply done more tabling during lunch time. As a student, I believe I learned many valuable lessons from my mentor and from my students at Greenfield High School. The first thing I learned from my mentor was to not be afraid and to plan ahead. The second thing I learned from the students at GHS is to dream big. Many of the students who were participants of the College Club have dreams to be neurosurgeons, nurses, behavioral
therapists, agriculture engineers amongst others. Interacting with students who are eager to graduate high school and continue to their educational journey reminded me of when I was in high school and was ready to take the world for what it really was.

In conclusion, to any future CHHS student who is thinking of becoming part of a beneficial and supportive organization like Gear Up, I suggest you take a leap of courage and do it. Interning at Gear Up showed me how to mentor and support students, collaborate with staff and students, be a leader, and most important get out of my comfort zone and take initiative. Creating a club at a school is not easy especially at a high school where students may not be as easily approachable, but they key is to be understanding, friendly, and open-minded because at the end of the day the students just want to trust someone who believes in them. All in all, being an intern act Gear Up has provided me with life-lasting friendships and meaningful experiences that I will forever cherish.
References


Want to know more about life after high school?

Join the **GEAR UP** College Club to learn about:

- College Majors
- Career Awareness
- And much more!

**LUNCH TIME** Meetings

**FREE** Snacks!

**GREENFIELD HIGH SCHOOL**

Hosted by

**SEE YOU IN ROOM**

RM 205
Appendix B

California State Universities

Requirements:
- Minimum 2.00 GPA
- Take & Pass A-G Courses w/ C or better
- Take the SAT/ACT

Apply at: Cal State Apply
https://www2.calstate.edu/apply
Application Opens: October 1, 2018
Application Deadline: November 30, 2018

University of California

Requirements:
- Minimum 3.00 GPA
- Take & Pass A-G Courses w/ C or better
- Take the SAT/ACT
- Personal Insight Questions

Apply at: UC Apply
https://admissions.universityofcalifornia.edu/
Application Opens: August 1, 2018
***Begin to submit until November 1, 2018
Deadline: November 30, 2018
Appendix C

Name: ______________________________     Date: _________________
Grade: ______________________________    Email Address: __________________________
Cell Phone Number: ________________________________

Pre-Survey/ Post Survey

1. How many of your brothers and or/ sisters have attended or graduated from a community college or university? (Circle One)
   None         One           Two        Three          I don’t have siblings          I’m the oldest

2. Which of the following best describes your plans after high school? (Check One)
   ❏ I want to work
   ❏ I plan to attend a 4- year university
   ❏ I plan to attend a community college
   ❏ I want to go to technical/vocational school (EX: beauty school, welding, medical assistant, truck driver)
   ❏ I plan to enter the military
   ❏ I don’t know what I want to do after I graduate

3. Did your parents attend or graduate from a community college or university? (Check One)
   ❏ No, my parents did not go to college
   ❏ Yes, my parents attended college but did not graduate
   ❏ Yes, my parents attended and graduated
   ❏ I don’t know

4. Have you ever visited a college campus? (Circle One)
   Yes      No      If so, what campuses: ______________________________

5. What careers are you interested in?

6. A college education is important to me? (Circle One)
   Yes      No      I don’t know

7. I know the process to become accepted to a 4-year university or community college? (Circle One)
   Yes      No      Somewhat      Unsure
Gearing Up for College

Appendix D

Learn More About Your Future
Come, see & get information for your desired college or career

College Club
This Friday!
See you in room 205

Learn More About:
- CSU and UC Universities
- College Majors
- Technical Schools and Careers
- Guest Speakers
- College Focused Activities

Free Snacks!!

More Info
Friday August 31, @ Lunch Time Room 205
## Pre-Survey August 31, 2018

<table>
<thead>
<tr>
<th>GPA</th>
<th>Did your parents attend or graduate from a community college or university?</th>
<th>Have you ever visited a college campus?</th>
<th>What careers are you interested in?</th>
<th>A college education is important to me?</th>
<th>I know the process to become accepted to a 4-year university or community college?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I plan to attend a 4-year university</td>
<td>I don't know</td>
<td>Science, Agriculture</td>
<td>Yes</td>
<td>Somewhat</td>
<td></td>
</tr>
<tr>
<td>I plan to attend a 4-year university</td>
<td>No my parents did not go to college</td>
<td>Yes, UC Berkeley and Davis</td>
<td>Computer Science, Business</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>I plan to attend a community college</td>
<td>No my parents did not go to college</td>
<td>Yes, Hartnell</td>
<td>Criminology</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>I plan to attend a 4-year university</td>
<td>No my parents did not go to college</td>
<td>Yes, more than one</td>
<td>Business, Animal Science, Agriculture, Photography</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>I plan to attend a 4-year university</td>
<td>No my parents did not go to college</td>
<td>Yes, crim</td>
<td>Criminal Justice, Criminology</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>I don't know what I want to do after I graduate</td>
<td>Yes my parents attended a college but did not graduate</td>
<td>no</td>
<td>Architectural Design</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>I don't know what I want to do after I graduate</td>
<td>No my parents did not go to college</td>
<td>no</td>
<td>Dermatology, Skin Specialist</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>I plan to attend a community college</td>
<td>Yes my parents attended and graduated</td>
<td>Yes, more than one</td>
<td>Business, Entrepreneur</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>I don't know what I want to do after I graduate</td>
<td>Yes my parents attended and graduated</td>
<td>Yes, SJSU and CSUMB</td>
<td>Nursing or Medical Field</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>I plan to attend a 4-year university</td>
<td>No my parents did not go to college</td>
<td>Yes, UC Davis</td>
<td>Computer Science, Nursing</td>
<td>Somewhat</td>
<td></td>
</tr>
<tr>
<td>I plan to attend a 4-year university</td>
<td>No my parents did not go to college</td>
<td>yes, UC Davis</td>
<td>Computer Science, Nursing</td>
<td>Somewhat</td>
<td></td>
</tr>
<tr>
<td>I don't know what I want to do after I graduate</td>
<td>Yes my parents attended and graduated</td>
<td>yes, SJSU</td>
<td>Mechanical and Hardware</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>I plan to attend a community college</td>
<td>No my parents did not go to college</td>
<td>no</td>
<td>Teacher</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>I don't know what I want to do after I graduate</td>
<td>Yes my parents attended and graduated</td>
<td>no</td>
<td>UC and UCLA</td>
<td>Somewhat</td>
<td></td>
</tr>
<tr>
<td>I plan to attend a 4-year university</td>
<td>No my parents did not go to college</td>
<td>yes, UCLA</td>
<td>Computer Science</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>I plan to attend a 4-year university</td>
<td>No my parents did not go to college</td>
<td>yes, UCLA</td>
<td>Computer Science</td>
<td>Somewhat</td>
<td></td>
</tr>
<tr>
<td>I want to go to a technical/vocation school</td>
<td>No my parents did not go to college</td>
<td>yes, SJSU</td>
<td>Aerospace and Computer</td>
<td>Somewhat</td>
<td></td>
</tr>
<tr>
<td>I plan to attend a 4-year university</td>
<td>No my parents did not go to college</td>
<td>yes, SJSU</td>
<td>Aerospace and Computer</td>
<td>Somewhat</td>
<td></td>
</tr>
<tr>
<td>I don't know what I want to do after I graduate</td>
<td>No my parents did not go to college</td>
<td>yes, SJSU</td>
<td>Aerospace and Computer</td>
<td>Somewhat</td>
<td></td>
</tr>
<tr>
<td>I plan to attend a 4-year university</td>
<td>No my parents did not go to college</td>
<td>no</td>
<td>UC and UCLA</td>
<td>Somewhat</td>
<td></td>
</tr>
<tr>
<td>I don't know what I want to do after I graduate</td>
<td>No my parents did not go to college</td>
<td>no</td>
<td>UC and UCLA</td>
<td>Somewhat</td>
<td></td>
</tr>
<tr>
<td>I plan to attend a 4-year university</td>
<td>No my parents did not go to college</td>
<td>no</td>
<td>UC and UCLA</td>
<td>Somewhat</td>
<td></td>
</tr>
<tr>
<td>I plan to attend a 4-year university</td>
<td>No my parents did not go to college</td>
<td>no</td>
<td>UC and UCLA</td>
<td>Somewhat</td>
<td></td>
</tr>
<tr>
<td>I don't know what I want to do after I graduate</td>
<td>No my parents did not go to college</td>
<td>no</td>
<td>UC and UCLA</td>
<td>Somewhat</td>
<td></td>
</tr>
<tr>
<td>I plan to attend a 4-year university</td>
<td>No my parents did not go to college</td>
<td>no</td>
<td>UC and UCLA</td>
<td>Somewhat</td>
<td></td>
</tr>
<tr>
<td>I don't know what I want to do after I graduate</td>
<td>No my parents did not go to college</td>
<td>no</td>
<td>UC and UCLA</td>
<td>Somewhat</td>
<td></td>
</tr>
<tr>
<td>I plan to attend a 4-year university</td>
<td>No my parents did not go to college</td>
<td>no</td>
<td>UC and UCLA</td>
<td>Somewhat</td>
<td></td>
</tr>
<tr>
<td>I don't know what I want to do after I graduate</td>
<td>No my parents did not go to college</td>
<td>no</td>
<td>UC and UCLA</td>
<td>Somewhat</td>
<td></td>
</tr>
<tr>
<td>I plan to attend a 4-year university</td>
<td>No my parents did not go to college</td>
<td>no</td>
<td>UC and UCLA</td>
<td>Somewhat</td>
<td></td>
</tr>
<tr>
<td>I don't know what I want to do after I graduate</td>
<td>No my parents did not go to college</td>
<td>no</td>
<td>UC and UCLA</td>
<td>Somewhat</td>
<td></td>
</tr>
<tr>
<td>I plan to attend a 4-year university</td>
<td>No my parents did not go to college</td>
<td>no</td>
<td>UC and UCLA</td>
<td>Somewhat</td>
<td></td>
</tr>
<tr>
<td>I don't know what I want to do after I graduate</td>
<td>No my parents did not go to college</td>
<td>no</td>
<td>UC and UCLA</td>
<td>Somewhat</td>
<td></td>
</tr>
<tr>
<td>I plan to attend a 4-year university</td>
<td>No my parents did not go to college</td>
<td>no</td>
<td>UC and UCLA</td>
<td>Somewhat</td>
<td></td>
</tr>
<tr>
<td>I don't know what I want to do after I graduate</td>
<td>No my parents did not go to college</td>
<td>no</td>
<td>UC and UCLA</td>
<td>Somewhat</td>
<td></td>
</tr>
<tr>
<td>I plan to attend a 4-year university</td>
<td>No my parents did not go to college</td>
<td>no</td>
<td>UC and UCLA</td>
<td>Somewhat</td>
<td></td>
</tr>
<tr>
<td>I don't know what I want to do after I graduate</td>
<td>No my parents did not go to college</td>
<td>no</td>
<td>UC and UCLA</td>
<td>Somewhat</td>
<td></td>
</tr>
</tbody>
</table>
Appendix F

Meeting

#2

COLLEGE

CLUB

WHAT IS THE
DIFFERENCE BETWEEN
A CSU OR UC

COME FIND OUT

Lunch Time
Bring Your Lunch

FRIDAY SEPTEMBER 28 2018
ROOM 205

Appendix F
Appendix G
Join our

College Club

Meeting #4

Let's learn more about financial aid

Bring a friend!
Room 205

Free Snacks!

Have you submitted your FAFSA and don't know what do to after? Come get more info!