

# Performance Standards for NAPCA High School Chapters

**Program Objective #1: Increase the college enrollment rates of our partner high schools and school districts.**

## **NAPCA's Strategic Approach and Services:**

### **College Going Teams led by CPCAs**

NAPCA Chapters and CPCAs create opportunities for students to interact throughout the day through establishing college going teams/peer groups co-led by CPCAs within the school community. College going teams are one of the primary drivers for building and sustaining a strong college going culture within schools. The college going teams create an environment that unites college-bound students based on a common academic and college going identity, in which students support, motivate, and hold each other accountable.

CPCAs serve as the Team Captains. CPCAs bring their team members together on a regular basis. CPCAs provide their team with information and guidance through one on one and small group peer college advising, conduct regular team meetings, and track each team member's progress. CPCAs also provide peer academic support and peer tutoring through regular study group sessions during the school year. CPCAs meet with their college going team members before school, during school, after school, or on weekends. CPCAs primarily use the GroupMe text message app and a private Facebook group page to communicate with their team members. Additionally, CPCAs use email, Skype, Google hangouts, or conference calls to speak with their team.

### **Peer College Advising**

CPCAs assist school counselors with their caseloads through peer college advising. All students school-wide will be invited to join a college going team led by CPCAs. Under the supervision of school counselors, CPCAs will co-lead a college going team of 20 students (CPCA to student ratio is 1:10) from all grade levels that they are accountable to and will work with each student to ensure they complete the critical steps to enroll in some form of postsecondary education within one year of their high school graduation. CPCAs use a high-touch method, giving each student in their "college going team" 18 - 36 hours of one-on-one peer college advising throughout the nine month school year. CPCAs meet with students in many different settings (i.e., college/career center, in classrooms during lunch, cafeteria/snack bar, athletic events, etc.), providing for a variety of opportunities and perhaps a more natural advisor/advisee relationship.

CPCAs serve as academic and social support system, advocates for their peers future college aspirations and career goals. They advocate for their peers to break down any social and academic challenges in pursuit of a college degree or workforce relevant certificate or credential. Specifically, CPCAs will:

- Work in partnership with teachers, counselors and administrators, and function as an additional staff member whose focus is primarily to serve as a partner in improving

the school's college-going culture and enrollment rates, and ensuring that students apply to and enroll in some form of postsecondary education.

- Reduce counselor to student ratios through increasing the numbers of qualified and trained peer college advisors in college and career centers which does not take the place of a professional school counselor
- Work individually with students to ensure that he or she has a plan to complete college ready coursework (i.e., California's "A-G" subject requirements) with at least a "C" or better in all coursework.
- Conduct open and informal conversations with students about the benefits of college education and reinforces that college attainment is an opportunity available to them regardless of race, gender, or socioeconomic status.
- Build and support students' college-going aspirations by developing peer-to-peer social networks that encourage college attendance and college preparation.
- Encourage and empower their peers with the information, tools, and resources to complete the critical steps to college entry.
- Create a school environment in which going to college is the norm.
- Serve as the Team Captain of their college going team/peer group.
- Focus on equipping participants with the knowledge and the social connections necessary to excel in high school and be admitted to college.

### **Build and Sustain a Strong College Going Culture or Strengthen Our Partners' Schools College Going Culture**

CPCAs work to foster a college-going culture within the schools they serve, which is one of the best predictors of whether students will pursue higher education. CPCAs become part of their school's community. They collaborate with student leaders on campus [such 9th -12th grade class presidents, the school's student body president, and other student leaders who are members of the school's ASB or Student Body Government], teachers, counselors and administrators to tie college-going into the life of a school, devise creative approaches to reach and connect with students, and most importantly, open the eyes of students and their families to the possibility of college. Equally important, CPCAs supplement, not replace, the existing high school counseling staff, thereby serving as school counseling assistants and peer college college advisors to help reach more students on campus.

CPCAs work in partnership with teachers, counselors and administrators, and function as an additional staff member whose focus is primarily to serve as a partner in improving the school's college-going culture and college enrollment rates, and ensuring that students apply to and enroll in colleges where they will succeed. Additionally, CPCAs provide targeted assistance to high need students who are capable and qualified to attend college, but are at the greatest risk of not attending.

### **Peer Academic Advising (A-G Completion)**

NAPCA certified peer college advisors (CPCAs) are trained to help students stay motivated and on track to complete the critical steps required to become a competitive applicant for admission to their "best-fit and top-choice" college. CPCAs will assist all NAPCA participants with completing an Individualized Academic Plan. The purpose of this activity is to increase the number of students who complete the required academic course sequence (A-G requirements) for admission to a four year college or university. The plan will outline the necessary steps to

remain on track or get back on track to satisfy college admission requirements. The plan will also specify any additional academic course(s) that must be repeated or taken to satisfy A-G requirements. This plan will be monitored and updated each academic semester. In addition, CPCAs will use data available to recognize or find students with “A-G” subject deficiencies who are not on track to meet college admission requirements to a four year college or university. NAPCA will then utilize performance data to inform and help these students understand their deficiencies, and assist in overcoming them.

### **Drop-In Peer College Advising**

CPCAs provide an open-door, whole school approach to advising where students never have to sign up to attend. CPCAs are available each school day for drop-in advising 30 - 60 minutes before school starts, during the lunch period (typically 30-45 minutes at most high schools), and after school in the college and career center or in a designated classroom on campus for students school-wide. Each CPCA is expected to share the workload by working in the center for at least 2 hours per week. Drop in advising may also be available on Saturday mornings from 9:00am - 12noon (varies by each NAPCA Chapter).

### **Matching Students with CPCAs**

- ALL incoming high school freshman students will be matched with a CPCA to ensure that every 9th grade student has the support he or she needs to develop a clear path for students to navigate through the college preparation, college admissions, securing financial aid and scholarships and completing the final steps to successfully enroll in college immediately after their high school graduation.
- CPCAs meet with new students during the first week of school. All incoming first-year and transfer students receive a CPCA and meet their advisees.
- ALL high school seniors (12th grade students) will be matched with a CPCA to receive encouragement and assistance with completing the critical steps to college entry.

### **College Knowledge Group Workshops and Presentations**

NAPCA Chapters/CPCAs provide students with college information to help them successfully navigate the path to college. Services include:

- **Group Workshops to High School Students**
- **Group Presentations to Middle School Students**

The table below is a sample of Group Workshops provided by CPCAs via grade level:

<b>Middle School</b>	<b>Freshman (9th)</b>	<b>Sophomore (10th)</b>	<b>Junior (11th)</b>	<b>Senior (12th)</b>
A-G requirements	Note-Taking and Study Strategies	PSAT Workshops	Personal Statement	Completing College Applications
Academic Planning for College Readiness	A-G requirements	Career Planning	The UC System, CSU, CC and Private Colleges	Getting Letters of Recommendation

Making a Successful Transition to High School	The UC System, CSU, CC and Private Colleges	Identifying Colleges	SAT/ACT Preparation	Choosing a College and a Major
Pathways to College	Academic Planning for College Readiness	Goal Setting	Financial Aid & Scholarships	Completing the FAFSA and Scholarship Applications
Taking the Right Courses in High School	Intro to Financial Aid & Scholarships	Note-Taking and Study Strategies	Career Planning	Writing the Personal Statement/ Admissions Essay
What Grades Mean: Honors & AP Courses	Test-Taking Skills	SAT/ACT Preparation	Preparing for the College Application	What to Expect in College

### **Community College Concurrent Enrollment**

CPCAs encourage students to take community college courses while enrolled in high school - Community College Concurrent enrollment program for high school students.

### **College Matching: Helping Students Find Their Best-Fit School**

CPCAs will help students search for two- or four-year colleges that match their future education and career goals and fit their financial, social, and cultural needs.

### **College Admissions Advising & Workshops**

CPCAs will provide seniors with individual, hands-on assistance with completing their College Applications. CPCAs will provide workshops on the admissions process and writing an effective personal statement/admissions essay.

### **School-Wide College Readiness Semester-Long Course**

The College Readiness elective course is open to all 9th, 10th, 11th, and 12th grade students school wide. The elective course will prepare students to become college ready and competitive applicants for admission to their best-fit and top-choice college. In addition, the course will help students successfully transition from a high school student to a college student.

### **NAPCA College Application Month**

At this annual event in October and November, NAPCA Chapters/CPCAs will provide seniors with individual, hands-on assistance with completing their College Applications for Undergraduate Admission. Chapters will provide workshops on the admissions process and on writing an effective personal statement/admissions essay.

### **College Application/Essay Workshops**

These workshops clearly explain to students how to write an effective personal statement and fill out the UC, CSU, and private/independent four year college/university applications.

## School-Wide Financial Aid Workshops

NAPCA Chapters/CPCAs will:

- Partner with financial aid offices at local colleges and other financial aid professionals to bring volunteer financial aid professionals to the campus to deliver financial aid workshops and to assist families with the financial aid process throughout the year. Chapters will organize financial aid events at various times, dates, and in languages culturally relevant to the school community. Volunteer presenters will be asked to provide relevant financial aid information for special populations such as undocumented or foster care students.
- Share financial aid, and scholarship information as early as the ninth grade, so students know that college can be affordable. Students will also learn about how to complete the FAFSA, state grant applications such as California's Cal Grant Application, and how to search and complete Scholarship applications.
- Students in the 11<sup>th</sup> and 12<sup>th</sup> grades will receive specific information about financial aid such as type of aid available and application deadlines.
- Special student populations such as undocumented students and foster care students will receive financial aid information that is specific to their needs.
- Provide early notification information for students who qualify for free/reduced lunch programs about their potential eligibility for federal and state student aid.
- Bring high school graduates back to the campus to explain that college is affordable, how they made their college decisions, and how they manage their college costs.
- Distribute print materials school-wide that are readily available to promote the types of financial aid available, important deadlines, and relevant financial aid websites.
- Provide professional presenters and volunteers to provide one-on-one interaction with families before, during, and after these financial aid events. Volunteers will answer complex questions for non-traditional families (i.e., a student who lives with a grandparent or sibling, students with divorced or single parents) and special students populations such as undocumented and foster care students.
- Promote to students and their families ahead of time to bring a list of questions to ask and necessary financial information for application workshops.
- Provide informational handouts from the financial aid sessions.
- Provide names and contact information of financial aid professionals who can offer individual financial aid assistance. Students will be encouraged to follow up with financial aid representatives with any questions that come up during the financial aid application process.

Provide information so students can understand and articulate:

- The details of their financial aid package
- Their Expected Family Contribution (EFC)
- Federal Aid Programs – Grants, Loans, Work-Study, Scholarships, and Tax Credits/Incentives
- State Aid Program- Grants and Scholarships
- How financial aid works once in college

- Key options and deadlines specific to their situation (i.e. AB 540, state grants, foster care scholarships, private scholarships, CSS Profile, and college options according to GPA)
- Provide students and families with a contact list of specific financial aid professionals who can offer accurate and individualized assistance to help students/families fill out the financial aid paperwork throughout the process.

### **SAT/ACT Test Prep**

Admissions eligibility for public and private colleges and universities requires the completion of college entrance exams such as the ACT or SAT Reasoning test. NAPCA chapters organize workshops to familiarize students with the tests and with study strategy and test-taking tips. Additionally, NAPCA chapters help financially eligible students and families receive fee waivers for college entrance exams. CPCAs help students register and prepare to take the appropriate college entrance or admissions exam(s) early (i.e., PSAT, SAT, ACT or ACT plus Writing Exam, and SAT Subject Test).

### **Test Preparation Classes**

NAPCA Chapters/CPCAs bring test preparation professionals to their school to provide test-taking strategies and extensive practice with verbal and mathematics questions. (**\*Not every NAPCA chapter will provide this service**).

### **SAT/ACT Plus Writing Fee Waiver Assistance**

NAPCA Chapters/CPCAs help financially eligible students and receive fee waivers for college entrance exams.

### **Online Test Preparation**

NAPCA Chapters/CPCAs provide online test preparation which will reach all students in their school who desire to prepare for the SAT or ACT Exams.

### **Academic Skills Development**

NAPCA Chapters/CPCAs conducts academic skills workshops on study skills, time management, goal-setting, and several others, to help students strengthen their academic skills for high school and college success.

- Study skills
- Time management
- Research skills
- Reading comprehension
- Note taking
- Memorization
- Public speaking for academic presentation

### **Expected Outcome:**

- Over two years, enrollment rates will increase between 8% and 20%.

**Program Objective #2: Increase the number of active high school participants who will complete a Personal Strategic plan (PSP), where participants will define their academic and career goals, and develop strategic action plans to achieve them.**

**NAPCA’s Strategic Approach and Services:**

**Personal Strategic Planning (PSP): Postsecondary Education & Career Planning Seminar**

CPCAs guide each student through the process of developing their own *Personal Strategic Action Plan*, where students receive assistance setting priorities for the next 10 years of their life, define their academic and career goals, and develop strategic action plans to achieve them.

**Build and Sustain a Strong College Going Culture or Strengthen Our Partners' Schools  
College Going Culture**

CPCAs work to foster a college-going culture within the schools they serve, which is one of the best predictors of whether students will pursue higher education. CPCAs become part of their school’s community. They collaborate with student leaders on campus [such 9th -12th grade class presidents, the school’s student body president, and other student leaders who are members of the school’s ASB or Student Body Government], teachers, counselors and administrators to tie college-going into the life of a school, devise creative approaches to reach and connect with students, and most importantly, open the eyes of students and their families to the possibility of college. Equally important, CPCAs supplement, not replace, the existing high school counseling staff, thereby serving as school counseling assistants and peer college college advisors to help reach more students on campus.

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**Expected Outcome:**

- 9 out of 10 NAPCA participants will complete a Personal Strategic Plan (PSP).

**Program Objective #3: Increase the number of active high school participants who complete a college readiness curriculum with a grade of C or better (i.e., UC/CSU systems “A-G” coursework).**

**Rationale:**

Many students, unfortunately, do not take the necessary steps during high school to prepare for and enter college because they are unaware of college preparatory steps, or because they lack the guidance or support needed to navigate and complete the college admissions process. (Choy et al., 2000). However, if students are aware and understand these steps, such as taking

more college preparatory classes and receiving additional support, they have a greater chance of attending college. This includes taking more rigorous high school coursework which positively correlates with better postsecondary outcomes (The Institute for Higher Education Policy, 2010; The College Board National Office for School Counselor Advocacy, 2010).

In addition, research clearly indicates that the single most important factor in determining college success is the academic challenge of courses that students take in high school. This is particularly true for students from racial and ethnic minority groups. Particularly, African-American and Latino students' college degree completion rates are more positively affected than that of any group by a high-quality, academically intense high school curriculum (Conley, 2005). For example, students who take math courses beyond Algebra II, such as trigonometry or pre-calculus are more than twice as likely to graduate from college as those who do not. In addition, success in college chemistry and physics is affected by students' math skills. Thus, an interruption or lack of more challenging math course in high school can have significant effects when a student reaches college (Conley, 2005).

## **NAPCA's Strategic Approach and Services:**

### **College Going Teams led by CPCAs**

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### **Rationale for College Going Teams:**

Being connected to a college going team/peer group helps students build their college going identity. Members of a college going team feel a sense of connection to one another. Part of this stems from the fact that they spend a large amount of time with each other. Part of it is also that all are focused on achieving the same goals (i.e., successfully navigating the college application process, obtaining admission to their best-fit and top-choice college, and securing the funds to pay for college).

Members of a college going team are more likely to achieve their goals when they have a stronger or more closely knit, network of peers. Students who are members of a tight network of peers have access to more resources than those who are only loosely affiliated with other students. Students who are tightly connected will feel a sense of obligation to succeed and to help other members of the group succeed as well. Hebert and Reis (1999) discuss one network of students who credited their peers for keeping them from failing in school. "For these students, achievement could be thought of as walking up a crowded staircase. If some students started to underachieve and tried to turn and walk down the staircase, their peers pushed them back up" (p. 442). Students help each other to stay connected to the group and stay focused on achieving group goals.

### **Build and Sustain a Strong College Going Culture or Strengthen Our Partners' Schools College Going Culture**

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the possibility of college. Equally important, CPCAs supplement, not replace, the existing high school counseling staff, thereby serving as school counseling assistants and peer college college advisors to help reach more students on campus.

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### **Peer College Advising**

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CPCAs serve as academic and social support system, advocates for their peers future college aspirations and career goals. They advocate for their peers to break down any social and academic challenges in pursuit of a college degree or workforce relevant certificate or credential. Specifically, CPCAs will:

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- Reduce counselor to student ratios through increasing the numbers of qualified and trained peer college advisors in college and career centers which does not take the place of a professional school counselor
- Work individually with students to ensure that he or she has a plan to complete college ready coursework (i.e., California's "A-G" subject requirements ) with at least a "C" or better in all coursework.
- Conduct open and informal conversations with students about the benefits of college education and reinforces that college attainment is an opportunity available to them regardless of race, gender, or socioeconomic status.
- Build and support students' college-going aspirations by developing peer-to-peer social networks that encourage college attendance and college preparation.
- Encourage and empower their peers with the information, tools, and resources to complete the critical steps to college entry.
- Create a school environment in which going to college is the norm.
- Serve as the Team Captain of their college going team/peer group.
- Focus on equipping participants with the knowledge and the social connections necessary to excel in high school and be admitted to college.

### **Peer Academic Advising (A-G Completion)**

NAPCA certified peer college advisors (CPCAs) are trained to help students stay motivated and on track to complete the critical steps required to become a competitive applicant for admission to their "best-fit and top-choice" college. CPCAs will assist all NAPCA participants with completing an Individualized Academic Plan. The purpose of this activity is to increase the number of students who complete the required academic course sequence (A-G requirements) for admission to a four year college or university. The plan will outline the necessary steps to remain on track or get back on track to satisfy college admission requirements. The plan will also specify any additional academic course(s) that must be repeated or taken to satisfy A-G requirements. This plan will be monitored and updated each academic semester. In addition, CPCAs will use data available to recognize or find students with "A-G" subject deficiencies who are not on track to meet college admission requirements to a four year college or university. NAPCA will then utilize performance data to inform and help these students understand their deficiencies, and assist in overcoming them.

### **Drop-In Peer College Advising**

CPCAs provide an open-door, whole school approach to advising where students never have to sign up to attend. CPCAs are available each school day for drop-in advising 30 - 60 minutes before school starts, during the lunch period (typically 30-45 minutes at most high schools), and after school in the college and career center or in a designated classroom on campus for students school-wide. Each CPCA is expected to share the workload by working in the center for at least 2 hours per week. Drop in advising may also be available on Saturday mornings from 9:00am - 12noon (varies by each NAPCA Chapter).

### **College Knowledge Group Workshops and Presentations**

NAPCA Chapters/CPCAs provide students with college information to help them successfully navigate the path to college. See appendix for a sample list of services offered.

### **School-Wide College Readiness Semester-Long Course**

The College Readiness elective course is open to all 9th, 10th, 11th, and 12th grade students school wide. The elective course will prepare students to become college ready and competitive applicants for admission to their best-fit and top-choice college. In addition, the course will help students successfully transition from a high school student to a college student.

### **Expected Outcome:**

#### **College Readiness Coursework Completion: Helping students get on (and remain on) a college preparatory track.**

- 80% of NAPCA participants will complete minimum college readiness coursework requirements (15 college prep courses) with a grade of C or better.
- Students at schools that partner with NAPCA will be twice as likely to complete the college preparatory coursework required for admission to a 4 year college or university (i.e., UC, CSU, Out of State Public and Private Colleges) as their peers who

did not participate in NAPCA. In comparison, 34% of all California high school graduates complete “a-g” coursework with a grade of C or better.

- Eight out of 10 (80%) NAPCA 10<sup>th</sup> graders will complete one year of Algebra 1 and 9<sup>th</sup> grade English with a C or better by the beginning of 10<sup>th</sup> grade.

**Program Objective #4: Increase the number of active high school participants who register and complete the SAT Reasoning Exam or ACT/ACT plus Writing exam.**

**Rationale:**

SAT and ACT exams are two largest admissions tests required for college entry. To attend most four year public and private colleges and universities, students must register and take the SAT or ACT exams. Often, students at the most challenged schools do not take the exams, making them ineligible to attend a 4-year college or university, regardless of their grades and course-taking patterns. It is important to understand that the purpose of these exams is to inform students that preparing for college means that being able to read and write well are more important than the being able to identify sometimes obscure relationships between word pairs (Conley, 2005). Students of all levels of qualifications who are unable to score high on these exams, have difficulty taking the steps to enroll in a two or four-year college. Students who aspired to attain a four-year degree and graduated with low GPAs and ACT scores, for instance, and thus very limited access to college, were unlikely to plan to attend, apply to, or be accepted to four-year colleges (Roderick, Nagaoka, & Coca, et. al, 2008).

**NAPCA’s Strategic Approach and Services:**

**SAT/ACT Test Prep**

Admissions eligibility for public and private colleges and universities requires the completion of college entrance exams such as the ACT or SAT Reasoning test. NAPCA chapters organize workshops to familiarize students with the tests and with study strategy and test-taking tips. Additionally, NAPCA chapters help financially eligible students and families receive fee waivers for college entrance exams. CPCAs help students register and prepare to take the appropriate college entrance or admissions exam(s) early (i.e., PSAT, SAT, ACT or ACT plus Writing Exam, and SAT Subject Test).

**Test Preparation Classes**

NAPCA Chapters/CPCAs bring test preparation professionals to their school to provide test-taking strategies and extensive practice with verbal and mathematics questions.

(\*Not every NAPCA chapter will provide this service).

**SAT/ACT Plus Writing Fee Waiver Assistance**

NAPCA Chapters/CPCAs help financially eligible students and receive fee waivers for college entrance exams.

### **Online Test Preparation**

NAPCA Chapters/CPCAs provide online test preparation which will reach all students in their school who desire to prepare for the SAT or ACT Exams.

### **College Knowledge Group Workshops and Presentations**

NAPCA Chapters/CPCAs provide students with college information to help them successfully navigate the path to college. See appendix for a sample list of services offered.

### **Build and Sustain a Strong College Going Culture or Strengthen Our Partners' Schools College Going Culture**

CPCAs work to foster a college-going culture within the schools they serve, which is one of the best predictors of whether students will pursue higher education. CPCAs become part of their school's community. They collaborate with student leaders on campus [such 9th -12th grade class presidents, the school's student body president, and other student leaders who are members of the school's ASB or Student Body Government], teachers, counselors and administrators to tie college-going into the life of a school, devise creative approaches to reach and connect with students, and most importantly, open the eyes of students and their families to the possibility of college. Equally important, CPCAs supplement, not replace, the existing high school counseling staff, thereby serving as school counseling assistants and peer college college advisors to help reach more students on campus.

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### **Expected Outcome:**

#### **College Entrance Exam Completion:**

- 8 out of 10 (80%) NAPCA participants will register and take the SAT or ACT exams at substantially higher rates in comparison with non-participating peers who attend schools with the same academic performance index (API) quintile.

#### **Program Objective #5: Increase the number of active high school participants who complete the FAFSA (Free Application for Federal Student Aid).**

#### **Rationale:**

Filing a FAFSA and applying to multiple colleges shape students' likelihood of being accepted to and enrolling in a four-year college. Although applying for financial aid can be a complicated process, it may be the most critical step for low-income students on the road to college (Roderick, Nagaoka, & Coca, et. al, 2008.). In other words, not filing a FAFSA becomes a significant barrier to college enrollment, particularly for many low-income families. The College Board Policy and Advocacy Center (2010) recommends that providing students and families

with comprehensive information about college costs, options for paying for college, and the financial aid and scholarship processes and eligibility requirements, so they are able to plan for and afford a college education. It is highly recommended that financial literacy about college affordability is an example of an activity that could occur as early as 9th grade.

### **NAPCA's Strategic Approach and Services:**

#### **Financial Aid Advising & Workshops**

CPCAs will provide workshops on completing the FAFSA and financial aid. There will be several workshops covering topics such as Grants, Scholarships, Work-Study, and Loans. The financial aid week will be held in either January or February.

#### **School-Wide Financial Aid Workshops**

NAPCA Chapters/CPCAs will:

- Partner with financial aid offices at local colleges and other financial aid professionals to bring volunteer financial aid professionals to the campus to deliver financial aid workshops and to assist families with the financial aid process throughout the year. Chapters will organize financial aid events at various times, dates, and in languages culturally relevant to the school community. Volunteer presenters will be asked to provide relevant financial aid information for special populations such as undocumented or foster care students.
- Share financial aid, and scholarship information as early as the ninth grade, so students know that college can be affordable. Students will also learn about how to complete the FAFSA, state grant applications such as California's Cal Grant Application, and how to search and complete Scholarship applications.
- Students in the 11<sup>th</sup> and 12<sup>th</sup> grades will receive specific information about financial aid such as type of aid available and application deadlines.
- Special student populations such as undocumented students and foster care students will receive financial aid information that is specific to their needs.
- Provide early notification information for students who qualify for free/reduced lunch programs about their potential eligibility for federal and state student aid.
- Bring high school graduates back to the campus to explain that college is affordable, how they made their college decisions, and how they manage their college costs.
- Distribute print materials school-wide that are readily available to promote the types of financial aid available, important deadlines, and relevant financial aid websites.
- Provide professional presenters and volunteers to provide one-on-one interaction with families before, during, and after these financial aid events. Volunteers will answer complex questions for non-traditional families (i.e., a student who lives with a grandparent or sibling, students with divorced or single parents) and special students populations such as undocumented and foster care students.
- Promote to students and their families ahead of time to bring a list of questions to ask and necessary financial information for application workshops.

- Provide informational handouts from the financial aid sessions.
- Provide names and contact information of financial aid professionals who can offer individual financial aid assistance. Students will be encouraged to follow up with financial aid representatives with any questions that come up during the financial aid application process.

Provide information so students can understand and articulate:

- The details of their financial aid package
- Their Expected Family Contribution (EFC)
- Federal Aid Programs – Grants, Loans, Work-Study, Scholarships, and Tax Credits/Incentives
- State Aid Program- Grants and Scholarships
- How financial aid works once in college
- Key options and deadlines specific to their situation (i.e. AB 540, state grants, foster care scholarships, private scholarships, CSS Profile, and college options according to GPA)
- Provide students and families with a contact list of specific financial aid professionals who can offer accurate and individualized assistance to help students/families fill out the financial aid paperwork throughout the process.

### **Cash for College Workshops**

NAPCA Chapters/CPCAs will organize our annual Cash for College event during the month of December, January or February at their school or in their community. Seniors and their families will receive individual, hands-on assistance with completing the Free Application for Federal Student Aid [FAFSA] and other financial aid forms such as the CSS/Financial Aid Profile. The FAFSA is a required form that must be completed by the student and their legal guardian(s) in order to receive financial aid to help cover the college expenses (tuition, housing, books, etc.) to attend a four-year college/university, community college, vocational or technical school. Additionally, each financial aid workshop offered at the event will provide a professional financial advisor that will work personally with each student and/or their family. Furthermore, undocumented and foster youth students and their families will explore the maximum amount of opportunity for every situation. Last year, we helped hundreds of families complete the FAFSA and the Cal Grant GPA Verification Form.

- Increase families' financial awareness by providing financial literacy workshops about college affordability, and help students and parents complete financial aid forms (FAFSA) prior to eligibility deadlines.
- Organize workshops for parents and students to inform them prior to 12<sup>th</sup> grade about college affordability, scholarship and aid sources, and financial aid processes.
- Increase students and their families' knowledge about college affordability:
  - Help students apply for financial aid and scholarships

## **Build and Sustain a Strong College Going Culture or Strengthen Our Partners' Schools College Going Culture**

CPCAs work to foster a college-going culture within the schools they serve, which is one of the best predictors of whether students will pursue higher education. CPCAs become part of their school's community. They collaborate with student leaders on campus [such 9th -12th grade class presidents, the school's student body president, and other student leaders who are members of the school's ASB or Student Body Government], teachers, counselors and administrators to tie college-going into the life of a school, devise creative approaches to reach and connect with students, and most importantly, open the eyes of students and their families to the possibility of college. Equally important, CPCAs supplement, not replace, the existing high school counseling staff, thereby serving as school counseling assistants and peer college college advisors to help reach more students on campus.

CPCAs work in partnership with teachers, counselors and administrators, and function as an additional staff member whose focus is primarily to serve as a partner in improving the school's college-going culture and college enrollment rates, and ensuring that students apply to and enroll in colleges where they will succeed. Additionally, CPCAs provide targeted assistance to high need students who are capable and qualified to attend college, but are at the greatest risk of not attending.

### **Expected Outcome:**

#### **FAFSA Completion**

- 8 out of 10 (80%) NAPCA participants will complete the FAFSA at substantially higher rates in comparison with non-participating peers who attend schools with the same academic performance index (API) quintile.

**Program Objective #6: Increase the number of active high school participants who complete a minimum of five scholarship applications for the purpose of having additional financial resources to help pay the cost of college attendance.**

#### **Rationale:**

In addition to financial aid resources, students are encouraged to find out scholarship processes and eligibility requirements so they are able to plan for and afford a college education (The College Board, 2010). Studies show that students who consider and apply for scholarships as a financial resource removes financial worry for students and allow selected high school students, particularly juniors, to begin their college application process (Institute for Higher Education Policy, 2010).

## **NAPCA's Strategic Approach and Services:**

### **Financial Aid Advising & Scholarship Workshops**

CPCAs will provide workshops on completing the FAFSA and financial aid. There will be several workshops covering topics such as Grants, Scholarships, Work-Study, and Loans. The financial aid week will be held in either January or February.

### **Peer College Advising**

CPCAs assist school counselors with their caseloads through peer college advising. All students school-wide will be invited to join a college going team led by CPCAs. Under the supervision of school counselors, CPCAs will co-lead a college going team of 20 students (CPCA to student ratio is 1:10) from all grade levels that they are accountable to and will work with each student to ensure they complete the critical steps to enroll in some form of postsecondary education within one year of their high school graduation. CPCAs use a high-touch method, giving each student in their "college going team" at least 2 - 4 hours per month for a total of 18 - 36 hours of one-on-one peer college advising throughout the nine month school year. CPCAs meet with students in many different settings (i.e., college/career center, in classrooms during lunch, cafeteria/snack bar, athletic events, etc.), providing for a variety of opportunities and perhaps a more natural advisor/advisee relationship.

CPCAs serve as academic and social support system, advocates for their peers future college aspirations and career goals. They advocate for their peers to break down any social and academic challenges in pursuit of a college degree or workforce relevant certificate or credential. Specifically, CPCAs will:

- Work in partnership with teachers, counselors and administrators, and function as an additional staff member whose focus is primarily to serve as a partner in improving the school's college-going culture and enrollment rates, and ensuring that students apply to and enroll in some form of postsecondary education.
- Reduce counselor to student ratios through increasing the numbers of qualified and trained peer college advisors in college and career centers which does not take the place of a professional school counselor
- Work individually with students to ensure that he or she has a plan to complete college ready coursework (i.e., California's "A-G" subject requirements ) with at least a "C" or better in all coursework.
- Conduct open and informal conversations with students about the benefits of college education and reinforces that college attainment is an opportunity available to them regardless of race, gender, or socioeconomic status.
- Build and support students' college-going aspirations by developing peer-to-peer social networks that encourage college attendance and college preparation.
- Encourage and empower their peers with the information, tools, and resources to complete the critical steps to college entry.
- Create a school environment in which going to college is the norm.
- Serve as the Team Captain of their college going team/peer group.
- Focus on equipping participants with the knowledge and the social connections necessary to excel in high school and be admitted to college.
- Assist students in their search for scholarships and other financial aid resources
- Assist students in completing college scholarship applications.

## **Build and Sustain a Strong College Going Culture or Strengthen Our Partners' Schools College Going Culture**

CPCAs work to foster a college-going culture within the schools they serve, which is one of the best predictors of whether students will pursue higher education. CPCAs become part of their school's community. They collaborate with student leaders on campus [such 9th -12th grade class presidents, the school's student body president, and other student leaders who are members of the school's ASB or Student Body Government], teachers, counselors and administrators to tie college-going into the life of a school, devise creative approaches to reach and connect with students, and most importantly, open the eyes of students and their families to the possibility of college. Equally important, CPCAs supplement, not replace, the existing high school counseling staff, thereby serving as school counseling assistants and peer college college advisors to help reach more students on campus.

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### **College Going Teams led by CPCAs**

NAPCA Chapters and CPCAs create opportunities for students to interact throughout the day through establishing college going teams/peer groups co-led by CPCAs within the school community. College going teams are one of the primary drivers for building and sustaining a strong college going culture within schools. The college going teams create an environment that unites college-bound students based on a common academic and college going identity, in which students support, motivate, and hold each other accountable.

CPCAs serve as the Team Captains. CPCAs bring their team members together on a regular basis. CPCAs provide their team with information and guidance through one on one and small group peer college advising, conduct regular team meetings, and track each team member's progress. CPCAs also provide peer academic support and peer tutoring through regular study group sessions during the school year. CPCAs meet with their college going team members before school, during school, after school, or on weekends. CPCAs primarily use the GroupMe text message app and a private Facebook group page to communicate with their team members. Additionally, CPCAs use email, Skype, Google hangouts, or conference calls to speak with their team.

### **Expected Outcome:**

#### **Completion of 5 College Scholarship Applications**

- 8 out of 10 (80%) NAPCA participants will complete College Scholarship Application at substantially higher rates in comparison with non-participating peers who attend schools with the same academic performance index (API) quintile.

**Program Objective #7: Increase the number of active high school participants who will visit and tour several prominent college campuses (large and small private and public**

**schools in both urban and rural areas) to experience campus life and evaluate their college options, for the purpose of helping students figure out which institution of higher education best fits their needs.**

#### **Rationale:**

For many students, the process of figuring out which school best fits their needs is an overwhelming and confusing task. Students who visit a wide variety of campuses, including private and public schools in both urban and rural areas, will gain valuable insights, information, and understanding about the different features that college campuses have to offer. For example, students who participate in college campus visits and tours will be able to determine if a large or small school is appropriate for them. Visiting colleges is an excellent way to weed through the propaganda and objectively learn about the campus atmosphere, the students, the environment, and location of the colleges that a student is considering. In other words, providing early and ongoing exposure to experiences and information is necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations (The College Board National Office for School Counselor Advocacy, 2010)

#### **NAPCA's Strategic Approach and Services:**

##### **Monthly College Tours**

Selecting the right university can be one of the most important and difficult decisions each student needs to make. Students will have the opportunity to visit college campuses during the school year and in the summer where they will meet with the admissions and financial aid staff and counselors to help them become better prepared and competitive applicants for their top-choice college. Furthermore, the NAPCA Chapter will encourage students school wide to participate in virtual college tours.

Here are some of the college tours the chapters and CPCAs organize for students:

- **Northern California College Tour-** UC Berkeley, UC Santa Cruz, University of San Francisco, San Francisco State
- **Southern California College Tour-** USC, UCLA, and Cal State Long Beach,
- **East Coast College Tour-** MIT, Boston University, NYU, Georgetown, George Washington University, UPenn
- **Ivy League College Tour-** Harvard, Princeton, Yale, Brown University, Dartmouth College, Columbia University

##### **NAPCA Summer & Weekend Academy**

The NAPCA Summer and Weekend Academy provides college readiness, academic enrichment, and career exploration/planning programs for teens ages 13-18. The Academy delivers a safe and supportive learning environment that encourages students to explore and take ownership of their academic and career goals by participating in our hands on college readiness, career planning/exploration workshops, and academic preparation/enrichment courses in a variety of fields such as Business, Science, Engineering, Medicine and Health

Care, and Law. Students will experience and learn about the academic, social and cultural challenges of attending college.

In addition, we provide our students with the non-cognitive skills, attitudes, mindsets, tools, and resources to help them become mentally and emotionally prepared to break through the barriers that they will face on the path to taking ownership of their future college and career goals.

### **College Going Teams led by CPCAs**

NAPCA Chapters and CPCAs create opportunities for students to interact throughout the day through establishing college going teams/peer groups co-led by CPCAs within the school community. College going teams are one of the primary drivers for building and sustaining a strong college going culture within schools. The college going teams create an environment that unites college-bound students based on a common academic and college going identity, in which students support, motivate, and hold each other accountable.

CPCAs serve as the Team Captains. CPCAs bring their team members together on a regular basis. CPCAs provide their team with information and guidance through one on one and small group peer college advising, conduct regular team meetings, and track each team member's progress. CPCAs also provide peer academic support and peer tutoring through regular study group sessions during the school year. CPCAs meet with their college going team members before school, during school, after school, or on weekends. CPCAs primarily use the GroupMe text message app and a private Facebook group page to communicate with their team members. Additionally, CPCAs use email, Skype, Google hangouts, or conference calls to speak with their team.

### **Build and Sustain a Strong College Going Culture or Strengthen Our Partners' Schools College Going Culture**

CPCAs work to foster a college-going culture within the schools they serve, which is one of the best predictors of whether students will pursue higher education. CPCAs become part of their school's community. They collaborate with student leaders on campus [such 9th -12th grade class presidents, the school's student body president, and other student leaders who are members of the school's ASB or Student Body Government], teachers, counselors and administrators to tie college-going into the life of a school, devise creative approaches to reach and connect with students, and most importantly, open the eyes of students and their families to the possibility of college. Equally important, CPCAs supplement, not replace, the existing high school counseling staff, thereby serving as school counseling assistants and peer college college advisors to help reach more students on campus.

CPCAs work in partnership with teachers, counselors and administrators, and function as an additional staff member whose focus is primarily to serve as a partner in improving the school's college-going culture and college enrollment rates, and ensuring that students apply to and enroll in colleges where they will succeed. Additionally, CPCAs provide targeted assistance to high need students who are capable and qualified to attend college, but are at the greatest risk of not attending.

## **Expected Outcome:**

### **Increase in the number of campus visits to Colleges and Universities**

- 8 out of 10 (80%) NAPCA participants will complete tours of colleges and universities at substantially higher rates in comparison with non-participating peers who attend schools with the same academic performance index (API) quintile.

**Program Objective #8: Increase the number of active high school participants who complete a minimum of eight college admission applications to a four year college or university and at least 4 college applications to a two year degree granting institution.**

### **Rationale:**

Chait & Venezia (2009) noted that in addition to grades, test scores on a college placement test, state assessments, and student transcript, another potential indicator of college readiness include whether students applied to several schools. As a general rule, school counselors recommend that students apply to five to eight colleges. That number allows for a range of colleges, giving you the likelihood of being accepted by at least one of your top choices. In fact, more than 79 percent of students are accepted by their first-choice college, according to a recent study conducted by *The American Freshman: National Norms*. The College Board recommends that for the best chance of success in college, it's important that students find a good fit academically, geographically and socially.

### **NAPCA's Strategic Approach and Services:**

#### **College Knowledge Group Workshops and Presentations**

NAPCA Chapters/CPCAs provide students with college information to help them successfully navigate the path to college. See appendix for sample list of services offered.

#### **College Admissions Advising & Workshops**

CPCAs will provide seniors with individual, hands-on assistance with completing their College Applications. CPCAs will provide workshops on the admissions process and writing an effective personal statement/admissions essay.

#### **College Admissions Presentations**

NAPCA chapters/CPCAs will bring college admissions officers from several colleges and universities across the U.S. to their high school campus every month throughout the academic year. Admissions officers will be invited to meet with students school-wide to expose them to their college admission requirements, degree programs, financial aid, and campus life.

#### **NAPCA College Application Month**

At this annual event in October and November, NAPCA Chapters/CPCAs will provide seniors with individual, hands-on assistance with completing their College Applications for

Undergraduate Admission. Chapters will provide workshops on the admissions process and on writing an effective personal statement/admissions essay.

### **College Application/Essay Workshops**

These workshops clearly explain to students how to write an effective personal statement and fill out the UC, CSU, and private/independent four year college/university applications.

### **Matching Students with CPCAs**

- ALL incoming high school freshman students will be matched with a CPCA to ensure that every 9th grade student has the support he or she needs to develop a clear path for students to navigate through the college preparation, college admissions, securing financial aid and scholarships and completing the final steps to successfully enroll in college immediately after their high school graduation.
- CPCAs meet with new students during the first week of school. All incoming first-year and transfer students receive a CPCA and meet their advisees.
- ALL high school seniors (12th grade students) will be matched with a CPCA to receive encouragement and assistance with completing the critical steps to college entry.

### **College Matching: Helping Students Find Their Best-Fit School**

CPCAs will help students search for two- or four-year colleges that match their future education and career goals and fit their financial, social, and cultural needs.

### **College Going Teams led by CPCAs**

NAPCA Chapters and CPCAs create opportunities for students to interact throughout the day through establishing college going teams/peer groups co-led by CPCAs within the school community. College going teams are one of the primary drivers for building and sustaining a strong college going culture within schools. The college going teams create an environment that unites college-bound students based on a common academic and college going identity, in which students support, motivate, and hold each other accountable.

CPCAs serve as the Team Captains. CPCAs bring their team members together on a regular basis. CPCAs provide their team with information and guidance through one on one and small group peer college advising, conduct regular team meetings, and track each team member's progress. CPCAs also provide peer academic support and peer tutoring through regular study group sessions during the school year. CPCAs meet with their college going team members before school, during school, after school, or on weekends. CPCAs primarily use the GroupMe text message app and a private Facebook group page to communicate with their team members. Additionally, CPCAs use email, Skype, Google hangouts, or conference calls to speak with their team.

### **School-Wide College Readiness Semester-Long Course**

The College Readiness elective course is open to all 9th, 10th, 11th, and 12th grade students school wide. The elective course will prepare students to become college ready and competitive applicants for admission to their best-fit and top-choice college. In addition, the course will help students successfully transition from a high school student to a college student.

### **College Admissions Presentations**

NAPCA chapters/CPCAs will bring college admissions officers from several colleges and universities across the U.S. to their high school campus every month throughout the academic year. Admissions officers will be invited to meet with students school-wide to expose them to their college admission requirements, degree programs, financial aid, and campus life.

### **Build and Sustain a Strong College Going Culture or Strengthen Our Partners' Schools College Going Culture**

CPCAs work to foster a college-going culture within the schools they serve, which is one of the best predictors of whether students will pursue higher education. CPCAs become part of their school's community. They collaborate with student leaders on campus [such 9th -12th grade class presidents, the school's student body president, and other student leaders who are members of the school's ASB or Student Body Government], teachers, counselors and administrators to tie college-going into the life of a school, devise creative approaches to reach and connect with students, and most importantly, open the eyes of students and their families to the possibility of college. Equally important, CPCAs supplement, not replace, the existing high school counseling staff, thereby serving as school counseling assistants and peer college college advisors to help reach more students on campus.

CPCAs work in partnership with teachers, counselors and administrators, and function as an additional staff member whose focus is primarily to serve as a partner in improving the school's college-going culture and college enrollment rates, and ensuring that students apply to and enroll in colleges where they will succeed. Additionally, CPCAs provide targeted assistance to high need students who are capable and qualified to attend college, but are at the greatest risk of not attending.

### **Expected Outcome:**

#### **Completion of at least 4 College Admission Applications**

- 8 out of 10 (80%) NAPCA participants will complete college admission applications at substantially higher rates in comparison with non-participating peers who attend schools with the same academic performance index (API) quintile.

### **Program Objective #9: Increase the number of active high school participants who complete eligibility requirements to apply and enter a 4-year college or university.**

#### **Rationale:**

Students need to be informed of college entrance requirements, be enrolled in a college preparatory curriculum, be engaged in extracurricular activities, and begin to learn in broad-brush ways about financing a college education (McDonough, 2005). Counselors play an important role in meeting the college eligibility requirements. If counselors actively support students and their families through the college admissions process, as opposed to simply disseminating information, this will increase students' chances of enrolling in a four-year college (McDonough, 2005).

#### **NAPCA's Strategic Approach and Services:**

### **Peer Academic Advising (A-G Completion)**

NAPCA certified peer college advisors (CPCAs) are trained to help students stay motivated and on track to complete the critical steps required to become a competitive applicant for admission to their "best-fit and top-choice" college. CPCAs will assist all NAPCA participants with completing an Individualized Academic Plan. The purpose of this activity is to increase the number of students who complete the required academic course sequence (A-G requirements) for admission to a four year college or university. The plan will outline the necessary steps to remain on track or get back on track to satisfy college admission requirements. The plan will also specify any additional academic course(s) that must be repeated or taken to satisfy A-G requirements. This plan will be monitored and updated each academic semester.

In addition, CPCAs will use data available to recognize or find students with "A-G" subject deficiencies who are not on track to meet college admission requirements to a four year college or university. NAPCA will then utilize performance data to inform and help these students understand their deficiencies, and assist in overcoming them.

### **Peer College Advising**

CPCAs assist school counselors with their caseloads through peer college advising. All students school-wide will be invited to join a college going team led by CPCAs. Under the supervision of school counselors, CPCAs will co-lead a college going team of 20 students (CPCA to student ratio is 1:10) from all grade levels that they are accountable to and will work with each student to ensure they complete the critical steps to enroll in some form of postsecondary education within one year of their high school graduation. CPCAs use a high-touch method, giving each student in their "college going team" at least 2 - 4 hours per month for a total of 18 - 36 hours of one-on-one peer college advising throughout the nine month school year. CPCAs meet with students in many different settings (i.e., college/career center, in classrooms during lunch, cafeteria/snack bar, athletic events, etc.), providing for a variety of opportunities and perhaps a more natural advisor/advisee relationship.

CPCAs serve as academic and social support system, advocates for their peers future college aspirations and career goals. They advocate for their peers to break down any social and academic challenges in pursuit of a college degree or workforce relevant certificate or credential. Specifically, CPCAs will:

- Work in partnership with teachers, counselors and administrators, and function as an additional staff member whose focus is primarily to serve as a partner in improving the school's college-going culture and enrollment rates, and ensuring that students apply to and enroll in some form of postsecondary education.
- Reduce counselor to student ratios through increasing the numbers of qualified and trained peer college advisors in college and career centers which does not take the place of a professional school counselor
- Work individually with students to ensure that he or she has a plan to complete college ready coursework (i.e., California's "A-G" subject requirements ) with at least a "C" or better in all coursework.
- Conduct open and informal conversations with students about the benefits of college education and reinforces that college attainment is an opportunity available to them regardless of race, gender, or socioeconomic status.

- Build and support students' college-going aspirations by developing peer-to-peer social networks that encourage college attendance and college preparation.
- Encourage and empower their peers with the information, tools, and resources to complete the critical steps to college entry.
- Create a school environment in which going to college is the norm.
- Serve as the Team Captain of their college going team/peer group.
- Focus on equipping participants with the knowledge and the social connections necessary to excel in high school and be admitted to college.

### **Matching Students with CPCAs**

- ALL incoming high school freshman students will be matched with a CPCA to ensure that every 9th grade student has the support he or she needs to develop a clear path for students to navigate through the college preparation, college admissions, securing financial aid and scholarships and completing the final steps to successfully enroll in college immediately after their high school graduation.
- CPCAs meet with new students during the first week of school. All incoming first-year and transfer students receive a CPCA and meet their advisees.
- ALL high school seniors (12th grade students) will be matched with a CPCA to receive encouragement and assistance with completing the critical steps to college entry.

### **Community College Concurrent Enrollment**

CPCAs encourage students to take community college courses while enrolled in high school - Community College Concurrent enrollment program for high school students.

### **College Admissions Advising & Workshops**

CPCAs will provide seniors with individual, hands-on assistance with completing their College Applications. CPCAs will provide workshops on the admissions process and writing an effective personal statement/admissions essay.

### **College Knowledge Group Workshops and Presentations**

NAPCA Chapters/CPCAs provide students with college information to help them successfully navigate the path to college. See appendix for sample list of services offered.

### **College Going Teams led by CPCAs**

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team members. Additionally, CPCAs use email, Skype, Google hangouts, or conference calls to speak with their team.

### **College Matching: Helping Students Find Their Best-Fit School**

CPCAs will help students search for two- or four-year colleges that match their future education and career goals and fit their financial, social, and cultural needs.

### **Academic Skills Development**

NAPCA Chapters/CPCAs conducts academic skills workshops on study skills, time management, goal-setting, and several others, to help students strengthen their academic skills for high school and college success.

- Study skills
- Time management
- Research skills
- Reading comprehension
- Note taking
- Memorization
- Public speaking for academic presentation

### **Build and Sustain a Strong College Going Culture or Strengthen Our Partners' Schools College Going Culture**

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### **Expected Outcome:**

#### **Four-Year College Eligibility**

- 8 out of 10 (80%) NAPCA participants will complete eligibility requirements to apply to and enter a 4-year college or university at substantially higher rates in comparison

with non-participating peers who attend high schools with the same academic performance index (API) quintile.

- The eligibility rate for active participants at schools that partner with NAPCA will be much higher than their non-participating peers school-wide and statewide. For example, compared to California's 14.4% statewide four year college eligibility rate, NAPCA's eligibility rate is expected to be at least twice as high.

**Program Objective #10: Increase the number of active high school participants who enroll in some form of postsecondary education such as a 2-year college or 4-year college or university directly (within one year) after high school graduation.**

**Rationale:** Students who are not on track to complete a typical academic course sequence often have trouble catching up and meeting college readiness objectives (Wimberly and Noeth, 2005).

### **NAPCA's Strategic Approach and Services:**

#### **College Knowledge Group Workshops and Presentations**

NAPCA Chapters/CPCAs provide students with college information to help them successfully navigate the path to college. See appendix for sample list of services offered.

#### **College Admissions Advising & Workshops**

CPCAs will provide seniors with individual, hands-on assistance with completing their College Applications. CPCAs will provide workshops on the admissions process and writing an effective personal statement/admissions essay.

#### **College Admissions Presentations**

NAPCA chapters/CPCAs will bring college admissions officers from several colleges and universities across the U.S. to their high school campus every month throughout the academic year. Admissions officers will be invited to meet with students school-wide to expose them to their college admission requirements, degree programs, financial aid, and campus life.

#### **NAPCA College Application Month**

At this annual event in October and November, NAPCA Chapters/CPCAs will provide seniors with individual, hands-on assistance with completing their College Applications for Undergraduate Admission. Chapters will provide workshops on the admissions process and on writing an effective personal statement/admissions essay.

#### **College Application / Essay Workshops**

These workshops clearly explain to students how to write an effective personal statement and fill out the UC, CSU, and private/independent four year college/university applications.

### **Peer College Advising**

CPCAs assist school counselors with their caseloads through peer college advising. All students school-wide will be invited to join a college going team led by CPCAs. Under the supervision of school counselors, CPCAs will co-lead a college going team of 20 students (CPCA to student ratio is 1:10) from all grade levels that they are accountable to and will work with each student to ensure they complete the critical steps to enroll in some form of postsecondary education within one year of their high school graduation. CPCAs use a high-touch method, giving each student in their “college going team” at least 2 - 4 hours per month for a total of 18 - 36 hours of one-on-one peer college advising throughout the nine month school year. CPCAs meet with students in many different settings (i.e., college/career center, in classrooms during lunch, cafeteria/snack bar, athletic events, etc.), providing for a variety of opportunities and perhaps a more natural advisor/advisee relationship.

CPCAs serve as academic and social support system, advocates for their peers future college aspirations and career goals. They advocate for their peers to break down any social and academic challenges in pursuit of a college degree or workforce relevant certificate or credential. Specifically, CPCAs will:

- Work in partnership with teachers, counselors and administrators, and function as an additional staff member whose focus is primarily to serve as a partner in improving the school’s college-going culture and enrollment rates, and ensuring that students apply to and enroll in some form of postsecondary education.
- Reduce counselor to student ratios through increasing the numbers of qualified and trained peer college advisors in college and career centers which does not take the place of a professional school counselor
- Work individually with students to ensure that he or she has a plan to complete college ready coursework (i.e., California’s “A-G” subject requirements ) with at least a “C” or better in all coursework.
- Conduct open and informal conversations with students about the benefits of college education and reinforces that college attainment is an opportunity available to them regardless of race, gender, or socioeconomic status.
- Build and support students’ college-going aspirations by developing peer-to-peer social networks that encourage college attendance and college preparation.
- Encourage and empower their peers with the information, tools, and resources to complete the critical steps to college entry.
- Create a school environment in which going to college is the norm.
- Serve as the Team Captain of their college going team/peer group.
- Focus on equipping participants with the knowledge and the social connections necessary to excel in high school and be admitted to college.

### **Financial Aid Advising & Workshops**

CPCAs will provide workshops on completing the FAFSA and financial aid. There will be several workshops covering topics such as Grants, Scholarships, Work-Study, and Loans. The financial aid week will be held in either January or February.

### **College Going Teams led by CPCAs**

NAPCA Chapters and CPCAs create opportunities for students to interact throughout the day through establishing college going teams/peer groups co-led by CPCAs within the

school community. College going teams are one of the primary drivers for building and sustaining a strong college going culture within schools. The college going teams create an environment that unites college-bound students based on a common academic and college going identity, in which students support, motivate, and hold each other accountable.

CPCAs serve as the Team Captains. CPCAs bring their team members together on a regular basis. CPCAs provide their team with information and guidance through one on one and small group peer college advising, conduct regular team meetings, and track each team member's progress. CPCAs also provide peer academic support and peer tutoring through regular study group sessions during the school year. CPCAs meet with their college going team members before school, during school, after school, or on weekends. CPCAs primarily use the GroupMe text message app and a private Facebook group page to communicate with their team members. Additionally, CPCAs use email, Skype, Google hangouts, or conference calls to speak with their team.

### **College Matching: Helping Students Find Their Best-Fit School**

CPCAs will help students search for two- or four-year colleges that match their future education and career goals and fit their financial, social, and cultural needs.

### **Expected Outcome:**

#### **Two-Year or Four-Year College Matriculation**

- 8 out of 10 (80%) NAPCA participants will matriculate into a 2-year or 4-year college or university at substantially higher rates in comparison with non-participating peers who attend high schools with the same academic performance index (API) quintile.
- The vast majority of students at schools that partner with NAPCA will attend a two-year or four-year college in the first year after high school. Students at schools that partner with NAPCA will enroll in college at higher rates than non-participants. Our expected outcome is 80% or higher.

**Program Objective #11: Strengthen or build and sustain a strong college culture within the school community.**

### **NAPCA's Strategic Approach and Services:**

#### **Peer College Advising**

CPCAs assist school counselors with their caseloads through peer college advising. All students school-wide will be invited to join a college going team led by CPCAs. Under the supervision of school counselors, CPCAs will co-lead a college going team of 20 students (CPCA to student ratio is 1:10) from all grade levels that they are accountable to and will work with each student to ensure they complete the critical steps to enroll in some form of postsecondary education within one year of their high school graduation. CPCAs use a high-touch method, giving each student in their "college going team" at least 2 - 4 hours per month for a total of 18 - 36 hours of one-on-one peer college advising throughout the nine month school year. CPCAs meet with students in many different settings (i.e., college/career

center, in classrooms during lunch, cafeteria/snack bar, athletic events, etc.), providing for a variety of opportunities and perhaps a more natural advisor/advisee relationship.

CPCAs serve as academic and social support system, advocates for their peers future college aspirations and career goals. They advocate for their peers to break down any social and academic challenges in pursuit of a college degree or workforce relevant certificate or credential. Specifically, CPCAs will:

- Work in partnership with teachers, counselors and administrators, and function as an additional staff member whose focus is primarily to serve as a partner in improving the school's college-going culture and enrollment rates, and ensuring that students apply to and enroll in some form of postsecondary education.
- Reduce counselor to student ratios through increasing the numbers of qualified and trained peer college advisors in college and career centers which does not take the place of a professional school counselor
- Work individually with students to ensure that he or she has a plan to complete college ready coursework (i.e., California's "A-G" subject requirements ) with at least a "C" or better in all coursework.
- Conduct open and informal conversations with students about the benefits of college education and reinforces that college attainment is an opportunity available to them regardless of race, gender, or socioeconomic status.
- Build and support students' college-going aspirations by developing peer-to-peer social networks that encourage college attendance and college preparation.
- Encourage and empower their peers with the information, tools, and resources to complete the critical steps to college entry.
- Create a school environment in which going to college is the norm.
- Serve as the Team Captain of their college going team/peer group.
- Focus on equipping participants with the knowledge and the social connections necessary to excel in high school and be admitted to college.

### **Build and Sustain a Strong College Going Culture or Strengthen Our Partners' Schools College Going Culture Sustain or Strengthen a Strong College Going Culture**

CPCAs work to foster a college-going culture within the schools they serve, which is one of the best predictors of whether students will pursue higher education. CPCAs become part of their school's community. They collaborate with student leaders on campus [such 9th -12th grade class presidents, the school's student body president, and other student leaders who are members of the school's ASB or Student Body Government], teachers, counselors and administrators to tie college-going into the life of a school, devise creative approaches to reach and connect with students, and most importantly, open the eyes of students and their families to the possibility of college. Equally important, CPCAs supplement, not replace, the existing high school counseling staff, thereby serving as school counseling assistants and peer college college advisors to help reach more students on campus.

CPCAs work in partnership with teachers, counselors and administrators, and function as an additional staff member whose focus is primarily to serve as a partner in improving the school's college-going culture and college enrollment rates, and ensuring that students apply to and enroll in colleges where they will succeed. Additionally, CPCAs provide targeted assistance to high need students who are capable and qualified to attend college, but are at the greatest risk of not attending.

### **Peer Tutoring**

Certified Peer College Advisors are trained to help students stay motivated and on track to complete the critical steps required to become a competitive applicant for admission to their “best-fit and top-choice” college.

### **College Knowledge Bowl**

The College Knowledge Bowl will allow new and returning CPCAs to showcase their college knowledge in a friendly competition against school counselors. Students school-wide will be invited to attend the event in the school's auditorium or in the gymnasium during lunch. DJ and MC will spin clean music for the students and make the game show fun. This event will be one of the first events that the newly trained high school CPCAs will do to gain the respect of their peers school-wide and to help build and sustain a strong college going culture.

### **Peer Academic Advising (A-G Completion)**

NAPCA certified peer college advisors (CPCAs) are trained to help students stay motivated and on track to complete the critical steps required to become a competitive applicant for admission to their "best-fit and top-choice" college. CPCAs will assist all NAPCA participants with completing an Individualized Academic Plan. The purpose of this activity is to increase the number of students who complete the required academic course sequence (A-G requirements) for admission to a four year college or university. The plan will outline the necessary steps to remain on track or get back on track to satisfy college admission requirements. The plan will also specify any additional academic course(s) that must be repeated or taken to satisfy A-G requirements. This plan will be monitored and updated each academic semester.

In addition, CPCAs will use data available to recognize or find students with “A-G” subject deficiencies who are not on track to meet college admission requirements to a four year college or university. NAPCA will then utilize performance data to inform and help these students understand their deficiencies, and assist in overcoming them.

### **Matching Students with CPCAs**

- ALL incoming high school freshman students will be matched with a CPCA to ensure that every 9th grade student has the support he or she needs to develop a clear path for students to navigate through the college preparation, college admissions, securing financial aid and scholarships and completing the final steps to successfully enroll in college immediately after their high school graduation.
- CPCAs meet with new students during the first week of school. All incoming first-year and transfer students receive a CPCA and meet their advisees.
- ALL high school seniors (12th grade students) will be matched with a CPCA to receive encouragement and assistance with completing the critical steps to college entry.

### **NAPCA TV: College Knowledge YouTube Channel**

CPCAs will create a youtube channel, and other forms of social media to remind students about each step that must be completed to submit competitive applications to two- and four-year colleges and universities. This service will also be used to inform students about a variety of resources such as scholarship opportunities.

### **Power of Group Text Messages**

CPCAs will use personalized group text messages to communicate with their college going team about college and career focused resources and to help each member of their college going team complete specific tasks required to successfully apply to and enroll in some form of postsecondary education.

### **Reducing Summer Melt**

CPCAs will also send ALL graduating seniors - who committed to attend college in the summer or fall immediately after high school graduation - personalized text message reminders about tasks they need to complete in order to successfully enroll in college for the Fall semester. CPCAs are helping to reduce what research literature refers to as “Summer Melt”.

### **Power of Social Media**

CPCAs will tap into the Power of Social Media to inform students about a variety of college and career focused resources such as scholarship opportunities, college knowledge workshops, etc.

### **Community College Concurrent Enrollment**

CPCAs encourage students to take community college courses while enrolled in high school - Community College Concurrent enrollment program for high school students.

### **CPCA Service Learning & Leadership Course**

This is a structured service learning and leadership class within our partnered schools for academic credit where our certified peer college advisors come together to plan and organize college focused activities and events for their peers school-wide. The goal of the leadership class is to establish a strong college-going culture within the schools day-to-day operation in order to increase opportunities and access to higher education for ALL students. The class is supervised by a faculty advisor, which is usually a school teacher, counselor, NAPCA college advisor or school administrator.

### **NAPCA’s National Go to College Celebration Day**

Every year, NAPCA Chapters/CPCAs plan and implement a NAPCA National “Go to College” celebration day at their school to recognize high school seniors going on to pursue their postsecondary plans.

### **Monthly College Tours**

Selecting the right university can be one of the most important and difficult decisions each student needs to make. Students will have the opportunity to visit college campuses during the school year and in the summer where they will meet with the admissions and financial aid staff and counselors to help them become better prepared and competitive applicants for their top-choice college. Furthermore, the NAPCA Chapter will encourage students school wide to participate in virtual college tours.

Here are some of the college tours the chapters and CPCAs organize for students:

- **Northern California College Tour-** UC Berkeley, UC Santa Cruz, University of San Francisco, San Francisco State
- **Southern California College Tour-** USC, UCLA, and Cal State Long Beach,
- **East Coast College Tour-** MIT, Boston University, NYU, Georgetown, George Washington University, UPenn

- **Ivy League College Tour-** Harvard, Princeton, Yale, Brown University, Dartmouth College, Columbia University

### **College Decision Day/Awards Banquet**

Chapters will organize a yearly dress-up affair for CPCAs, chapter members, and other seniors in the graduating senior class. The banquet will celebrate seniors and their decision to attend college. All seniors school-wide will need to sign up to participate in NAPCA's College Decision event.

### **College Going Team Wall of Fame**

Each college going team will showcase its members by posting a "Wall of Fame" poster in the hallways of their school. Members will share their college and career aspirations in a short biography along with a photo.

### **Academic Enrichment**

Enrichment activities are designed to provide supplemental learning opportunities, fundamental knowledge, academic proficiency, and scholastic enhancement to students.

Through NAPCA, students can participate in:\*

- NAPCA Summer Programs
- NAPCA Concurrent Enrollment and Community College Program
- Peer Tutoring

\*Offerings vary by Chapter.

### **Academic Skills Development**

NAPCA Chapters/CPCAs conducts academic skills workshops on study skills, time management, goal-setting, and several others, to help students strengthen their academic skills for high school and college success.

- Study skills
- Time management
- Research skills
- Reading comprehension
- Note taking
- Memorization
- Public speaking for academic presentation

### **NAPCA College Application Month**

At this annual event in October and November, NAPCA Chapters/CPCAs will provide seniors with individual, hands-on assistance with completing their College Applications for Undergraduate Admission. Chapters will provide workshops on the admissions process and on writing an effective personal statement/admissions essay.

### **College Application/Essay Workshops**

These workshops clearly explain to students how to write an effective personal statement and fill out the UC, CSU, and private/independent four year college/university applications.

### **College Knowledge Group Workshops and Presentations**

NAPCA Chapters/CPCAs provide students with college information to help them successfully navigate the path to college. See appendix for sample list of services offered.

### **College Matching: Helping Students Find Their Best-Fit School**

CPCAs will help students search for two- or four-year colleges that match their future education and career goals and fit their financial, social, and cultural needs.

### **School-Wide College Readiness Semester-Long Course**

The College Readiness elective course is open to all 9th, 10th, 11th, and 12th grade students school wide. The elective course will prepare students to become college ready and competitive applicants for admission to their best-fit and top-choice college. In addition, the course will help students successfully transition from a high school student to a college student.

### **College Going Teams led by CPCAs**

NAPCA Chapters and CPCAs create opportunities for students to interact throughout the day through establishing college going teams/peer groups co-led by CPCAs within the school community. College going teams are one of the primary drivers for building and sustaining a strong college going culture within schools. The college going teams create an environment that unites college-bound students based on a common academic and college going identity, in which students support, motivate, and hold each other accountable.

CPCAs serve as the Team Captains. CPCAs bring their team members together on a regular basis. CPCAs provide their team with information and guidance through one on one and small group peer college advising, conduct regular team meetings, and track each team member's progress. CPCAs also provide peer academic support and peer tutoring through regular study group sessions during the school year. CPCAs meet with their college going team members before school, during school, after school, or on weekends. CPCAs primarily use the GroupMe text message app and a private Facebook group page to communicate with their team members. Additionally, CPCAs use email, Skype, Google hangouts, or conference calls to speak with their team.

### **Expected Outcome:**

- Increase NAPCA participants' GPA between 8% and 20%.

**Program Objective #12: Increase high school graduation rates school-wide.**

**NAPCA's Strategic Approach and Services:**

### **School-Wide College Enrollment Action Plan**

CPCAs will develop a school wide college enrollment action plan to accomplish the program objectives of the NAPCA peer college advising chapter program such as strengthening or establishing a strong college going culture within our partner schools, increasing college enrollment rates, and improving college readiness of all students. Each aspiring CPCA from the same high school will work together to develop a draft action plan before they finish the CPCA training and certification program. A template will be provided to each group to help them write an action plan for their school. CPCAs can work with their chapter advisors - school counselors and administrators - if they attend the training as well or the CPCA groups can share their school - wide action plan with their chapter advisors via google doc so they can participate in the development of the action plan.

### **Drop-In Peer College Advising**

CPCAs provide an open-door, whole school approach to advising where students never have to sign up to attend. CPCAs are available each school day for drop-in advising 30 - 60 minutes before school starts, during the lunch period (typically 30-45 minutes at most high schools), and after school in the college and career center or in a designated classroom on campus for students school-wide. Each CPCA is expected to share the workload by working in the center for at least 2 hours per week. Drop in advising may also be available on Saturday mornings from 9:00am - 12noon (varies by each NAPCA Chapter).

### **College Going Teams led by CPCAs**

NAPCA Chapters and CPCAs create opportunities for students to interact throughout the day through establishing college going teams/peer groups co-led by CPCAs within the school community. College going teams are one of the primary drivers for building and sustaining a strong college going culture within schools. The college going teams create an environment that unites college-bound students based on a common academic and college going identity, in which students support, motivate, and hold each other accountable.

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### **Academic Skills Development**

NAPCA Chapters/CPCAs conducts academic skills workshops on study skills, time management, goal-setting, and several others, to help students strengthen their academic skills for high school and college success.

- Study skills
- Time management
- Research skills
- Reading comprehension

- Note taking
- Memorization
- Public speaking for academic presentation

### **Peer Academic Advising (A-G Completion)**

NAPCA certified peer college advisors (CPCAs) are trained to help students stay motivated and on track to complete the critical steps required to become a competitive applicant for admission to their "best-fit and top-choice" college. CPCAs will assist all NAPCA participants with completing an Individualized Academic Plan. The purpose of this activity is to increase the number of students who complete the required academic course sequence (A-G requirements) for admission to a four year college or university. The plan will outline the necessary steps to remain on track or get back on track to satisfy college admission requirements. The plan will also specify any additional academic course(s) that must be repeated or taken to satisfy A-G requirements. This plan will be monitored and updated each academic semester.

In addition, CPCAs will use data available to recognize or find students with "A-G" subject deficiencies who are not on track to meet college admission requirements to a four year college or university. NAPCA will then utilize performance data to inform and help these students understand their deficiencies, and assist in overcoming them.

### **Build and Sustain a Strong College Going Culture or Strengthen Our Partners' Schools College Going Culture**

CPCAs work to foster a college-going culture within the schools they serve, which is one of the best predictors of whether students will pursue higher education. CPCAs become part of their school's community. They collaborate with student leaders on campus [such 9th -12th grade class presidents, the school's student body president, and other student leaders who are members of the school's ASB or Student Body Government], teachers, counselors and administrators to tie college-going into the life of a school, devise creative approaches to reach and connect with students, and most importantly, open the eyes of students and their families to the possibility of college. Equally important, CPCAs supplement, not replace, the existing high school counseling staff, thereby serving as school counseling assistants and peer college college advisors to help reach more students on campus.

CPCAs work in partnership with teachers, counselors and administrators, and function as an additional staff member whose focus is primarily to serve as a partner in improving the school's college-going culture and college enrollment rates, and ensuring that students apply to and enroll in colleges where they will succeed. Additionally, CPCAs provide targeted assistance to high need students who are capable and qualified to attend college, but are at the greatest risk of not attending.

#### **Expected Outcome:**

- Over two years, graduation rates will increase between 8 and 20%.

**Program Objective #13: Improve the academic GPA of each student participating in college going teams co-led by CPCAs.**

## **NAPCA's Strategic Approach and Services:**

### **College Going Teams led by CPCAs**

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### **Peer College Advising**

CPCAs assist school counselors with their caseloads through peer college advising. All students school-wide will be invited to join a college going team led by CPCAs. Under the supervision of school counselors, CPCAs will co-lead a college going team of 20 students (CPCA to student ratio is 1:10) from all grade levels that they are accountable to and will work with each student to ensure they complete the critical steps to enroll in some form of postsecondary education within one year of their high school graduation. CPCAs use a high-touch method, giving each student in their "college going team" at least 2 - 4 hours per month for a total of 18 - 36 hours of one-on-one peer college advising throughout the nine month school year. CPCAs meet with students in many different settings (i.e., college/career center, in classrooms during lunch, cafeteria/snack bar, athletic events, etc.), providing for a variety of opportunities and perhaps a more natural advisor/advisee relationship.

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- Reduce counselor to student ratios through increasing the numbers of qualified and trained peer college advisors in college and career centers which does not take the place of a professional school counselor
- Work individually with students to ensure that he or she has a plan to complete college ready coursework (i.e., California's "A-G" subject requirements ) with at least a "C" or better in all coursework.
- Conduct open and informal conversations with students about the benefits of college education and reinforces that college attainment is an opportunity available to them regardless of race, gender, or socioeconomic status.

- Build and support students' college-going aspirations by developing peer-to-peer social networks that encourage college attendance and college preparation.
- Encourage and empower their peers with the information, tools, and resources to complete the critical steps to college entry.
- Create a school environment in which going to college is the norm.
- Serve as the Team Captain of their college going team/peer group.
- Focus on equipping participants with the knowledge and the social connections necessary to excel in high school and be admitted to college.

### **Peer Tutoring**

Certified Peer College Advisors are trained to help students stay motivated and on track to complete the critical steps required to become a competitive applicant for admission to their "best-fit and top-choice" college.

### **College Admissions Advising & Workshops**

CPCAs will provide seniors with individual, hands-on assistance with completing their College Applications. CPCAs will provide workshops on the admissions process and writing an effective personal statement/admissions essay.

### **Drop-In Peer College Advising**

CPCAs provide an open-door, whole school approach to advising where students never have to sign up to attend. CPCAs are available each school day for drop-in advising 30 - 60 minutes before school starts, during the lunch period (typically 30-45 minutes at most high schools), and after school in the college and career center or in a designated classroom on campus for students school-wide. Each CPCA is expected to share the workload by working in the center for at least 2 hours per week. Drop in advising may also be available on Saturday mornings from 9:00am - 12noon (varies by each NAPCA Chapter).

### **Academic Skills Development**

NAPCA Chapters/CPCAs conducts academic skills workshops on study skills, time management, goal-setting, and several others, to help students strengthen their academic skills for high school and college success.

- Study skills
- Time management
- Research skills
- Reading comprehension
- Note taking
- Memorization
- Public speaking for academic presentation

### **Build and Sustain a Strong College Going Culture or Strengthen Our Partners' Schools College Going Culture**

CPCAs work to foster a college-going culture within the schools they serve, which is one of the best predictors of whether students will pursue higher education. CPCAs become part of their school's community. They collaborate with student leaders on campus [such 9th -12th grade class presidents, the school's student body president, and other student leaders who are

members of the school's ASB or Student Body Government], teachers, counselors and administrators to tie college-going into the life of a school, devise creative approaches to reach and connect with students, and most importantly, open the eyes of students and their families to the possibility of college. Equally important, CPCAs supplement, not replace, the existing high school counseling staff, thereby serving as school counseling assistants and peer college college advisors to help reach more students on campus.

CPCAs work in partnership with teachers, counselors and administrators, and function as an additional staff member whose focus is primarily to serve as a partner in improving the school's college-going culture and college enrollment rates, and ensuring that students apply to and enroll in colleges where they will succeed. Additionally, CPCAs provide targeted assistance to high need students who are capable and qualified to attend college, but are at the greatest risk of not attending.

### **Expected Outcome:**

- 8 out of 10 NAPCA participants will increase their GPA between 8% and 20%.

**Program Objective #14: Increase the number of active high school participants who will visit and tour several companies and industries to experience and explore different career paths.**

### **NAPCA's Strategic Approach and Services:**

#### **Career Tours**

Students will have the opportunity to take educational trips to a variety of companies and industries to help them explore their different career interests.

#### **Career Fairs**

NAPCA chapters will host college fairs that showcase a variety of businesses, industries, and organizations in order to help students in their career search.

#### **Exclusive Guest Speakers From Different Career Industries**

NAPCA Chapters will arrange to have guest speakers from different industries speak to students school wide to gain insight on their future careers and learn valuable strategies on how to achieve their education and career goals.

#### **Career Planning Elective Course**

The Career Planning elective course is open to all 9th, 10th, 11th, and 12th grade students school wide. Students will create their own Personal Strategic Plan, where students receive assistance setting priorities for their life, define their academic and career goals, and develop strategic action plans to achieve them.

#### **Career Exploration & Planning: Exploring Different Career Paths**

CPCAs provide career exploration events and activities, including speakers from the business community, visits to employer sites, career planning assistance, career fairs, and job shadowing/internship opportunities. The purpose of the activity is to expose students to careers

that students would not encounter on their own and/or careers that students will perhaps not see or hear in their daily environment.

CPCAs organize career focused events such career panels, resume writing and networking workshops, job shadow days, and mock interviews to help their peer develop job skills and gain exposure to different career paths and opportunities.

### **Career/Technical Training**

CPCAs encourage students to enroll in a career/technical training program at a community college while in high school such as auto or aircraft mechanics, electrical engineering, as well as barber and cosmetology college. CPCAs will encourage students to start taking classes to become an architect, electrician, graphic designer, aircraft mechanic, auto mechanic, etc.

### **School-Wide Career Planning Semester-Long Course**

The Career Planning elective course is open to all 9th, 10th, 11th, and 12th grade students school wide. Students will create their own Personal Strategic Plan, where students receive assistance setting priorities for their life, define their academic and career goals, and develop strategic action plans to achieve them.

### **Build and Sustain a Strong College Going Culture or Strengthen Our Partners' Schools College Going Culture**

CPCAs work to foster a college-going culture within the schools they serve, which is one of the best predictors of whether students will pursue higher education. CPCAs become part of their school's community. They collaborate with student leaders on campus [such 9th -12th grade class presidents, the school's student body president, and other student leaders who are members of the school's ASB or Student Body Government], teachers, counselors and administrators to tie college-going into the life of a school, devise creative approaches to reach and connect with students, and most importantly, open the eyes of students and their families to the possibility of college. Equally important, CPCAs supplement, not replace, the existing high school counseling staff, thereby serving as school counseling assistants and peer college college advisors to help reach more students on campus.

CPCAs work in partnership with teachers, counselors and administrators, and function as an additional staff member whose focus is primarily to serve as a partner in improving the school's college-going culture and college enrollment rates, and ensuring that students apply to and enroll in colleges where they will succeed. Additionally, CPCAs provide targeted assistance to high need students who are capable and qualified to attend college, but are at the greatest risk of not attending.

### **Expected Outcome:**

#### **Increase in the number of visits to companies and industries**

- 8 out of 10 (80%) NAPCA participants will complete tours of companies and industries at substantially higher rates in comparison with non-participating peers.

**Program Objective #15: Increase the number of parents (including grand-parents) and community groups who have the knowledge and resources to promote a college-going**

**culture within their home environment and to help their children become better prepared to enter and complete college.**

**Rationale:**

Parents (and grandparents) are vital to helping students develop college aspirations and navigating the college admission and financial aid process. However, some parents lack relevant information and resources to help their children navigate through the complexity of college admissions and financial aid process and where to obtain pertinent information to support their children in their educational journey. Therefore, if parents themselves are provided the resources and college information necessary, collaborate with teachers and counselors as well as participate in college information, they will be better prepared and effective in helping their children become better prepared to enter and complete college. This sort of communication between a parent and their children can be challenging, particularly when they become juniors and seniors in high school. However, it can also be a means to retain common reference points as the child prepares for the inevitable separation that accompanies college attendance (Conley, 2005). Conley (2005) states, that parents can be a powerful force to help ensure that high schools are doing all they can to develop the cognitive and intellectual tools students will need in the college environment by encouraging both students and teachers to align their efforts with success standards.

**NAPCA's Strategic Approach and Services:**

**Cash for College**

NAPCA Chapters/CPCAs will organize our annual Cash for College event during the month of December, January or February at their school or in their community. Seniors and their families will receive individual, hands-on assistance with completing the Free Application for Federal Student Aid [FAFSA] and other financial aid forms such as the CSS/Financial Aid Profile. The FAFSA is a required form that must be completed by the student and their legal guardian(s) in order to receive financial aid to help cover the college expenses (tuition, housing, books, etc.) to attend a four-year college/university, community college, vocational or technical school. Additionally, each financial aid workshop offered at the event will provide a professional financial advisor that will work personally with each student and/or their family. Furthermore, undocumented and foster youth students and their families will explore the maximum amount of opportunity for every situation. Last year, we helped hundreds of families complete the FAFSA and the Cal Grant GPA Verification Form.

**School-Wide College Enrollment Action Plan**

CPCAs will develop a school wide college enrollment action plan during the CPCA training and certification program. CPCAs will then work with their high school counselors and administrators to implement the action plan to build or strengthen a strong college going culture.

**Build and Sustain a Strong College Going Culture or Strengthen Our Partners' Schools College Going Culture**

CPCAs work to foster a college-going culture within the schools they serve, which is one of the best predictors of whether students will pursue higher education. CPCAs become part of

their school's community. They collaborate with student leaders on campus [such 9th -12th grade class presidents, the school's student body president, and other student leaders who are members of the school's ASB or Student Body Government], teachers, counselors and administrators to tie college-going into the life of a school, devise creative approaches to reach and connect with students, and most importantly, open the eyes of students and their families to the possibility of college. Equally important, CPCAs supplement, not replace, the existing high school counseling staff, thereby serving as school counseling assistants and peer college college advisors to help reach more students on campus.

CPCAs work in partnership with teachers, counselors and administrators, and function as an additional staff member whose focus is primarily to serve as a partner in improving the school's college-going culture and college enrollment rates, and ensuring that students apply to and enroll in colleges where they will succeed. Additionally, CPCAs provide targeted assistance to high need students who are capable and qualified to attend college, but are at the greatest risk of not attending.

### **Expected Outcome:**

**Attainment of knowledge and resources to promote a college-going culture within their home environment and to help their children become better prepared to enter and complete college.**

- 9 out of 10 (90%) parent participants will attend NAPCA's workshops which provide information covering college admissions, financial aid/scholarships, and college preparation to parent and local community groups.

**Program Objective #16: CPCA will complete at least 180 - 360 hours of service to their local high school or community per school year.**

### **NAPCA's Strategic Approach and Services:**

#### **Peer College Advising**

CPCAs assist school counselors with their caseloads through peer college advising. All students school-wide will be invited to join a college going team led by CPCAs. Under the supervision of school counselors, CPCAs will co-lead a college going team of 20 students (CPCA to student ratio is 1:10) from all grade levels that they are accountable to and will work with each student to ensure they complete the critical steps to enroll in some form of postsecondary education within one year of their high school graduation. CPCAs use a high-touch method, giving each student in their "college going team" at least 2 - 4 hours per month for a total of 18 - 36 hours of one-on-one peer college advising throughout the nine month school year. CPCAs meet with students in many different settings (i.e., college/career center, in classrooms during lunch, cafeteria/snack bar, athletic events, etc.), providing for a variety of opportunities and perhaps a more natural advisor/advisee relationship.

CPCAs serve as academic and social support system, advocates for their peers future college aspirations and career goals. They advocate for their peers to break down any social and academic challenges in pursuit of a college degree or workforce relevant certificate or credential. Specifically, CPCAs will:

- Work in partnership with teachers, counselors and administrators, and function as an additional staff member whose focus is primarily to serve as a partner in improving the

school's college-going culture and enrollment rates, and ensuring that students apply to and enroll in some form of postsecondary education.

- Reduce counselor to student ratios through increasing the numbers of qualified and trained peer college advisors in college and career centers which does not take the place of a professional school counselor
- Work individually with students to ensure that he or she has a plan to complete college ready coursework (i.e., California's "A-G" subject requirements ) with at least a "C" or better in all coursework.
- Conduct open and informal conversations with students about the benefits of college education and reinforces that college attainment is an opportunity available to them regardless of race, gender, or socioeconomic status.
- Build and support students' college-going aspirations by developing peer-to-peer social networks that encourage college attendance and college preparation.
- Encourage and empower their peers with the information, tools, and resources to complete the critical steps to college entry.
- Create a school environment in which going to college is the norm.
- Serve as the Team Captain of their college going team/peer group.
- Focus on equipping participants with the knowledge and the social connections necessary to excel in high school and be admitted to college.

### **College Presentations to Middle School Students**

This annual presentation for middle school students educates middle school students about the college course work requirements required for college eligibility. Students will also discuss the transition from middle school to high school and provide effective tips for a successful transition.

### **Cash for College**

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### **Parent - Family Engagement**

CPCAs organize events for parents to help them learn how they can support their children while they are on the path to enroll and complete some form of postsecondary education. NAPCA's Parent Association helps welcome new families to NAPCA, provides support, and creates college and career focused events and activities for parents.

CPCAs, Chapter Advisors, and other stakeholders recruit and encourage parents to enroll and complete NAPCA's 40 hour college and career readiness class/certificate program

and/or complete the 140 hour training/certification program to become a Certified Parent College Advisor - CPCA Parent. Parents learn how to effectively help their child navigate the complex processes of college admissions, securing financial aid/scholarships, and enrolling into a postsecondary career/technical training program or regionally accredited two or four year college/university.

### **School-Wide College Enrollment Action Plan**

CPCAs will develop a school wide college enrollment action plan during the CPCA training and certification program. CPCAs will then work with their high school counselors and administrators to implement the action plan to build or strengthen a strong college going culture.

### **Community Service Projects**

Chapters must organize and implement community service projects that will benefit their school and local community.

### **CPCA Appreciation Day**

To show CPCAs our appreciation, NAPCA will host a special luncheon with the School Principal and District Superintendent honoring our CPCAs.

### **School Counselor Appreciation Day**

School Counselors play a huge role in helping students achieve school success and plan for a career. Show your school counselors your appreciation by hosting a luncheon.

### **Build and Sustain a Strong College Going Culture or Strengthen Our Partners' Schools College Going Culture**

CPCAs work to foster a college-going culture within the schools they serve, which is one of the best predictors of whether students will pursue higher education. CPCAs become part of their school's community. They collaborate with student leaders on campus [such 9th -12th grade class presidents, the school's student body president, and other student leaders who are members of the school's ASB or Student Body Government], teachers, counselors and administrators to tie college-going into the life of a school, devise creative approaches to reach and connect with students, and most importantly, open the eyes of students and their families to the possibility of college. Equally important, CPCAs supplement, not replace, the existing high school counseling staff, thereby serving as school counseling assistants and peer college college advisors to help reach more students on campus.

CPCAs work in partnership with teachers, counselors and administrators, and function as an additional staff member whose focus is primarily to serve as a partner in improving the school's college-going culture and college enrollment rates, and ensuring that students apply to and enroll in colleges where they will succeed. Additionally, CPCAs provide targeted assistance to high need students who are capable and qualified to attend college, but are at the greatest risk of not attending.

### **Expected Outcome:**

- 8 out of 10 CPCAs will complete between 180 and 360 hours of service to their school and community.

**The NAPCA Chapter Standards include the following 13 indicators:**

- 1. All students enrolled in the college and career readiness elective have the opportunity to be a member of NAPCA.**
- 2. Student develop a personal strategic plan to accomplish their college and career goals**
- 3. All students participate in meaningful leadership and personal development activities in each component of the college readiness and career planning program:**
  - College and career readiness classroom instruction**
  - Experiential, project, and work-based learning through the role of a Certified Peer College Advisor**
  - Leadership and personal development through NAPCA**
- 4. The NAPCA chapter constitution and bylaws are up-to-date and approved by chapter members.**
- 5. NAPCA Chapter Officers, CPCA's, General Student Members, and Chapter Advisors are involved in the planning and implementation of Chapter Activities and Events as well as developing the Chapter Activities and Events Calendar.**
- 6. The NAPCA chapter conducts regularly scheduled chapter meetings.**
- 7. Local Chapter officers and Chapter advisors will plan and implement an awards recognition program to honor individuals for their contribution and impact on the school community and Chapter.**
- 8. The NAPCA chapter has a current budget, which provides the financial resources to support the Chapter Activities and Events Calendar.**
- 9. Capable and trained Chapter officers lead the NAPCA chapter.**
- 10. The NAPCA Chapter has at least 8 trained Certified Peer College Advisors**
- 11. The NAPCA chapter has an active, dedicated support group (i.e., NAPCA Chapter Alumni, Chapter Board of Advisors)**

**12. Community Stakeholders are engaged in developing and supporting a quality chapter.**

**13. A recruitment and retention plan is yielding steady or increasing student enrollment.**