ABSTRACT

MARTINEZ, ROBERT RICHARD JR. Effects of a School Guidance Curriculum on Postsecondary Education-Going Literacy, Postsecondary Education-Going Access Aspirations, and Career and College Readiness Self-Efficacy. (Under the direction of Stanley B. Baker.)

The primary purpose of this study was to evaluate the delivery and content of a set of classroom guidance lessons designed to enhance postsecondary education-going literacy, postsecondary education-going access aspirations, and career and college readiness self-efficacy of 9th grade students attending a high school in a southeastern rural community.

For the current study, an pretest-posttest nonequivalent quasi-experimental groups design was used to determine if the curriculum guidance intervention modules had a significant effect on students’ postsecondary education-going literacy, postsecondary education-going access aspirations, and career and college readiness self-efficacy. In this design, participants were non-randomly assigned to existing classroom groups. Classroom groups were randomly assigned to the experimental treatment and alternative treatment control group. The treatment condition consisted of students enrolled in four intact ninth grade English classes (N = 88).

The control condition consisted of four other ninth grade English classes (N = 75). All eight classes were stratified by academic level (e.g., core/inclusion, core, honors, and IB) and randomly assigned to the two conditions. Two manipulation check measures, the Expectancy for Success (EFS) and the Attitude Toward Treatment (ATT) scales were used to determine whether or not the manipulation of the independent variable has had its intended effect on the participants. There were no differences between conditions on the EFS measure at the beginning of the study and there were differences favoring the treatment conditions on the ATT at the end of the study. Pre-and post-test one-way MANOVAs were conducted to compare treatment and control conditions on each of the three dependent measures.
The MANOVA pretest analysis indicated no significant difference between treatment and alternative treatment conditions during the preliminary analysis. The MANOVA posttest showed a significant difference between control and treatment conditions. Follow-up one-way ANOVAs indicated that there were significant treatment effects factoring the classroom guidance condition on the postsecondary education-going literacy and career and college readiness self-efficacy measures but not on the postsecondary education-going access aspiration measure. Effect measures across gender and race were significant, in that all male, white, and Hispanic scores across postsecondary education-going literacy and career and college-readiness self-efficacy scores improved. However, controlling for GPA and first-generation, students scores were not significant requiring more inquiry.
Effects of a School Guidance Curriculum on Postsecondary Education-Going Literacy, Postsecondary Education-Going Access Aspirations, and Career and College Readiness Self-Efficacy

by
Robert Richard Martinez Jr.

A dissertation proposal submitted to the Graduate Faculty of North Carolina State University in partial fulfillment of the requirements for the Degree of Doctor of Philosophy

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APPROVED BY:

_______________________________  __________________________
Dr. Stanley B. Baker  Dr. Lisa Bass
Chair of Committee

_______________________________  __________________________
Dr. Marc Grimmett  Dr. Helen Lupton-Smith
DEDICATION

David R.
The Labradors & Martinez’

Ismael R.
Eugenia M.

Moo-Moo B. & Lou

Auntie Viva R.

Yvonne

The Silvas

Enrique & Manuel

City and Friends of El Monte

Teachers, Counselors, and Coaches

The Stancils

The Parkers

The Olshans

TRIO Programs

East Los Angeles

Julio and the boys

Fabian M.

Con Todo Mi Carazon (with all my heart)!

ii
Robert Martinez currently serves as assistant director of North Carolina State University's Educational Talent Search program. Apart of the larger, federally funded TRIO program, Educational Talent Search assists under-served, under-resourced, first generation students in aspiring and seeking post-secondary education. As assistant director, Martinez is responsible for developing all academic interventions, providing tutoring, overseeing the program's writing academy, and providing student academic assessments. Robert is also charged with creating, developing, and evaluating tools for students with learning and behavioral challenges.

In addition to TRIO, at North Carolina State University, Martinez serves as an instructor, curriculum developer, and supervisor for VISTA AmeriCorps; and instructor for the Academic Support Program for Student Athletes (ASPSA). As an instructor, Martinez has taught many university courses including Intro to University Education for Varsity Student-Athletes; Transition into a Diverse Community, Summer START; M.A.G.I.C. Summer Transition for Student-Athletes; Assessment, Treatment, and Techniques; Introduction to Counseling; Career Exploration and Development for Varsity Student-Athletes; and Assessment in Counseling and Advisement. Robert has also supervised graduate level counseling students.

Prior to North Carolina State, Martinez served as a district counselor for the Los Angeles Unified School District; and a multidisciplinary assessment team clinician and family facilitator supervisor for Vista Del Mar Child and Family Services. Martinez is currently pursuing his doctorate of philosophy in Counselor Education from North Carolina
State University. Robert has a master of science in Counseling with a MFTI, Pupil Personnel, and Child Welfare Credential from California State University, Los Angeles. He also holds a bachelor of arts degree in Psychology from Whittier College. At Whittier, Martinez was a member of the varsity football team and named an All-American and All-SCIAC safety. Following Whittier, Martinez was an NFL free agent practice squad player for the San Francisco 49ers.

At North Carolina State University, Martinez received the Chancellor Grand Award in 2013. In 2012, he was inducted into Chi Sigma Iota, and then in 2013, International Chi Sigma Iota.

Robert is a member of the American Counseling Association; the American School Counseling Association; the North Carolina School Counselors Association; the National Association of Marriage and Family Therapy; the California Association of Marriage and Family Therapy; the National Academic Advising Association; the National Association of Academic Advisors for Athletics; the American Association of Hispanics in Higher Education; and the American Educational Research Association.

Martinez lives in Cary, N.C., with his wife, Emily. He is an avid runner having completed 5 half marathons including the Asheville Half Marathon and Charleston Half Marathon.
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CHAPTER 1: INTRODUCTION

Rationale for the Study

Professional school counselors (PSCs) play a vital role in supporting and preparing high school students for the college application process. However, PSCs struggle with developing the right classroom guidance programs that help students see the importance of building a holistic plan for getting into postsecondary education institutions. In addition to the challenges related to helping students see the value of postsecondary education, PSCs must build and foster a college-going environment. Because PSCs are already stretched with programming courses, dealing with behavioral challenges, covering classes, reacting to administrator and teacher demands, and meeting students individually to de-escalate peer-to-peer conflicts, they often do not have the time to develop such a proactive atmosphere. Although classroom guidance is a large part of ASCA’s (2012) National Model, there is limited research available on the effectiveness of conducting pre-college assessment, classroom guidance, and advisement. Currently, it has been reported that only 25% of a school counselor’s time is devoted to classroom guidance (ASCA, 2012).

By 2018, 62% of jobs in the U.S. will require a college education, and over half of those jobs will require a four-year degree (Dyce, Albold, & Long, 2013; Moore, Bridgeland, & Dilulio, 2010). The Lumina Foundation (2009) reported the U.S. will face a shortage of 16 to 23 million college-educated adults in the workforce by 2025. This could in turn increase the cycle of poverty and disenfranchisement of many young people. Research findings indicate that first-generation, minority students often lack the resources necessary to successfully prepare for college access - - let alone transition into college, matriculate, and
achieve a college degree. According to Gandara (2002), “the last several decades there has been widespread consensus that something is wrong with the pipeline that leads to and through higher education for minority students” (p. 81). If underserved and under-resourced minority students are not getting to higher education, then the aspirations of a college degree are significantly disrupted. If these access aspirations continue to be derailed, we as a nation are devastating our future economic growth and could be increasing unemployment rates.

The future of our nation is and will continue to be interconnected and interdependent. We must find ways to help our underserved and under-resourced minority students, many of whom face everyday struggles and challenges that privileged groups do not encounter or know exist, get to college. If we do not, the educational attainment gaps will continue to widen between the nation’s underserved student (i.e. first-generation, low-income, and students of color) and others could prove dire to our country’s future economic growth (Dyce, Albold, & Long, 2013). While 30% of White Euro-American adults have completed at least four years of college; only 18% of African Americans and 12% of Hispanics/Latinos have (Lumina Foundation, 2009).

The Pell Institute for the Study of Opportunity in Higher Education (2004) reported that students living in a household with an income of under $25,000, have less than a 6% chance of earning a four-year degree. The same report stated that even if these students achieve the same high-test scores as peers from a higher socioeconomic group, they still have a lower chance of earning a four-year degree. Addressing the challenges and needs of this underserved and under-resourced population can happen through increased classroom guidance by PSCs. By developing classroom guidance lessons and reinventing the use of
classrooms at their school-sites as social college-aspiring environments, PSCs will be better able to flip the way learners share perceptions about accessing and preparing for postsecondary opportunities. They will be better able to inspire students to believe they are capable of getting admitted to postsecondary education institutions (e.g. four- or two-year, vocational, certificated, military). As college-aspiring environments evolve at school-sites and a common meaning develops among students, PSCs can then modify, select, or deselect lessons that help enforce this meaning. This process will possibly help students begin to feel safe and encouraged to engage in critical analysis, questioning, and discourse about their own career and postsecondary admission aspirations. These students can feed off of and support one another as the effects of an inventory of lessons begin to build.

Anecdotal Evidence of the Problem

Throughout my clinical practice as an outpatient/inpatient therapist and district intervention school counselor with the Los Angeles Unified School District as well as my current position as the assistant director of North Carolina State University TRIO Programs, some students, schools, PSCs, and parents were lacking the knowledge, skill, and techniques needed to know what it takes to enter postsecondary education successfully. In recent and past classroom and auditorium meetings with students, parents, and PSCs, I found that many were unaware of or did not understand the process or practices of accessing postsecondary education – let alone exploring, understanding, and selecting potential majors that lead to potential careers. This is not an east or west coast problem; it is an issue of grand proportion for all minority students.

As reported above, high, medium, and low achieving minority students are unaware
of what postsecondary institutions are requiring from prospective students. I’ve met with student-athletes, AP, Honor, Core, IB students and asked them all the same questions: (a) do you know what story your transcript tells when admission counselors from universities review it; (b) do you know what admission counselors look for in a future student; (c) do you know how to assess your transcript; (d) do you know the differences among core, honors, AP, and an IB courses of study; (e) do you know your GPA; (f) how many credits did you earn; (g) are you in a college prep course of study; (h) do you know the difference between SAT and ACT sections/scores; (i) do you participate in extracurricular activities; (j) have you ever explored a potential major and career; (k) when do your grades start to matter (9th, 10th, 11th, 12th); (l) do you know about the holistic application review process, and (m) do you know how to finance your education? A majority of the 9th – 12th grade students did not know about or were in denial of their own academic profile, including future graduating 12th graders who were academically gifted.

Many students in Los Angeles and Raleigh kept mentioning the same problematic themes, “counselors only speak to the chosen”, “counselors don’t have time for all of us,” and “I wish someone talked to us about the process in class regardless of our grades and history”. The desire to know something and the forces that play into that knowledge are important factors for students to identify when it comes to selecting a major and career that leads to college access. The sentiment about knowing something is at the heart of this inquiry. I am seeking to understand how classroom guidance affects students’ understanding of access to college. The literature on higher education opportunity is generally divided into categories that focus on either macro-level influences, such as college costs and financial aid policy, or
micro-level influences, such as students’ access aspirations.

**Demystifying Postsecondary Education**

Constraints on students’ educational opportunities create a generally hostile climate for under-resourced and underserved students as they seek to develop skills and understandings that assist them in their career and college choice processes (Gildersleeve, 2010; Gildersleeve, Rumann, & Mondragon, 2010; Huber & Malagon, 2007). College and career readiness, access, and admission can be understood as a broader project of learning across students’ lives (Gildersleeve, 2010; Solberg, et al., 2012). Students are taught different pathways via their educational contexts, both in and out of school. They learn expectations, both external (established by others) and internal (established by self). Students learn different ways to approach school and the admission process, which are largely influenced by students’ social and cultural contexts (Gutierrez, 2008; Rogoff, 2003). In order to take action toward postsecondary admission, students must make sense of their learning in meaningful ways. This moves students’ learning from passive to active -- from de facto participation in college-going to exercising a college-going literacy (Gildersleeve, 2010). Through classroom guidance PSCs can guide and develop students, postsecondary education-going literacy, postsecondary education-going access aspirations, and career and college readiness self-efficacy by helping them recognize, critique, and re-imagine their own participation in the process. Conceptually, classroom guidance programming will support students’ understanding of access to postsecondary education, as an idea/process, and how that understanding informs their participation in college-going activities. This is an activity of leaning or a college-going literacy (Gildersleeve, 2006) that helps students understand the
college access process.

Additionally, classroom guidance and postsecondary-access lesson plans being delivered by PSCs are generally nor covered in the counseling literature. Yet, tools such as College Foundation of North Carolina (CFNC), College Green Light, Big Future, ACT College Search, and the National Association for College Admission Counseling (NACAC) are available for helping students and parents with postsecondary education-going access aspirations for their students. Among groups that face underrepresentation in American higher education today, minority students often experience a nexus of marginalizing barriers to career and postsecondary education opportunities. Generally, many minority students who participate in K-12 schooling do so with backgrounds of low-income families with lower-educational attainment and support.

According to national literature on college access for minority students, the top three barriers reported included access to postsecondary education, academic and career readiness, and affordability. The ability to pay for college (affordability) has changed over time. Because of the economic recession, today more than ever, the affordability of a postsecondary education has become a greater barrier to families. Rising tuition costs and insufficient scholarships and grants have had a negative effect on families being able to afford postsecondary education. In addition, students are accumulating larger amounts of debt just to fund their postsecondary educations.

A lack of parental and family support is another common barrier that marginalized students have to overcome. Many of these families aren’t equipped to help their children navigate the college and financial aid application process. Parents run into information
request barriers and get discouraged, sometimes leading unfinished applications (diminished access). Parents are also unaware of the types of high school courses that their children would benefit from taking to be competitive when applying to college (diminished readiness). Without adequate parental involvement and support from trained PSCs, students are often faced with navigating the complex college preparation and entrance processes alone. For example, successful completion of the Free Application for Federal Student Aid (FAFSA) depends on parents sharing financial information with their children and the funding agencies. According to Kim (2011), many students who are eligible to receive federal financial aid through the FAFSA program never receive awards because they did not complete the financial aid application. In a survey of college-bound high school seniors conducted by the College Board (Baum, Ma, & Payea, 2013), nearly 30% of respondents said that they desired more parental involvement in the college search process. For those students who had lower SAT scores and lower household incomes, this figure increased to more than 40%. In another study by ACT (2013), students identified parents as the adults most helpful in exploring education, training, and work options after high school.

Additionally, many students recognize being academically prepared as one of the challenges they face in making decisions about postsecondary education. According to McWhirter et al. (2007), ethnicity had a significant effect on preparation/motivation, as a key decision maker leading to not applying to postsecondary education institutions. Many minority students encounter more ability barriers, that is, those associated with having the ability, talent, and confidence to succeed and fit in, and the support of friends for their postsecondary plans. Hispanic and African American students expect to encounter more
barriers associated with preparation/motivation for attending postsecondary education programs, including study skills, knowing what they want to do, lack of motivation, and not being able to get into the program or training opportunity of interest (McWhirter et al., 2007). These findings are consistent with a variety of reports suggesting that minority students are often less well prepared for postsecondary education and that they achieve and are expected to achieve less than White students (Ginorio & Huston, 2001; Luzzo, 1993; NCES, 2001; Vasques, 1982).

**Purpose of the Study**

The purpose of this study was to evaluate the delivery and content of a set of classroom guidance lessons designed to enhance postsecondary education-going literacy, postsecondary education-going access aspirations, and career and college readiness self-efficacy of 9th grade students attending a high school in a southeastern rural community. The students reside in the community in which the school is located. The socio-economic status of the community is relatively low. The total enrollment of the school is approximately 1,191 students. Thirty-five percent of students are Hispanic, 31% White, 29% African American, 3% multi-racial, 1% Asian, and 0.2% are Pacific Islander. In addition, 67% of students identify as economically disadvantaged, 10% Limited English Proficient, and 18% classified as students with disabilities.

A goal was to contribute new knowledge to the literature on postsecondary education access in two significant ways. One objective was to introduce and implement a cultural-historical theory perspective to the postsecondary education access process. In order to do this effectively, the second objective was to translate theory into practice designed to enhance
postsecondary education access by presenting and evaluating a classroom guidance curriculum that increases students’ postsecondary education-going literacy development, postsecondary education-going access aspirations, and career and college readiness self-efficacy.

People meet social needs by working and learning together over time to achieve goals or to act on motives (Engestrom, 1999). To facilitate their goal-driven activities, people also develop and use tools such as classroom guidance content units and technologies that support learning and cultural and historical changes. These tools include not only things like hammers or computers, but also human agency—probably the most complex tool of all. As people refine their tools and add new ones to solve problems more effectively, the activities they perform using those tools can change—and vice versa: as their activities change, people use their tools differently and modify their tools to meet their changing needs. These tools not only radically change the conditions of existence; they even react on the persons in that they effect a change in them and their psychic condition. Activities become institutionalized, robust, and enduring and become a part of our everyday cultural practices (Engestrom, 1993, 1999).

**Research Questions**

The research questions were based on the objective stated above, that is, to evaluate a classroom guidance curriculum designed to increase career and college readiness self-efficacy, postsecondary education-going literacy development, and enhance postsecondary education-going access aspirations. They are as follows:

- Does a Culturally-Historical Theory-based classroom guidance program enhance
postsecondary education-going literacy development?

- Does the Culturally-Historical Theory-based classroom guidance program enhance postsecondary education-going access aspirations?

- Does the Culturally-Historical Theory-based classroom guidance program enhance career and college readiness self-efficacy?

Terms Defined

1. Postsecondary education-going literacy consists of information that K-12 students need to know in order to be able to successfully make the transition from K-12 education to postsecondary education. Specific ingredients include understanding:

   Students’ postsecondary education-going literacy knowledge (i.e., future ready core standing (FRC); weighted versus unweighted GPA; the differences among Advanced Placement (AP), Honors (H), regular core classes, and electives; credits earned versus potential credits; number of credits needed to graduate and to matriculate to the next grade; the importance of extracurricular activities; the differences among ACT, SAT, Accuplacer, and ASVAB tests; the holistic application process; the meaning of safe, match, reach, dream; the meaning of learning styles; the difference between 2-year, 4-year, vocational, and certificated schools; SMART Goals; and dual enrollment). Which will then lend to the delivery of curriculum modules that will support postsecondary education-going literacy development by: (a) educating students’ on postsecondary requirements; (b) preparing students’ to plan for their futures; (c) teaching them how to apply to postsecondary
institutions and financial aid opportunities; (d) showing them how to decide and make decisions about their postsecondary opportunities; and (e) transitioning from K-12 to postsecondary institutions.

2. *Postsecondary education-going access aspiration* development is the ability to maintain hopes and dreams for the future, even in the face of real and perceived barriers (Yosso, 2005). Once students are assessed and been exposed to the curriculum modules, students’ will then have the opportunity to aspire for any postsecondary institution of their choice. Given the tools and freedom, students will be able to feel inspired to aspire for postsecondary opportunities that fulfill their hopes and dreams for their future even in the face of barriers.

3. *Career and college readiness self-efficacy* is a measure of respondents’ strength of belief in their readiness to begin studies in a career pathway and preparedness for success in entry-level post-secondary education settings. An exploratory factor analysis identified four factors that accounted for 51% of the variance, with the confirmatory factor analysis supporting a four-factor-model: (a) dealing with procedural and financial challenges associated with post-secondary education and future careers, (b) possessing positive personal characteristics that will enhance readiness, (c) believing that one possess the competencies needed to be successful in the future, and (d) also believing that one has the potential to set and achieve future goals.

**Organization of the Study**

Five chapters are included in this dissertation. The rationale, anecdotal evidence of
the problem, demystification of postsecondary education, purpose of the study, research questions, and terms defined are detailed in Chapter I, presented above. Chapter II provides literature review of the importance of postsecondary education. This chapter also details Cultural-Historical Activity Theory (CHAT). Chapter III, titled Method, reports the participant information, instrumentation, and the design of the study. A detailed account of the research procedure is provided, with a summary to conclude the chapter. The results of the intervention are related findings are provided in Chapter IV. Chapter V includes a discussion of the results and recommendations for future research and practice.
CHAPTER 2: LITERATURE REVIEW

The Importance of Postsecondary Going Education in the Twenty-first Century

When we think of capital, most people think of money, bank accounts, stocks, assembly lines, or steel plants. These are all forms of capital that yield income and other useful outputs over long periods of time. Yet, these are not the only elements that impact society’s potential. Schooling, a computer training course, expenditures on medical care, and lessons on punctuality and honesty are also sources of capital. They can help raise earnings and create growth for a company and a country as well as improve the health of others. Economists regard expenditures on education, training, medical care, and the like, as investments in human capital (Lumina Foundation, 2009). Education, training, and health are among the most important investments in human capital. Research findings have shown that a postsecondary education in the United States greatly raises a person’s income and health (Anonymous, 2001; Blöndal, Field, & Girouard, 2002; Lumina Foundation, 2009).

Goal 2025. Goal 2025 (Lumina Foundation, 2009) is designed to increase the proportion of Americans with high-quality degrees, certificates, and other credentials to 60% by year 2025. In an effort to support this goal, professional school counselors (PSCs) will be challenged to increase their ability to inspire students to aspire for postsecondary education. School counselors are challenged to assist in the process of actively eliminating the obstacles and helping students understand that the choices they make now will affect their educational and career options in the future (ASCA, 2004). PSCs are also challenged to identify and prioritize the specific attitudes, knowledge and skills that students should be able to demonstrate as a result of participating in a school-counseling program (ASCA, 2012).
In order to achieve *Goal 2025*, PSCs, administrators, students, schools, parents, and communities will be challenged to know and understand the importance of a postsecondary education and future career security. In 2011, the portion of Americans between the ages of 25-64 with a two- or four-year college degree was 38.7%. The rate has been increasing incrementally over the last three years from 37.9% in 2008, to 38.1% in 2009, to 38.3% in 2010 (Lumina Foundation 2013). Recent findings indicate that 65% of U.S. jobs will require some form of postsecondary education by 2020 (Moore, Bridgeland, & Dilulio, 2010; Dyce, Albold, & Long, 2013; Lumina Foundation, 2013). Therefore, the need for future high school graduates to enter into postsecondary education is increasing. The laws, policies, and cultural shifts in postsecondary education are also influencing student’s outcomes to seek and enter postsecondary opportunities. Some of those forces are discussed here.

**The Great Recession (2007-2010).** Current high school students experienced many hardships during The Great Recession of 2007-2010. Many of these students’ parents lost jobs, homes, businesses, and relationships due to the recession and have not been able to recover. During this time, the economy lost 5.6 million jobs for Americans with only a high school education or less. Jobs that required an associate degree or some college declined by 1.75 million, while employment opportunities for individuals with a bachelor’s degree or above grew by 187,000 (Carnevale, Jayasundera, & Cheah, 2012; Georgetown University, Georgetown Public Policy Institute, 2012; Lumina Foundation, 2013). Job growth during this time for those with a bachelor’s degree or higher actually grew, as well as new jobs being created for these individuals.

Jobs requiring an associate degree or having completed some college work have
grown by 1.6 million and by 2 million for individuals with a bachelor’s degree or higher (Lumina Foundation, 2013). Those whose highest level of education is a high school diploma or below lost an additional 230,000 jobs since January 2010 (Lumina Foundation, 2013). Yet, in spite of the recession, the U.S. employment rate for 23- and 24-year old college graduates was 88%. For the same age group with only a high school diploma, the rate of employment was only 65%, and for those who dropped out of high school it was 42% (Carnevale, et al., 2012; Georgetown University, Georgetown Public Policy Institute, 2012; Lumina Foundation, 2013; Manpower Group, 2012).

Continuing with one’s education after high school is one of the most important components for future graduating high school students. The economics behind this data are real and need to be understood. The “Great Recession of 2007-2010” specifies that education beyond high school is a major component in job security. The global impact it had on the economy was astounding and many to this day have not recovered.

Global impact. Employers are having a difficult time finding people with the skills needed to fill all of their current job openings. It was reported that a third of possible candidates lack the technical competencies/hard skills needed to fill positions (Cote, Skinkle, & Motte, 2008; Carnevale et al., 2012; Georgetown University, Georgetown Public Policy Institute, 2012; Lumina Foundation, 2013; Manpower Group, 2012). In 2012, the global average for employers having difficulty filling jobs was 34%. Employers identified the lack of available applicants/no applicants as the reason for difficulty filling jobs (Manpower Group, 2012). In the U.S., 49% of employers reported difficulties filling jobs, ranking us fifth in the world in this category.
The most difficult positions to fill at a global level are for skilled trades workers. As educational systems refocused their curriculum to supporting a four-year education, vocational/technical programs have eroded over the past several decades. In addition, with fewer new workers to offset current retirements in the skilled trades, many economies are facing continued shortages in the future (Manpower Group, 2012).

The second most difficult position to staff are in science, technology, engineering, and math (STEM). Mechanical, electrical and civil engineers are most often identified as in short supply by employers with sales, IT, accounting and finance, and drivers leading the seven difficult to fill jobs for 2012 (Manpower Group, 2012).

Employers cite a variety of causes behind their inability to fill jobs, ranging from undesirable geographic locations to candidates looking for more pay than employers were offering. However, the research reveals one of the two most frequently reported reasons why employers say they have difficulty filling vacancies is a simple lack of available applicants in their local labor market (Carnevale et al., 2012; Georgetown University, Georgetown Public Policy Institute, 2012; Lumina Foundation, 2013; Manpower Group, 2012;). This structural market issue is more common in the Americas (36%) and Asia Pacific (35%). Employers in the U.S. factor this as 55% of the reason for jobs not being filled.

Lack of technical competencies (hard skills) ranks second (33%) among the Americas as to why employers are having difficulty finding qualified candidates. A hard skill refers to a shortage of candidates with industry-specific qualifications, both professional roles and skilled trades roles. This category also includes other specific hard skills ranging from the ability to speak a foreign language to IT capabilities and machine-operation skills.
One in four employers (24%) globally indicates lack of experience in general as an underlying reason for the talent shortages they face, with employers in the U.S. (44%), Turkey (43%), and Brazil (40%) most often citing this issue. Another 18% selected categories classified as employability skills or soft skills gaps that candidates are felt to be lacking (e.g., interpersonal skills, enthusiasm/motivation, collaboration/team work, professionalism, flexibility, dealing with ambiguity, attention to detail, problem solving) (Manpower Group, 2012).

The global economy is predicated on a well-educated 21st century society. Employers are clearly aware of how important it is for future employees to have educated employees who enter the market with hard and soft skills to work in a global market. The economics of postsecondary education are lasting and evolving and the postsecondary education-going economics are real and are in need of improvement.

**Postsecondary education going economics.** In spite of the statistics cited above, some try to make the case that the value of a college degree is diminishing. But, as stated earlier, at the height of the recession, 88% of 23- and 24-year-old college graduates were employed (Lumina Foundation, 2013). The situation for those with less education was far worse. The rate of employment was only 65%; and for high school dropouts it was 42% (Lumina Foundation, 2013).

The wage differential for those with college degrees and certificates versus those who do not have them remains significant, and lifetime earnings continue to rise for those with postsecondary credentials. The gap between what employers are willing to pay for graduates
versus those who don’t have a postsecondary education, is actually growing and has continued to grow throughout the recession. Employers need more postsecondary education graduates, and they are paying a premium to get them.

What happens when employers can’t find people with the skills and credentials they need? The answer is that the economy as a whole suffers; employers and companies outsource jobs to foreign countries; and there is a decline in health and an increase in the number of citizens who are not globally aware and do not participate in voting and volunteering. All of these elements have enormous implications for our society. The essential skills for success in today’s economy are critical thinking skills – abstract reasoning, problem solving, communication, and teamwork (Manpower Group, 2012). These are all skills that are needed to build strong communities and societies.

These 21st century economic realities highlight the critical importance of postsecondary education for larger numbers of individuals than was the case in the 20th century.

**Cultural-Historical Activity Theory (CHAT)**

Cultural-Historical Theory (CHAT) provides a foundation for understanding postsecondary education constructs that may influence literacy, aspirations, and self-efficacy. With its origins in the social-psychological works of Marks (1867) and Vygotsky (1978), that were built upon by Cole and Griffin (1978) and combined with the activity theory of Engestrom (1987), cultural historical activity theory has emerged in contemporary scholarship to help explain learning development (Cole, 1996; Gutierrez, 2002; Moll, 2000; Rogoff, 2003). Cultural-Historical Activity Theory (CHAT) assumes that learning is socially
organized, culturally mediated, and historically bound. That is, we learn things in and from other people, while doing the things that we do with those people, and this all happens in a specific space and time. Development is evidenced by change in participation over time (Rogoff, 2003; Vygotsky, 1978). However, CHAT is far less reductive than the picture painted above. CHAT is a framework from which college choice processes can be understood as a socially acquired, culturally mediated, and historically bound example of learning in the present study.

Activity systems consist of the interactions among all of the factors that come to bear on an activity at a given point in time. Cole and Engeström (1994; see also Engeström 1999) suggest that the relationship among the factors in an activity system is a “distribution of cognition,” or a sharing of knowledge and work, across all the elements in the system. In this way, activity systems can be thought of as communal.

But activity systems are also very dynamic and, as Russell (1997) points out, “best viewed as complex formations” (p. 9). Change is the quality that makes activity system—and all human interactions—dynamic. As people participating in activity systems learn, and as new people join the activity, they refine their tools and create new ones. Or, one activity system may be influenced by developments in other activity systems. For instance tools developed by computer science may be adopted in other systems, such as university or the health care services. As people change the tools they use, or the ways they use existing tools, changes ripple through their activity systems. Change in activity systems can also come about for other reasons. Change produces advances and improvements, but also complications and challenges that need to be addressed and resolved by participants within
activity systems. Sometimes activity systems are even abandoned or absorbed into other systems when changes make them obsolete.

Engestrom (1996, 2001) described three generations of activity theory research as distinct approaches to activity theory. He refers to Vygotsky (1934) as the pioneer of CHAT and the first generation activity theory. Second-generation activity theory is attributed to A. N. Leontiev’s (1978) work that emphasized the collective nature of human activity, along with Engestrom’s (1987) own contributing work on developing the activity systems model. Finally, Engestrom refers to third generation activity theory as applications of activity systems analysis in developmental research where the investigator often takes a participatory and interventionist role in the participants’ activity to help participants experience change (Engestrom, 1987; Roth & Lee, 2007).

Vygotsky (1978, 1986, 1997) introduced first-generation CHAT mediated action as a concept to explain the semiotic process that enables human consciousness development through interaction with artifacts, tools, and social others in an environment and helps individuals to find new meanings in their world (Wertsch, 1985). Vygotsky (1987) assumed that relationships among artifacts, tools, and social others were not constant and that they changed over time. Interactions in which individuals engage allow opportunities for mediated action that contribute to the social formation of their consciousness (Wertsch, 1985). In this interaction, subjects are not passive participants waiting for the environment to instigate meaning-making processes for them, but, through their interactions, individuals make meaning of the world while they modify and create activities that activate transformations of artifacts, tools, and people in their environment (Scribner, 1997).
Mediated action involves an interaction between the individual and mediating artifacts/tools (e.g. classroom guidance) and signs (e.g. lesson plans), a semiotically produced cognitive tool, which resulted from the interaction. Signs are impressions made on individuals while interacting with artifacts/tools (Vygotsky, 1987). Signs do not have concrete physical existence in the environment. They serve as a byproduct of the interaction between individuals and artifacts/tools to mediate thought processes (Vygotsky, 1978).

Figure 1 represents what is often referred to as Vygotsky’s basic mediated action triangle (Cole & Engestrom, 1993). The subject in this graphic is the individual or intervals engaged in the activity. The mediating artifact/tool can include artifacts, social others, and prior knowledge that contribute to the subject’s mediated action experiences within the activity (Roth & Lee, 2007). The object is the goal of the activity. Signs are not represented in the basic triangle, but are assumed to be an artifact of the mediated action process. This triangular representation of mediated action was Vygotsky’s attempts to explain human consciousness development in a manner that did not rely on dualistic stimulus-response associations.

Figure 1.
Vygotsky’s basic mediated action triangle (adapted from Cole & Engestrom, 1993).
**Second-generation CHAT.** Leont’ev (1974) and Engestrom (1987) contributed to the development of second-generation CHAT. Leont’ev identified object-oriented activity as the unit of analysis that activity theorists are interested in examining. Object-oriented activity involves interaction among subject, object, motivation, action, goals, socio-historical context, and the consequences and activity (Davydov, 1999). Second-generation CHAT conceptually explains conscious development as a self-regulated meaning making process driven by goals and motives in which individuals or groups of individuals choose to participate. Within the activity, the events that occur and the consequences the participants experience can change the participant, his/her goals and motives for participation, the environment, and the activity itself (Rogoff, 1995).

Reciprocity emerges through activity; this in turns transforms the subject, the object, and the relationship between the two and their environment. Activity also can implicitly and explicitly reshape the culture of a group’s consciousness. Once an activity is institutionalized, it becomes a robust and enduring tool within the culture (Cole & Engestrom, 1993).

**Third-generation CHAT.** Third-generation activity theory presents the idea that all activity systems are part of a network of activity systems that in its totality constitute human society (Roth & Lee, 2011). Activity systems come from a continuous historical process of progressive job diversification and collective division of labor at the societal level (Engestrom, 1999; Marx, 1867/1976; Roth & Lee, 2011; Stetsenko, 2003).

Engestrom (1999) suggests that there is a need to examine interactions shared among multiple activities and the boundaries of those activities to identify the potential development and changes in both human activity and societal systems. In order to accomplish this task, a
framework is needed that will help identify boundaries within complex systems. This in turn will guide the researcher to identify, design, develop, implement, and analyze the system of inquiry.

**Postsecondary Education-Going Literacy and Aspirations**

CHAT provides a foundation for college-going literacy and aspiration development. There are sets of clearly defined, *explicit* rules in postsecondary education-going literacy and access aspiration development. These include knowing postsecondary entrance requirements (i.e., coursework, grade point average, and standardized testing requirements for admission), the ability to pay tuition and fees, and the regulations for state and federal financial aid, and having the support from family, friends, and schools even in the face of barriers. In California and North Carolina, college entrance requirements are extremely prescriptive of students' course taking and academic performance. Known as the A-G or Future Ready Core (FRC) requirements, this set of expectations for students' academic preparation has been established by the governing bodies of the California and North Carolina public higher education institutions.

In addition to the explicit rules around college access, there are additional explicit rules directed toward the regulation of students' in their daily lives as they work toward the objective of college access. Students are also subjected to a litany of enforceable behavioral and cognitive expectations. For example, as mandated by the federal Elementary and Secondary Education Act of 2001, No Child Left Behind (NCLB), students must meet specific state standards in order to get credit for completing correlating courses. The states of California and North Carolina also requires that students pass an exit exam before the end of
the twelfth grade in order to receive a high school diploma, which is necessary in order to enter any postsecondary institution.

These explicit rules, which are sanctioned and enforced from either, or both, the higher education institutions and the K-12 schooling institutions, mediate students' understanding of college access by regulating, to some extent, their use of tools in the mechanics of postsecondary education-going. The mechanics of postsecondary going are the real expectations that students must meet via cultural artifacts that have been designed or appropriated as postsecondary-going practices. An example of these artifacts is standardized testing (i.e., SAT and ACT) and taking a rigorous course load (i.e., AP and honors courses).

It is an explicit rule that students must take a college-entrance examination (e.g., the SAT or ACT) in order to gain admission to a four-year institution or to by-pass a placement exam at a two-year institution. It is also an explicit rule that students must pass the California Assessment of State Standards Exam (commonly referred to as the California exit exam) or North Carolina End of Course Exam (commonly referred to as EOC exam), in order to receive a high school diploma. A high school diploma is required to enroll at a four-year and two-year institution. These rules dictate the specific use of the SAT/ACT and the exit exams in students' postsecondary-going development and postsecondary opportunities. These rules and tools are part of the mechanics of attending a postsecondary institution.

Development of a postsecondary education-going literacy curriculum might also include a student’s participation in a postsecondary-awareness day assembly at school. This might be enhanced by investigating the specific admission requirements for postsecondary institutions and then recognizing that each institution has an annual student profile of
accepted student cohorts. Based on this information, the students may recognize that they need to participate in extracurricular activities that show leadership ability, enroll in AP courses, or advocate for dual enrollment in order to be competitive and accepted in their school of choice.

**Literacy** can be understood as a coherent understanding of signs, symbols, and practices, combined with the ability to execute or deploy that understanding strategically toward an objective (Gildersleeve, 2006). In traditional literacy studies, scholars have explored concepts related to reading and writing in written text form, whereas postmodern scholars have expanded the concept to include social media and texts, such as video games and political action (Barton & Hamilton, 2000; Gutierrez, 2002; Kress, 1997; Street, 1993). For example, Davis (2004) has explored literacy development in digital storytelling, an activity of constructing a story in a digital medium. Gee (2003) has explored the dimensions of literacy in video games. Gildersleeve (2006) essentially put forth a position that a college-going literacy is a process in which students’ understanding of the messages they receive about postsecondary opportunities is put into action by practices that stem from their personal backgrounds and experiences and are directed toward the object of higher education opportunity and a desired outcome of college attendance.

**Aspirations** can be understood as maintaining hopes and dreams for the future, even in the face of real and perceived barriers (Yosso, 2005). In the 21st century, education has assumed an increasingly important role in the future plans of young people. Higher levels of education have been associated with higher income, more prestigious careers, lower unemployment, and an increase in general well-being (Lumina Foundation, 2013).
Considerable research activity has been devoted to identifying the determinants of educational aspirations (Garg, Kauppi, Lewki, & Urajnik, 2002). As an aspect of educational engagement (Suh & Suh, 2006), educational aspirations have been found to be one of the most significant predictors of actual educational and career educational attainment for young people (Garg, Melanson, & Levin, 2007; Mau & Bikos, 2000).

More specifically, empirical evidence has indicated that the level of educational aspiration is predictive of persistence in schooling (Bui, 2007; Lent, Brown, & Hackett, 1994; Tinto, 1993); academic motivation (Domene, Socholotiuk, & Woitowicz, 2011); subsequent educational attainment (Anders, Adamuti-Trache, Yoon, Pidgeon, & Thomsen, 2007; Wigfield & Eccles, 2000); and eventual occupational outcomes (Eccles, 2009; Klerman & Karoly, 1995; Schoon & Parsons, 2002). Additional empirical findings indicate that educational aspirations differ according to ethnicity (Chang, Chen, Greenberger, Dooley, & Heckhausen 2006; Strand & Winston, 2008; Uwah, McMahon, & Furlow, 2008), socioeconomic status (Marjoribanks, 2003), and family composition (e.g., single-parent homes; Garg, Melanson, Levin, 2007).

In attempting to identify factors that influence the development of educational aspirations, researchers have explored how other aspects of educational engagement predict school outcomes. For example, in a recent longitudinal study, Wang and Eccles (2011) demonstrated that drops in school participation, sense of school belonging, and self-regulated learning were linked to drops in educational aspirations. Personality factors, such as self-esteem and self-concept (Garg, Melanson, & Levin, 2007; Uwah, McMahon, & Furlow, 2008) have also been shown to influence educational aspirations.
In a mixed-method evaluation of two month-long summer enrichment programs for English-learning secondary students the impact on participants’ beliefs about school and academic achievement were investigated. The researchers found that short-term programs can positively influence students’ attitudes, aspirations, and actual behaviors supporting academic achievement, graduation, and postsecondary education entrance (Matthews & Mellom, 2012), and career and college readiness.

**Career and College Readiness Self-Efficacy**

One mission of high school students is to ready themselves for college and discover/plan for their postsecondary career opportunities. According to Super’s (1990) theory of career development, high school students are at the exploration stage of career development. They are challenged to identify their occupational preferences, while also making preliminary decisions about their career choices. The American School Counselor Association (ASCA, 2012) supports this assertion and recommends that high school students have competence in career decision-making. School counselors play a significant role in facilitating students’ career development in K-12 settings, particularly at the high school level, because high school students are actively engaged in planning and implementing their postsecondary career options.

Career and college readiness (CCR) is among the most challenging problems facing the educational system (Bragg & Taylor, 2014; Tierney & Sablen, 2014). CCR has become a growing concern for educational policy makers, practitioners, and researchers (Perna, & Fieney, 2014). Over the past decade, the school counseling profession has undergone a major makeover in response to the school reform movement (Stone, & Dahir, 2006). As part of this
transformation, National Standards for School Counseling Programs (NSSCP; Campbell & Dahir, 1997) have been developed, and the American School Counseling Association (ASCA, 2012) has offered a National Model to guide school counselors in providing inclusive and developmentally appropriate counseling services. Both the National Standards and the National Model stress academic development, career development, and personal-social development as areas of student competency that must be addressed by school counselors.

Readiness. According to Feller (2014) readiness, clarification of career and life choices, and possession of resources for a life design have replaced education for life or employment security as career goals. Elements of the context for this new era are: (a) a high school diploma is less valuable than it was in the twentieth century, (b) college attendance or major completed are less valuable than knowledge in a field or acquisition of skills, (c) college debt is becoming excessive, (d) multiple post-secondary pathways to career readiness exist today and need to be explored (e) innovative communication systems that help match employers with the employees they want are needed, (f) lifelong learning to continuously upgrade one’s skills is a necessity, and (g) career readiness may be necessary beyond historical retirement age (Feller).

These elements form the foundation for an emphasis on a concept depicted as career and college readiness that has attracted considerable attention nationally and internationally. Organizations that have focused attention and funding on efforts to enhance the career and college readiness of school-aged youths and children include Achieve, Inc., ACT, Inc., the American Association of Colleges for Teacher Education, the Bill and Melinda Gates Foundation, the Center for Mental Health in Schools, the College Board, the National
Governors Association, and the U.S. Department of Education.

There are varying ideas about what readiness means in this context. Conley (2010) suggests college readiness is “the level of preparation a student needs in order to enroll and succeed—without remediation—in a credit-bearing course at a postsecondary institution” (p. 21). He pointed out that this definition is easier to measure and may be useful as a gross indicator of readiness at state levels. Conley emphasized that a more expansive definition is required at the individual student and school levels and provides more actionable information. Although career ready was defined as possessing the content knowledge and key learning skills and techniques sufficient to begin studies in a career pathway, and college ready was defined as being prepared in the key learning skills necessary to succeed in entry-level general education courses, Conley stated that the commonalities between college and career readiness are sufficient for developing simultaneous measures.

According to Bragg and Taylor (2014), college readiness is determined by students’ ability to bypass remedial or developmental education and place directly into college-level courses based on normative ways of determining students’ academic readiness. High school students’ readiness for college is often determined and measured by the intensity of students’ high school courses and their performance on standardized college entrance exams. For example, national data from ACT show that only one in four high school students are college ready in English, reading, mathematics, and science, according to ACT’s college readiness benchmarks (ACT, 2014a). In North Carolina, the proportion of high school students that meet college readiness standards in all four of these content areas was 16%, well below the national average of 26% (ACT, 2014b). These data also shows that 31% of North Carolina
high school students did not meet any of ACT’s college readiness benchmarks in English, reading, mathematics, or science. More alarming are the disparities in college readiness observed for racial and ethnic group. For example, 44% of Asian students, 36% of White students, 20% of Pacific Islanders, 15% of Hispanic students, 8% of American Indians, and 7% of Black students are college ready in all four subjects (ACT, 2014a).

College readiness can encompass a wide range of domains and contexts—curricular content, academic behaviors, cognitive strategies, and knowledge about the context of college itself. High school GPA, high school class rank, or standardized college entrance exam scores, such as the SAT, have been used to indicate whether a student is college-ready (ACT, 2005; Wiley, Wyatt, & Camara, 2010). In many policy contexts, college readiness is directly measured by the nature of a student’s high school transcript. The intensity of a high school curriculum is associated with greater probabilities of entering and finishing college (Adelman, 2006; Attewell & Domina, 2008).

Two notable CCR efforts were implemented in California and Texas that were aimed at improving high school students’ readiness for college-level work. In 2006, California implemented the Early Assessment Program (EAP) that was designed “to bridge the gap between K-12 educational standards in English and mathematics and the requirements and expectations of postsecondary education at California State University” (Howell, Kurlaender, & Grodsky, 2010, p. 729). The EAP consisted of three voluntary activities, including early college readiness testing of high school juniors in math and English, high school teachers’ professional development, and supplemental preparation materials for high school seniors who are not college ready. Howell et al. (2011) evaluated the EAP program, using data from
the 2001-2002 academic years to the 2004-2005 academic years to examine the effect of participation in the EAP test in 11th grade on students’ remedial needs in the California State University (CSU) system. After controlling for individual and high school characteristics, the researchers found that taking the EAP tests as a junior reduced the probability of students needing remedial English and mathematics at CSU by 6.1% and 4.1% respectively. Although promising, qualitative research conducted by Tierney and Garcia (2011) revealed the EAP did not necessarily change students’ behavior as intended.

The Texas Higher Education Coordinating Board supported 22 colleges in the implementation of Summer Bridge programs designed to reduce the need for remediation (Barnett et al., 2012; Wathington et al., 2011). These summer bridge programs, offered mostly to graduated high school seniors, were designed with four features: acceleration, academic support services, college knowledge, and the opportunity for a financial stipend of $400 (Wathington et al., 2011). Eight colleges participated in a random assignment evaluation that followed a cohort of students that participated in a summer bridge from 2009 to 2011 and compared their educational outcomes to a control group of students (Barnett et al., 2012). Because of the random assignment design, the authors attributed differences in short-term outcomes to participation in the bridge programs. However, two years after bridge participation, the results showed no impact on the average number of credits attempted or earned and no impact on persistence. Specifically, the bridge students completed their first college-level mathematics and writing courses at significantly higher rates than the control groups during the first 1.5 years of the program, but the difference faded and was not statistically significant by spring 2011.
Self-Efficacy. One comprehensive and dynamic career theory that incorporates many aspects of career development is the Social Cognitive Career Theory (SCCT; Lent, Brown, & Hackett, 1994). The SCCT was derived from Bandura’s (1977, 1986, 1997) Social Cognitive Theory, which stressed the importance of self-efficacy in one’s choice of behavior. According to Bandura (1977, 1986, 1997), individuals choose to engage in or avoid a specific task based on their self-judgment of their competency in accomplishing the task. Therefore, self-efficacy is task- or domain-specific confidence. Bandura also stated that four factors influence one’s self-efficacy: verbal persuasion, vicarious learning, task performance, and physiological arousal. Bandura (1997) believes that self-efficacy affects every area of human endeavor.

Researchers recently have begun to examine the relationship between self-efficacy beliefs and career development in young adolescents. Generally, these studies tied self-efficacy beliefs to career development and planning. Kerpelman and Mosher (2004) surveyed middle and high school students, most of whom were from low-income and low-education households, and linked positive social self-efficacy to more positive beliefs about future education and a heightened future orientation. Keller and Whiston (2008) found that middle school students who perceived supportive parent behaviors regarding career and college planning had higher levels of career decision-making self-efficacy. Gushue (2006) connected higher levels of ethnic group identity to higher career decision-making self-efficacy in ninth graders from low-income households. Ali, McWhirter, and Chronister (2005) found that ninth graders from low-income families perceived that peer and sibling support led to higher vocational and educational self-efficacy beliefs. Finally, Turner, Steward, and Lapan (2004)
associated higher levels of parent support to higher math and science career self-efficacy in diverse sixth graders.

College and career readiness appears to be an umbrella under which several education and workforce policies, programs, and initiatives are thriving. In all, support for focusing on the connection between self-efficacy and college and career planning in ninth grade high school students seems appropriate throughout the literature.

**Classroom Guidance as a Vehicle for Enhancing Literacy, Aspirations, and Self-Efficacy**

Classroom guidance is an important element in the delivery system of the ASCA National Model (American School Counselor Association, 2012). According to the ASCA National Model, a guidance curriculum provides all students with the knowledge and skills appropriate for their developmental level. It is recommended that 15-25% of a high school counselor’s time should be spent on classroom guidance at the high school level; yet, school counselors report not having enough time to hit the 15-25% needed for classroom guidance (ASCA, 2012).

Akos, Cockman, and Strickland (2007) reported that classroom guidance is a large part of the ASCA National Model and high student-to-counselor ratios require efficient services. Akos et al. (2007) stated that planning and delivering differentiated classroom guidance by determining students’ needs (i.e., readiness, interest, learning profile) and methods for differentiation (i.e., content, process, product) were key elements in enhancing students self-efficacy, sense of competence, and motivation to learn. Yet there is minimal research on the effectiveness of classroom guidance. Further, there is even less literature that
reports exploration of the appropriate or optimal ways to design and deliver classroom guidance, thus providing minimal to no direction for school counselors.

**Outcomes of classroom guidance.** Classroom guidance lessons are an efficient way for school counselors to inform students about postsecondary education requirements, guiding students through the assessment of their courses and grades, and planning long and short-term goals. The proactive nature of classroom guidance allows professional school counselors (PSCs) to focus on inspiring students to continue with postsecondary education planning. Gysbers and Henderson (2006) reported that classroom guidance is a critical element for a developmental, sequential, and systemic school counseling program.

A recent meta-analysis conducted by Whiston, Tai, Rahardja, and Eder (2011) provided some quantitative evidence concerning the overall effectiveness of school counseling. The overall average weighted effect size for all school counseling interventions was .30. The effect size of .30 was based on 117 experimental studies that involved 153 interventions. Although more of the studies were conducted with elementary school students, school counseling interventions in the meta-analysis appeared to be slightly more effective with middle or junior high school students, followed by high school students. The difference among the different grade levels, however, was not significant on the basis of the 99% confidence intervals. It should also be noted that school counseling interventions at all levels (i.e., elementary, middle or junior high, and high school) had mean effect sizes that were significantly different from zero, thus reflecting school counseling interventions as having a significant effect across all levels of K-12 education (Whiston et al., 2011). Findings in the study also indicated that small-group interventions were comparatively effective within the
domains of both guidance curriculum and responsive services. This is consistent with other research results (Gerrity & DeLucia-Waack, 2007).

School counselors might maximize their limited time and resources by using group counseling techniques to address guidance topics and also to assist students with emotional or personal problems. The effect size results concerning specific interventions indicate that parent workshops are very effective, with an effect size of .94; however, this result is based on only five comparisons (Whiston et al., 2011). Another intervention that should draw some concerns is the low effect size for individual counseling within the responsive services domain. The Whiston et al. (2011) findings also suggest that caution is warranted regarding peer facilitation and mentoring programs. Although peer facilitation programs produced a significant average effect size, many of the outcome measures used in the studies were knowledge of peer helping skills compared with measures such as decreasing in altercations and disciplinary problems. Whiston et al. (2011) indicated that school counseling interventions have positive effects on cognitive, behavioral, and affective outcome measures, with improvement in the behavioral realm being significant.

Brown and Trusty (2005) found that, although the ASCA National Model proposed the implementation of comprehensive school counseling programs, very few research studies have been conducted on these comprehensive programs. There is also little support that comprehensive school counseling programs increase academic achievement. They also believe that strategic interventions such as group and classroom guidance can benefit students and schools. Borders and Drury (1992) concluded that classroom guidance activities were effective; however, Whiston and Sexton (1998) did not find clear empirical support for
classroom guidance activities.

On the other hand, Whiston et al. (2007) found that guidance curriculum activities produced an overall weighted effect size of .35. Hence, students who were in schools where guidance curriculum materials and lessons were implemented tended to score about a third of a standard deviation better than those who did not receive these types of classroom and group activities. Of the guidance curriculum interventions that Whiston et al. evaluated, 40% were with elementary students, 26% with middle school students, and 26% with high-school students. Even though the majority of research studies conducted were on elementary students, middle school students benefited more (ES = .41) from a guidance curriculum. Whiston et al. (2011) also found that high school students seemed to benefit from guidance curriculum types of interventions. The effect size for guidance instruction, particularly classroom instruction, was .31 and .41 for group activity, and that was slightly smaller from their 2007 meta-analysis findings (Whiston et al., 1998, Whiston et al., 2009).

At the middle- and high-school levels, the findings of Whiston et al. (2011) support the role of PSCs in providing guidance curriculum lessons. Scholossberg, Morris, and Lieberman (2001) found that counselor-led, developmental guidance units presented in ninth-grade classrooms have the potential to improve a student’s expressed behavior and general school attitudes while also addressing their developmental needs.

Although the guidance curriculum component is philosophically at the center of a counseling program according to Gysbers and Henderson (1994), it is not where the current research is conducted, with only 24% of the studies being classified in this area as cited in Whiston et al. (2011). Few studies provided support for the efficacy of classroom guidance
and only two studies examined guidance units for high school students. Nicoll (1994) attributed the limited research to inadequate program development and intensity rather than an indication of limited effectiveness.

Akos et al. (2007) reported that, although all school counselor interventions are fairly complex, classroom guidance has inherent variance that includes how systematically it reaches all students. Very little of the related research literature reports evaluations of content pedagogy, that is, planning and delivery of classroom guidance (Akos et al, 2007).

**Postsecondary education-going classroom guidance.** Throughout the literature, postsecondary education is viewed as a necessity, both for the future success of today’s and tomorrow’s students and the nation’s economic wellness (Dyce, Albold, & Long, 2013; Georgetown University, Georgetown Public Policy Institute, 2012; Gibbons, Borders, Wiles, Stephan, & Davis, 2006; Hughey & Hughey, 1999; Lumina Foundation, 2013). School systems have been challenged to ensure that today’s students are better prepared “for the next leg of their educational journey” (National Commission on the High School Senior Year, 2001, p. 29), and to help students make postsecondary plans that are both realistic in nature and clearly related to their career goals (Feller, 2003; Rosenbaum & Person, 2003).

Yet, school counselors who want to help high school students prepare and plan for postsecondary entrance do not have sufficient information and direction to do so. Indeed, the ASCA (2012) National Model cites the need for school counselors to advocate for *all* children and to help prepare them for the transition from high school. Many school counselors are unaware of how to assess, plan, educate, and deliver content pedagogy in a classroom setting in order to meet the needs of students who aspire to continue with their
education. Few researchers have asked students directly what they know about college and career planning or what services they believe would be helpful to them in their decision-making (Gibbons, Borders, Wiles, Stephan, & Davis, 2006). Findings also suggest that there is a need for research on factors that contribute to both college admission and college completion (McKillip, Rawls, & Barry, 2012). School counselors are in unique positions to contribute towards increasing college enrollment and persistence. Yet, a surprising finding was that researchers studying the transition from high school to college often overlook the role of school counselors (Adelman, 1999, 2006) even when school counselors are their targeted audience (Trusty, 2004).

**Serving Low-Income, First Generation Students**

Programs focused on providing additional or supplementary support services to disadvantaged students can help fill gaps when the system fails. These programs, sometimes emanating from colleges and universities, sometimes from the community, and occasionally from within the school systems themselves, provide a wide array of services for needy students, including tutoring, mentoring, test-taking skill development, study and time-keeping skills, college awareness, financial planning, and a host of other strategies aimed at making postsecondary attainment possible. These programs are the “finger in the dike” component of our educational system. Precollege outreach programs are designed to motivate and prepare students for postsecondary education in some fashion or another. The ideas behind early intervention and college preparation programs are at the core of the U.S. school system – preparing students for lifelong learning and college opportunities. Yet, many of these programs only work with a specific cohort of students, leaving out many well-qualified
Programs such as Educational Talent Search, Upward Bound, Student Support Services (Federal TRIO Programs), Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), and Advancement Via Individual Determination (AVID) are designed to provide assistance to promote postsecondary opportunities for first generation and low-income students. Yet, these programs continue to struggle with meeting students college-going needs during critical times throughout the school year (e.g., access to transcripts and report cards, space at school to meet in groups, taking away from academic time). This has a stratifying effect (Perna & Thomas, 2004) where students from low-income families whose parents have not attended college, as well as those of African American and Hispanic descent, are less likely than other young people to enroll in college (Perna et al., 2008). These same students find themselves concentrated in lower-priced institutions, such as public two-year colleges and less-selective four-year colleges and universities (Baum 2005; Ellwood & Kane, 2000; National Center for Education Statistics [NCES]; 2003, 2004; Perna & Thomas, 2004).

These programs may not be successfully promoting college access because of the absence of a framework for organizing interventions in a logical and practical manner that is evidenced-based. There is a need for staff members in such programs to collaborate and support an already overworked student support service departments in the schools by providing college-going literacy development modules that promote postsecondary entrance through classroom guidance that enhance postsecondary literacy, access aspirations and career and college readiness self-efficacy. Research findings clearly show the importance
and current value of early intervention and its impact on later school achievement (Perna & Thomas, 2004; Tierney & Venegas, 2006; Trusty, 2004). Programs such as GEAR-UP, TRIO, and AVID mentioned above would benefit from providing primary intervention support to all students at their target school-site locations. Since the reason these programs were allowed into these target school-sites was to help already underserved and under-resourced students, communities, and schools, why not provide these services to all students through a set of developmentally appropriate modules that promote a postsecondary education-going literacy that inspires students to aspire for postsecondary entrance?

**Todo Eso, Para Que (all this, for what)!**

Understanding how students come to know higher education opportunity will benefit the field of K-12 and higher education, especially access studies through theory and practice. Generally, the goal of this study was to contribute knowledge that will enable PSCs, schools, administrators, and graduate institutions to be more strategic in how they respond to and develop interventions around marginalized students, schools, and communities.
CHAPTER 3: METHOD

The purpose of the present study was to evaluate the delivery and content of a set of classroom guidance lessons designed to enhance postsecondary education-going literacy, postsecondary education-going access aspirations, and career and college readiness self-efficacy at the high school level. A goal was to contribute new knowledge to the literature on postsecondary education access in two significant ways. One objective was to introduce and implement a cultural historical theory perspective to the postsecondary education access process. In order to do this effectively, the second objective was to translate theory into practice designed to enhance postsecondary education access by presenting and evaluating a classroom guidance curriculum that increases students’ career and college readiness self-efficacy, postsecondary education-going literacy, and postsecondary education-going access aspirations.

Research Design

For the current study, an pretest-posttest nonequivalent quasi-experimental groups design (Heppner, Wampold, & Kivlighan, 2008) was used to determine if students receiving the curriculum guidance intervention modules will have a significant effect on students’ postsecondary education-going literacy, postsecondary education-going access aspirations, and career and college readiness self-efficacy. In nonequivalent group’s designs, comparisons are made between or among participants in nonrandomly formed groups. These groups are referred to as nonequivalent because participants have generally been assigned to a group prior to the research being conducted. Because of this prior group formation, they may differ on several characteristics before the intervention (Kazdin, 2003). The pretest-
posttest nonequivalent groups design is a stronger and more interpretable design than the posttest-only nonequivalent groups design because it allows for an examination of some of the inevitable pretreatment differences.

In this design, participants were non-randomly assigned to existing classroom groups. Classroom groups were randomly assigned to the experimental treatment and the alternative treatment control group.

The treatment condition consisted of students enrolled in four intact ninth grade English classes (est. sample size = 88). The control condition consisted of four other ninth grade English classes (est. sample size = 75). All eight classes were stratified by academic level (e.g., core/inclusion, core, honors, and IB) and randomly assigned to the two conditions.

Diagramed is the posttest design:

\[ \text{Non R} \ O_1 \ X \ O_2 \]

\[ \text{Non R} \ O_3 \ O_4 \]

**Participants**

Due to financial, time, and administrative restrictions, recruiting a random sample from a large ninth grade high school population is not possible. A nonrandom sampling method was used. Prior research suggested that ninth grade high school students would be representative of an appropriate age group to whom to deliver the program (Baker, Parikh-Foxx, Aydin Ackan, Gavin, & Ashraf, 2014; Borders, & Drury, 1992; Brown, & Trusty, 2005; Dyce, Albold, & Long, 2013; Gandara, 2002; Gibbons & Borders, 2010; Gibbons et al, 2006; Martinez, 2014; Perna, 2005).
Therefore, the targeted population in this study was high school ninth grade students. The sample for this study was recruited from a Title One rural school district of a large metropolitan area in the southeastern United States. Student participants in this study were enrolled in ninth grade English classes. The school runs on a four-block 90-minute schedule.

The school district in southeastern state was chosen because more than 40% of the schools in the district use Title I funds. Title I, the largest federal education program, is the foundation of the No Child Left Behind Act (NCLB) of 2001. Title I funds are provided to schools with large numbers of economically disadvantaged students. Based on the needs of the student population, this Title I school was designated to offer instructional programs that provide supplemental education programming that are financed through local, state and other federal funds. The school-site is also designated as a low performing by the North Carolina State Board of Education. A majority of students are performing below grade level and are failing to meet the minimum growth standards. The school district is also designated as at-risk and has a status of “transformation” which is one step away from “restart” and “closure”.

Students from this school district have varying demographic and academic characteristics. Specifically, students from this rural high school in a southeastern state are below average in academic characteristics (i.e., GPA, ACT scores, EOC scores, college readiness scores) and socioeconomic status. The students reside in the community in which the school is located. The socio-economic status of the community is relatively low. The total enrollment of the school is approximately 1,191 students. Thirty-five percent of students are Hispanic, 31% White, 29% African American, 3% multi-racial, 1% Asian, and 0.2% are Pacific Islanders. In addition, 67% of students are classified as economically disadvantaged,
10% as Limited English Proficient, and 18% are classified as students with disabilities.

Participants in the study were 9th grade students from a rural high school from the southeast. The treatment and non-treatment groups comprised of students from eight matched English classrooms (i.e., two International Baccalaureate, two Honors, two Common Core, and two Common Core with Inclusion students). All participants completed demographic information during the collection of the pre-intervention data. Participant demographic data are reported in Table 1.
Table 1

*Descriptive Statistics of Participants (N = 163)*

<table>
<thead>
<tr>
<th>Variables</th>
<th>Treatment (n = 88)</th>
<th>Control (n = 75)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your age?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>29.55% (26)</td>
<td>33.33% (25)</td>
</tr>
<tr>
<td>15</td>
<td>48.86% (43)</td>
<td>44.00% (33)</td>
</tr>
<tr>
<td>16</td>
<td>19.32% (17)</td>
<td>20.00% (15)</td>
</tr>
<tr>
<td>17</td>
<td>02.27% (2)</td>
<td>02.67% (2)</td>
</tr>
<tr>
<td>What is your gender?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>37.5% (33)</td>
<td>46.67% (35)</td>
</tr>
<tr>
<td>Female</td>
<td>62.5% (55)</td>
<td>53.33% (40)</td>
</tr>
<tr>
<td>What is the primary cultural background</td>
<td></td>
<td></td>
</tr>
<tr>
<td>with which you most closely identify?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>36.36% (32)</td>
<td>30.67% (23)</td>
</tr>
<tr>
<td>African American</td>
<td>30.68% (27)</td>
<td>26.67% (20)</td>
</tr>
<tr>
<td>Hispanic/Latino/Latina</td>
<td>23.86% (21)</td>
<td>36.00% (27)</td>
</tr>
<tr>
<td>More than one race</td>
<td>06.82% (6)</td>
<td>05.33% (4)</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>02.27% (2)</td>
<td>01.33% (1)</td>
</tr>
<tr>
<td>Native American</td>
<td>00.00% (0)</td>
<td>00.00% (0)</td>
</tr>
<tr>
<td>Variables</td>
<td>Treatment (n = 88) %</td>
<td>Control (n = 75) %</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>----------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Do you have an individualized education plan (IEP)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>26.14% (23)</td>
<td>22.73% (15)</td>
</tr>
<tr>
<td>No</td>
<td>73.86% (65)</td>
<td>77.27% (55)</td>
</tr>
<tr>
<td>Are you currently taking English as a Second Language (ESL) class?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>04.55% (4)</td>
<td>03.03% (2)</td>
</tr>
<tr>
<td>No</td>
<td>95.45% (84)</td>
<td>96.97% (73)</td>
</tr>
<tr>
<td>Would you be the first in your family to attend college?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>39.77% (35)</td>
<td>33.33% (25)</td>
</tr>
<tr>
<td>No</td>
<td>60.23% (53)</td>
<td>66.67% (50)</td>
</tr>
<tr>
<td>Are you currently an AVID student?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>01.00% (1)</td>
<td>33.33% (25)</td>
</tr>
<tr>
<td>No</td>
<td>98.86% (87)</td>
<td>66.67% (50)</td>
</tr>
<tr>
<td>Are you a member of TRIO Talent Search?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>11.36% (10)</td>
<td>14.67% (11)</td>
</tr>
<tr>
<td>No</td>
<td>88.64% (78)</td>
<td>85.33% (64)</td>
</tr>
</tbody>
</table>
Dependent Variables

The PEG-Assess is an assessment scale developed by the researcher to include demographic information, knowledge about postsecondary education-going literacy information, and information about admission aspirations to enter postsecondary institutions. The instrument serves as a measure of two dependent variables.

Operational Definitions of Dependent Variables

In order to answer the research questions of this study, a number of variables will have to be accurately measured. An operational definition is a description of what actions, process, or operations will be utilized to measure or identify the variables and factors, respectively, of interest (Frankel & Wallen, 2003). The following is a list of variables and components in the study and their constitutive definitions.

1. Postsecondary Education-Going Literacy: Postsecondary education going literacy will be measured with true and false responses that consist of 46-item.
   a. Access: This component will be measured by summing 16-items, in specific, items 1-16. An example of an access item would be “It is recommended that 9th graders request information from postsecondary institutions.”
   b. Readiness: This component will be measured by summing 18-items, in specific, items 17-34. An example of a readiness item would be “Creating a four-year class schedule with your counselor that meets both high school graduation and college entrance requirements is recommended.”
   c. Affordability: This component will be measured by summing 12-items, in specific, items 35-46. An example of an affordability item would be “Free
Application for Federal Student Aid (FAFSA) is a form used to apply for financial aid.”

2. Postsecondary Education-Going Access Aspirations: Postsecondary education-going access aspirations will be measured with 18-item summated assessment known as the Postsecondary Education-Going Assessment (PEG-Assess). This component will be measured by summing 22-items, in specific, items 47-68. An example of an aspiration item would be “How important is it to continue with your postsecondary aspirations”, rating what your parents feel you should do after graduation “Attend a 4-year college”, and respondents decisions “Have you decided on a postsecondary institution.”

3. Career and College Readiness Self-Efficacy: The CCRSI consists of 14 statements, and respondents are directed to choose one of five standardized responses ranging from strongly agree to strongly disagree. Each of these responses has a numerical weight ranging from 5 = strongly agree to 1 = strongly disagree. Individual item scores are added together to acquire a total score. The range of possible scores on the scale is 14 (low) to 70 (high). The following list represents the four-factors that support students with career and college readiness self-efficacy development: (a) Dealing with procedural and financial challenges associated with post-secondary education and future careers, (b) possessing positive personal characteristics that will enhance readiness, (c) believing that one possess the competencies needed to be successful in the future, and (d) also believing that one has the potential to set and achieve future goals
Postsecondary Education-going Literacy

Postsecondary education-going literacy consists of information that K-12 students need to know in order to be able to successfully make the transition from K-12 education to postsecondary education. The Postsecondary Education-going Literacy Assessment (PEG-Assess) was developed by the researcher to include variables identified in the professional literature. Each question was based from the professional literature and interviews with teachers, counselors, and administrators across California and North Carolina K-12 schools. Items were also generated from the “College Board”, “ACT Student”, “College Foundation North Carolina” websites as well as Perna’s (2005) working definitions of the “Key to College Access”. This process served as an attempt to establish content validity.

The PEG-Assess (see appendix B) consists of three sections. The first section of the PEG-Assess contains demographic questions. The demographic information questionnaire requests that participants identify their age, sex, ethnicity, year in school, and postsecondary aspirations (refer to Appendix B). A series of single measure items will be utilized to collect the information for each of these variables.

Assessment of the postsecondary education-going literacy variable begins in the second section. The second section is a 46-item true or false scale. Dillman (2000) suggests using an even numbered binary measure that forces respondents to indicate a level of agreement or disagreement. It has been suggested to researchers that “serious consideration (be given) in developing college-going items that assess students’ knowledge about what is needed to enter postsecondary institutions (Gildersleeve, 2006).

In order to develop a comprehensive measure of postsecondary education-going
literacy, 46-items were drawn from the literature review and multiple websites listed above that focus on information that K-12 students need to know in order to be admitted to postsecondary institutions. Three major sub-themes emerged from the literature: Access, Preparedness/Readiness, and Affordability. Access includes all elements that students need to know in order to get into higher educational institutions (e.g., completions of an application, essay, high stakes tests and extracurricular involvement). All 16 Access items are listed (see Appendix C1) with the answers in parenthesis at the end of the stems. An example of an access item would be “It is recommended that 9th graders request information from postsecondary institutions.”

The second sub-theme Preparedness/Readiness consists of helpful information that assists students with becoming a competitive and academically viable candidate for postsecondary opportunities. Eighteen were developed and are described (see Appendix C2) with the answer in parenthesis at the end of the stem. An example of a preparedness/readiness item would be “Creating a four-year class schedule with your counselor that meets both high school graduation and college entrance requirements is recommended.”

The third sub-theme Affordability consists of information that students must know in order to pay for postsecondary entrance. Twelve items were based on the research literature and are described (see Appendix C3) with the answers in parenthesis at the end of the stems. An example of an affordability item would be “Free Application for Federal Student Aid (FAFSA) is a form used to apply for financial aid.”

The measure was used previously in a pilot study conducted by the researcher, and
the research design was similar to the present study. A one-way ANOVA showed that the
difference in post-test scores between the control group was significant, $F(1, 47) = 21.89, p < .001, \eta^2 = 34.1$. Specifically, a Sidak post hoc test indicated the mean of the non-treatment
group to be significantly different from that of the treatment groups, with the treatment group
having greater literacy scores, on average, than the non-treatment group after the intervention
(See Appendix C). The effect of classroom guidance specifically focusing on postsecondary
education-going literacy was strong, accounting for 34.1% of the variance of the dependent
variable. This is considered to be a medium effect size. More detailed information about the
development and content validity of the PEG-Access instrument is found in Appendix C.

**Postsecondary Education-going Access Aspirations**

Postsecondary education-going aspirations refers to the ability to maintain hopes and
dreams for the future, even in the face of real and perceived barriers (Yosso, 2005). The
foundation of PEG-Access questions 47 through 68 was based on the Eight Components of
College and Career Readiness Counseling. Goal one “Build a college-going culture based on
early college awareness by nurturing in students the confidence to aspire to college and the
resilience to overcome challenges along the way. Maintain high expectations by providing
adequate supports, building social capital and conveying the conviction that all students can
succeed in college” (NOSCA, n.d.). Items were generated from the literature review and
interviews with counselors at eight high schools in the south and 10 high schools in the west.
This process served to establish content validity.

In section three of PEG-Access student respondents are directed to rate the
importance of their postsecondary education-going admission aspirations on a Likert Scale.
Questions 47 through 60 have a 3-point Likert scale ranging from 1 – 3 with 1 indicating not important and 3 indicating very important. An example of an item is “How important is it to continue with your postsecondary admission aspirations.”

In the same pilot study cited above, a one-way ANOVA showed that the difference in post-test scores between the control group was significant, $F(1, 47) = 5.363, p < .025, \eta^2 = .102$. Specifically, a Sidak post hoc test found the mean of the non-treatment group to be significantly different from that of the treatment groups, with the treatment group having greater admission aspirations to enter postsecondary institutions, on average, than the non-treatment group after the intervention (See Appendix C). The effect of classroom guidance specifically supporting student’s admission aspirations to seek postsecondary opportunities was small, accounting for 10% of the variance of the dependent variable. More detailed information about the development and content validity of the PEG-Access instrument is found in Appendix C.

**Career and College Readiness Self-Efficacy**

The Career and College Readiness Self-Efficacy Inventory (Baker, Parikh-Foxx, Akcan Aydin, P, Gavin, & Ashraff, 2012) was originally designed to evaluate the impact of classroom guidance programs. The item content and scoring system reflect the self-efficacy concept foundations established by Bandura (1997). The self-efficacy concept attributed to Bandura (1997) is defined as one’s ability to persist and succeed with tasks, that is, the extent or strength of belief in one’s ability to complete tasks and reach goals. Bandura believes that self-efficacy affects every area of human endeavor. Some items represented the specific content of the classroom guidance intervention (e.g., “I know I understand the post-high
school education application process; I know about the various ways to pay for a post-high school education”) and some items represented the broader contextual goals of the intervention (“I believe I have the potential to succeed in the right post-high school education situation; I have confidence in being able to live a good life 10 years from now”). The original inventory consisted of 20 items, and it had a five-point Likert type scale ranging from strongly agree = 5 to strongly disagree = 1. Individual item scores are added together to acquire a total across the items and then divided by the number of items that were answered. The highest possible score is 100 and the lowest is 20 (See Appendix D). An exploratory factor analysis identified four factors that accounted for 51% of the variance, with the confirmatory factor analysis supporting a four-factor-model: (a) dealing with procedural and financial challenges associated with post-secondary education and future careers, (b) possessing positive personal characteristics that will enhance readiness, (c) believing that one possess the competencies needed to be successful in the future, and (d) also believing that one has the potential to set and achieve future goals.

**Alpha coefficient analyses.** Two coefficient alpha internal consistencies reliability analyses were also conducted. One was conducted on the pretest CCRSI data from the fall 2012 and the second from the pretest data from the fall of 2013. The reliability coefficient from the 2012 sample was $r = .857$ and from the 2013 sample it was $r = .870$. According to Lee and Lim (2008), coefficient alphas above .70 may be considered as acceptable evidence of internal consistency reliability. The Standard Error of Measurement (SEM) for 2012 was 3.97 on a 100-point scale. Therefore, based on the 2012 data, a 95% confidence interval for an observed score would indicate that the theoretical true score was potentially within 7.94
points above or below an observed score (range = 15.88/100). The SEM for the 2013 data was 3.95, and a 95% confidence interval would yield a range of 15.82/100 with the theoretical true score estimated as being within 7.91 points above and below an observed score.

The findings suggested that the CCRSI is potentially a useful assessment instrument for evaluating the effects of planned programmatic interventions designed to influence attitudes of adolescents toward being constructively focused on careers and post-secondary education beyond high school. As well, the CCRSI may be a useful assessment tool for school counselors engaging in individual and small group career counseling and educational planning with adolescents.

**Manipulation Check Measures**

The purpose of the manipulation check measure was to determine whether or not the manipulation of the independent variable has had its intended effect on the participants. Also, it provides evidence for the construct validity of the manipulation (Cozby, 2009). Two manipulation check measures, the Expectancy for Success (EFS) and the Attitude Toward Treatment (ATT) scales (See Appendix E) were used in the present study. Both of these measures were derived from the 30-item Expectancies for Change Inventory (ECI) developed by Kazdin and Krouse (1983). Each item on the EFS is a Likert-type, 7-point scale, and higher scores indicate greater expectancies that intervention will meet the participants’ expectations.

The *Expectancy for Success* (EFS) scale was given to all participants at the beginning of the second training session as an experimental demand measure. The purpose of
administering the EFS is to ascertain similarities in expectancies between participants in the treatment and control conditions. The EFS measures how much confidence participants have in their respective training programs before they begin but after they have been introduced to a program. The EFS has fourteen 7-point Likert-type items worded so that they reflect pretreatment attitudes. The scale ranges from 14 to 98 with higher scores indicating a greater degree of confidence.

The Attitude Toward Treatment (ATT) scale was administered at post-testing to measure how confident the students were in the comparative conditions, that is, how much they liked them and whether they preferred one training program over the other. The ATT has fourteen 7-point Likert-type items worded in such a way as to reflect post-treatment attitudes of the trainees. The scale ranges from 14 to 98 with higher scores indicating a greater degree of confidence. The major difference between the ATT and the EFS is that the 14 items on ATT are worded to assess post-treatment attitudes toward a treatment that had been completed, whereas the EFS measures expectancies toward the treatment at the start of the training experience.

**Intervention Program**

Interventions designed to address students’ postsecondary education-going literacy postsecondary education-going access aspirations, and career and college readiness self-efficacy have the potential to ease student transitions to postsecondary institutions and significantly reduce their confusion about their readiness to attend, be able to afford further education, and be accepted into postsecondary institutions. Previous findings indicate that intervention programing; specifically classroom guidance could improve a student’s
relationship with teachers and PSCs, increase students’ knowledge about postsecondary requirements, and increase student’s admission aspirations to enter a postsecondary institution (Ackerman, 1990; Garcia, 1991; Perna, 2003).

During the spring semester of students ninth grade year, delivery of the intervention curriculum unit commenced. The core of this unit had three components: 

*preparedness/career and college readiness self-efficacy, access, and affordability* that consist of eight classroom guidance modules emphasizing the importance of increasing their postsecondary education-going literacy, postsecondary education-going admission aspirations, and career and college readiness self-efficacy. The three main goals consisted of: (a) educating students about the social and financial benefits of postsecondary education and provide students with information to access and aspire for postsecondary education; (b) exposing students to new ideas about future majors and careers; and (c) providing strategies that are hands-on and interactive, with content aligned with the CCRSI and PEG-Access.

**Treatment condition.** The first session initiated the conceptualization phase. It began with self-introductions. After this, the counselors emphasized the importance of confidentiality, being on time, and member participation. Next, the counselors provided an overview of the 5-week intervention program (See Appendix F) and explain how students are encouraged to think about the information, pair-up and discuss their views and ideas about the content, and share-out with the class important material that they found informative.

Next, the PEG-Access and CCRSI survey were administered. Tools such as computers and access to the internet assisted students in discovering new methods to access information about the content being presented.
Section A (Preparedness/Career and College Readiness Self-efficacy). At the beginning of the second session, the counselors administered the EFS survey. Counselors then reviewed the subject matter from session one. Next, the counselors began the readiness and educate phase by introducing the students to “Know Your Setting and Style” module (See Appendix G) and other vital elements that lend to postsecondary education-going readiness, admission aspirations, career and college readiness self-efficacy.

After the exercise, the counselors encouraged students to visit their teachers and give them a print out of their learning styles. The counselors also reminded students to schedule monthly meetings with counselors and teachers, as well as with the career counselor if available. The second session concluded with the counselor asking the students to think about their postsecondary goals and to find at least three websites that help students prepare SMART for short and long-term goals.

The third session began with a review of session two. Students were asked “What new information they discovered”, “Was the information shocking”, “What information was missing for them”, and “What steps do they need to take”? Next, the counselors introduced module three, “You know you’re SMART” (See Appendix H) and other vital elements that lend to postsecondary education-going readiness, admission aspirations, career and college readiness self-efficacy.

After the exercise, the counselors encouraged the students to visit their counselors and share a long and short-term goal. The trainers also reminded students to schedule weekly meetings with their parents to let them know what they had learned. The third session concluded with the counselors asking the students to bring their first semester unofficial
transcript and to find definitions of the safe, realistic/match, and reach concept on websites that help students prepare for postsecondary entrance (i.e., CFNC, Princeton Review, College Board, Big Future, College Greenlight, Know How to Go etc.) as a front-loading technique.

The fourth session began by reviewing session three. Students were asked, “What new information they discovered”, “Was the information shocking”, “What information was missing for them”, and “What steps they needed to take”? Next, the counselors introduced module four, “Reading between the Lines” (See Appendix I) and other vital elements that lend to postsecondary education-going readiness, admission aspirations, career and college readiness self-efficacy.

After the exercise, the counselors encouraged the students to visit their counselors and begin conversations about academic planning with their parents/guardians. The PSCs also reminded students to schedule weekly meetings with their parents to let them know what they have learned. The fourth session concluded with the counselors asking the students to Google search careers and majors that will support their aspirations to further their postsecondary opportunities as a front loading technique.

The fifth session began by reviewing session four. Students were asked “What new information they discovered”, “Was the information shocking”, “What information was missing for them”, and “What steps do they need to take”? Next, the counselor introduced module five, “Exploring careers that lend to majors” (See Appendix J) and other vital elements that lend to postsecondary education-going readiness, admission aspirations, and career and college readiness self-efficacy.

After the exercise, the counselors encouraged the students to visit their counselors
and begin conversations about careers and future major selection with their parents/guardians. The PSCs also reminded students to schedule weekly meetings with their teachers to let them know what they have learned. The fifth session concluded with the counselors asking the students to Google search positive ways to transition to the next grade and finding summer programming that will support their aspirations to further their postsecondary opportunities as a front loading technique.

The sixth session began by reviewing session five. Students were asked “What new information they discovered”, “Was the information shocking”, “What information is missing for you”, and “What steps do you need to take”? Next, the counselors introduced module six, “Holistic Review” (See Appendix K) and other vital elements that lend to postsecondary education-going readiness, admission aspirations, and career and college readiness self-efficacy.

After the exercise, the counselors encouraged the students to visit their counselors and begin conversations about summer and spring academic enrichment programing around the community as well as introducing the importance of creating a transition plan with their parents/guardians. The PSCs also reminded students to schedule weekly meetings with their teachers to let them know what they have learned. The sixth session concluded with the counselors asking the students to Google search the different types of postsecondary institutions they are thinking about attending after high school that will support their aspirations to further their postsecondary opportunities as a front loading technique.

**Section B (Access).** The seventh session began by reviewing session six. Students were asked “What new information they discovered”, “Was the information shocking”, 
“What information is missing for you”, and “What steps do you need to take”? Next, the counselors introduced module seven, “Pathways to College” (See Appendix L) and other vital elements that lend to postsecondary education-going readiness, career and college readiness self-efficacy, and admission aspirations.

After the exercise, the counselors encouraged the students to visit their counselors and begin conversations about the type of institution, career, and major they would like to aspire too, as well as planning a trip with their parents/guardians to a future open house. The PSCs also reminded students to schedule weekly meetings with their teachers and counselors to let them know what they have learned.

The seventh session concluded with the counselors asking the students to Google search FAFSA, tuition costs, and all the myths about affording postsecondary opportunities as a front-loading technique to prepare them for next week’s module.

Section C (Affordability). The eighth session began by reviewing session seven. Students were asked “What new information they discovered”, “Was the information shocking”, “What information is missing for you”, and “What steps do you need to take”? Next, the counselors introduced module eight, “You said how much?” (See Appendix M) and other vital elements that lend to postsecondary education-going readiness, admission aspirations, and career and college readiness self-efficacy.

After the exercise, the counselors encouraged students to visit their counselors and begin conversations about the type of grants, scholarships, and merit-based dollars that could assist them with affording postsecondary education. The PSCs also reminded students to schedule weekly meetings with their teachers and counselors and with their parents/guardians.
to let them know what they learned. The final session concluded with the counselors asking the students to complete the posttests (PEG-Asses, CCRSI, and the ATT). The counselors provided students 30 minutes to complete the assessment and thanked them for participating in the study.

Treatment condition participants met in their first, second, third, and forth block English class twice a week to work on their college-going projects and ILP plans.

**Control condition.** An alternative treatment was delivered to the control group. To control for nonspecific effects of the control condition, the PSCs begin the first session by establishing a warm, trusting relationship with the control group respondents. Control participants were given the PEG-Access and CCRSI survey prior to receiving the introductory module introducing them to what it takes to *prepare/ready, access, afford, and career and college readiness self-efficacy* (See Appendix N). Counselors then delivered the “Safe, Match, Reach Holistic” module as well as explained what they should put on their Individualized Learning Plan (ILP) throughout the five weeks. The second session commenced with the counselors administering the EFS survey. In addition, throughout the five weeks the PSCs were available to the group through the self-lead activities throughout the treatment in order to alleviate any anxiety and to control for external threats. Counselors on the final day administered the posttests (PEG-Access, CCRSI, and ATT) and thanked participants for their time.

Control condition participants met in their first, second, third, and forth block English class twice a week to work on their self-lead college-going projects and ILP plans.
Training

The principal investigator trained four female professional school counselors (PSCs) to deliver 8 lesson modules to ninth grade student participants. Trainees did not know the research questions and hypotheses. The trainer is an advanced Ph.D. candidate in counselor education with a background in school counseling, marriage family therapy, mental health counseling, and precollege programming. The trainer, who delivered a similar intervention program during the pilot study cited above, met with all four of the PSCs once a week for four weeks leading up to the presentation of intervention unit. The trainer met with all four PSCs for four 90-minute coaching sessions, which were held once a week.

The first coaching session focused on getting consent from students and letting them know they have the right to participate in the study. Next, the trainer introduced the PEG-Access and CCRSI survey, introductory module, and had the counselors simulate this first session intervention. During the second session, the trainer showed the counselors how to access and administer the EFS scale before the second module was delivered. The trainer wrote the Qualtrics link on the white board and had all the counselors log in to their computers and begin the PEG-Access, CCRSI, and EFS as a practice run. Session two began once the assessment was complete. The trainer then introduce module 2-4 to the counselors, modeling how to deliver the intervention with the students. Once the trainer finished with the example, each PSC had the opportunity to ask questions and engage in simulated practice.

Session three consisted of the trainer reviewing curriculum guidance modules 5-6. The PSCs then simulated the presentation and each had an opportunity to deliver and critique each other’s delivery style. The trainer then asked if they had any questions and reminded
them about the final coaching session.

Session four consisted of the trainer reviewing curriculum guidance module 7-8 and going over the process of collecting posttest and manipulation check data from Qualtrics survey bank. The trainer mentored each counselor through the entire program and was readily available for the counselors if they had questions during the process.

The principal investigator monitored the trainees using an observation checklist (Appendix O). The checklist was meant to complement the measures and increase internal validity and delivery of the PEG-Access curriculum guidance modules. The steps for observing trainees during the implementation phase included specific steps that should be used when observing counselors, including how to provide feedback to the trainees about the integrity of the programming (Begeny et al., 2009). The checklist consisted of five sections: (a) introduction of learning goals; (b) timing and transition of each module; (c) materials organized and given at right moment; (d) activities with each part presented; and (e) presentation of conclusion of each lesson. Modules 1 (PEG-Access and CCRSI), 2 (EFS), and 8 (PEG-Access, CCRSI, and ATT) consisted of the counselor assessing students before and after each module. Descriptive statistics are provided in Table 2 with counselor averages in meeting observational “List of Steps” when delivering the intervention modules.
Table 2

**List of Steps**

<table>
<thead>
<tr>
<th>Counselor (treatment = T; control = C)</th>
<th>Introduction of the goals</th>
<th>Timing/Transition of each module</th>
<th>Activities and parts presented</th>
<th>Materials handed out at appropriate time</th>
<th>Conclusion of presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 1 (C–4/T1 – block 1)</td>
<td>75% (6 out of 8)</td>
<td>75% (6 out of 8)</td>
<td>62.5% (5 out of 8)</td>
<td>62.5% (5 out of 8)</td>
<td>87.5% (7 out of 8)</td>
</tr>
<tr>
<td>PSC 2 (C3/T2 – block 2)</td>
<td>87.5% (7 out of 8)</td>
<td>100% (8 out of 8)</td>
<td>87.5% (7 out of 8)</td>
<td>100% (8 out of 8)</td>
<td>100% (8 out of 8)</td>
</tr>
<tr>
<td>PSC 3 (C2/T3 – block 3)</td>
<td>100% (8 out of 8)</td>
<td>75% (6 out of 8)</td>
<td>87.5% (7 out of 8)</td>
<td>87.5% (7 out of 8)</td>
<td>100% (8 out of 8)</td>
</tr>
<tr>
<td>PSC 4 (C1/T4 – block 4)</td>
<td>87.5% (7 out of 8)</td>
<td>87.5% (7 out of 8)</td>
<td>87.5% (7 out of 8)</td>
<td>87.5% (7 out of 8)</td>
<td>100% (8 out of 8)</td>
</tr>
<tr>
<td>Totals</td>
<td>87.5% (7 out of 8)</td>
<td>84.4% (6.75 out of 8)</td>
<td>78.1% (6.5 out of 8)</td>
<td>84.4% (6.75 out of 8)</td>
<td>100% (8 out of 8)</td>
</tr>
</tbody>
</table>

*Note: N = 4; This table represents steps completed by counselors.*

**Training outcome.** All four counselors participated in the training sessions. Anxiety and apprehension was present at the first session. Counselors wanted to know (a) “how much time they would have”, (b) “what if the students don’t listen”, (c) “who’s going to discipline them when they aren’t listening”, and (d) “perhaps we should only deliver it to the Honors and IB class.” As the sessions developed, the counselors started believing in their classroom guidance skills and stood up with confidence in front of their peers. In being mindful of the counselor’s anxiety at the beginning of the training, an informal breathing excise was included in session three to help the counselor develop the ability to stay focused through the delivery with increased awareness and attention to their anxiety. Given the success of mindfulness interventions with a range of populations, it is logical to explore how this type of supplementary training can enhance training and the delivery of the intervention guidance curriculum.
Counselors

In this study, four white female professional school counselors holding a master’s degree in counseling served as the instructors. Although they were aware that their students were involved in the research project, the counselors did not know the research hypotheses in order to enhance internal validity by decreasing experimenter bias. All four counselors work at the targeted high school and agreed to be trained to work and deliver the classroom guidance modules. These experienced counselors were selected based on their desire to participate, as well as their high skill level in counseling. The counselors are located at the same high school described above. The average age was 42.5 (SD = 11.62). They all had at least five years of experience as a school counselor or academic advisor at a four-year institution.

Procedure

Getting approval from the authors of the Career and College Readiness Inventory (CCRSI) was the first step. Then seeking IRB approval form the university and approval from the participating school district was accepted. The investigator secured the help of the dean of students from the school-site to assist with sending letters to parents, collecting consent forms, administering the manipulation check measures, pre- and posttest measures, and securing time with English classes for the six week session. The coordinator also updated administrators and district of the results once the intervention period was over. All measures were collected and stored using Qualtrics online survey software and Stata 13.1 statistical software.
**Data collection.** The data collection procedures involved a 9-day protocol. On the 1\textsuperscript{st} day, the researcher met with administrators of the school-site and requested time to introduce the study to parents and students and administer the pretests, manipulation measures, posttest measures, and intervention curriculum to students during the next five weeks. On the 2\textsuperscript{nd} day, the study was verbally explained to the students, in addition to being offered a letter describing the study (refer to Appendix A), at which time they were given the opportunity to volunteer to be a participant. On the 3\textsuperscript{rd} day, the coordinator administered the PEG-Access, and CCRSI scale to both treatment and control groups before the introductory module was delivered. The counselors had access to push carts with laptops, the media center, and computers in the classroom, making it easy to use Qualtrics web based survey program for all assessments. Prior to administering the questionnaire, issues of anonymity and confidentiality and the purpose of the study were stated to the participants. Day 4 consisted of administration of the EFF scale and second modules. Days 5 - 9 continued with the curriculum guidance intervention while day 9 included the post-tests (PEG-Access, CCRSI, and ATT) and final curriculum intervention module. All measures were collected using Qualtrics survey database. Counselors wrote each link on the white board for students to access. Counselors also delivered two modules a week during days 5 – 9 in order to not take up academic time from students and teachers.

**Data analysis.** Data for the treatment and control conditions were analyzed to answer each of the three research questions using STATA version 13.1 software packages. Initial analysis produced descriptive statistics (i.e., means and standard deviations) as well as an analysis of variance (ANOVA) for all of the items and dimensions. Pre-and post-test one-
way MANOVAs were conducted to compare treatment and control conditions on each of the three dependent measures.

Analyses of variance (ANOVAs) was conducted on the scores from the EFS and the ATT scales to examine if there were significant differences between treatment and control conditions regarding participants’ pre-treatment expectations and post-treatment attitudes toward their respective treatment intervention experiences. An eta-square effect size was determined to estimate the strength of the findings if the posttest differences proved to be statistically significant.

As an extra layer of robustness, a Chi-square statistic was used as a post hoc test to determine if there was a relationship between among the three dependent measures, treatment groups, and control and categorical variables. Control (signal) variables such as GPA, gender, race, and first-generation were used to determine correlations between treatment and non-treatment groups. Permission for conducting a follow-up data collection several weeks after completion of the study using the same pretest and posttests was accepted by the IRB.

Research Questions and Hypotheses. The research questions and hypotheses are based on the objective stated above, that is, to evaluate a classroom guidance curriculum designed to increase career and college readiness self-efficacy, postsecondary education-going literacy, and enhance admission aspirations. They are as follows:

1. Does a Culturally Historical-Theory-based classroom guidance program enhance postsecondary education-going literacy?
   a. Research hypothesis 1: Postsecondary education-going literacy scores of
students participating in the classroom guidance program will be different then for those who do not ($\bar{X}_T \neq \bar{X}_c$).

b. Null hypothesis 1: There are no differences between the postsecondary education-going literacy scores of the students who receive the classroom guidance unit and those who do not ($\bar{X}_T = \bar{X}_c$).

2. Does the Culturally-Historical Theory-based classroom guidance program enhance postsecondary education-going admission aspirations?
   a. Research hypothesis 2: Postsecondary education-going admission aspiration scores of students participating in the classroom guidance program will be different then for those who do not ($\bar{X}_T \neq \bar{X}_c$).
   b. Null hypothesis 2: There are no differences between the postsecondary education-going admission aspiration scores of the students who receive the classroom guidance unit and those who do not ($\bar{X}_T = \bar{X}_c$).

3. Does the Culturally-Historical Theory-based classroom guidance program enhance career and college readiness self-efficacy?
   a. Research hypothesis 3: Career and college readiness self-efficacy scores of students participating in the classroom guidance program will be different then for those who do not ($\bar{X}_T \neq \bar{X}_c$).
   b. Hypothesis 3: There are no differences between the career and college readiness self-efficacy scores of the students who receive the classroom guidance unit and those who do not ($\bar{X}_T = \bar{X}_c$).
**Data collection schedule.** The EFS, PEG-Access, and CCRSI scale will be administered and collected on day two immediately before module one commences for the treatment condition. Control condition will also be administered the EFS, PEG-Access, and CCRSI scale before the introductory module is presented on day two. Modules 1 through 8 will be delivered with throughout the next five weeks with module 8 consisting of the posttests being collected after the last module is delivered. A schedule is presented of the collection process (See Table 3):
Table 3

*Data Collection Schedule*

<table>
<thead>
<tr>
<th>Task</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>The researcher will introduce study to administrators and staff.</td>
<td>1</td>
</tr>
<tr>
<td>Counselors will introduce study to treatment and control conditions with introductory module and consent to participate instructions (See Appendix A and F). Counselors will also administer the PEG-Access and CCRSI scale prior to the introductory module.</td>
<td>2</td>
</tr>
<tr>
<td>Counselors will administer the EFS survey to treatment and control conditions prior to delivery of Appendix G, H, and N. Counselors will only deliver Appendix G and H to the treatment condition. While Appendix N will be delivered to the control condition by the counselors after the survey is completed.</td>
<td>3</td>
</tr>
<tr>
<td>Delivery of Appendix I-L (two modules will be delivered twice a week during block 1, 2, 3, and 4 in the classroom and media center to treatment groups). Control groups will work on their college-going ILP plans on their own during class with the support of a counselor.</td>
<td>4 - 8</td>
</tr>
<tr>
<td>Counselors will deliver module 8 to treatment groups and administer posttests (PEG-Access, CCRSI, &amp; ATT) to both condition groups.</td>
<td>9</td>
</tr>
</tbody>
</table>
Summary

A detailed explanation of the methodology used in this study is presented in this chapter. Participants, instrumentation, research design, and procedures are all thoroughly explained. The measures are provided in the appendices when applicable. The research design delineates the organization of the observations and conditions. The procedure includes pre-and posttest intervention duties, dissemination of instruments, program descriptions, data collection, and data analysis. Additionally, session outlines are included in the appendices to provide further explanation of the intervention modules, counselor rubric, and training schedule.
CHAPTER 4: RESULTS

The purpose of this study was to evaluate the effects of a specifically designed classroom guidance unit on the student participants’ postsecondary education-going literacy, postsecondary education-going admission aspirations, and career and college readiness self-efficacy. The post-secondary education-going literacy and access aspirations measures were combined in a package referred to as the Postsecondary Education-Going Assessment (PEG-Access). Data from the treatment and alternative treatment groups were analyzed via STATA version 13.1 software packages. Descriptive data are presented. Pre-and post-test one-way multivariate analysis of variance (MANOVA) analyses were used to determine if the independent variables (treatment or alternative treatment conditions) differed on the dependent variables at pre-and post-testing. The preset alpha level for these tests was .05. When the MANOVAs were significant, one-way analyses of variance (ANOVA) with Bonferroni corrections were conducted in order to obtain more conservative alpha levels. An alpha level of $p < .0125 (.05/3)$ was used to interpret the significance of the follow-up ANOVAs.

A one-way analyses of variance (ANOVA) was also conducted on the scores from the Expectation for Success (EFS) and the Attitude Toward Treatment (ATT) scales to examine if there were significant differences between treatment and control conditions regarding participants’ pre-treatment expectations and post-treatment attitudes toward their respective treatment intervention experiences. An eta-square effect size was determined to estimate the strength of the findings if the posttest differences proved to be statistically significant.
As an extra layer of robustness, a Pearson Product Moment correlation analysis was used as a post hoc test to determine if there was a relationship between among the three dependent measures, treatment groups, and control and categorical variables. Control (signal) variables such as GPA, gender, race, and first-generation were used to determine correlations between treatment and alternative treatment conditions.

**Preliminary Analysis of Dependent Measures**

Pre-intervention measures were administered to 163 participants. First, the three dependent variables were converted to standardized scores. Otherwise, variables measured at different scales would not contribute equally to the analysis. Transforming the data to comparable scales can prevent problems and equalize the range and/or data variability. Next, analyses were conducted on the items from the Postsecondary Education-Going Access Assessment (PEG-Access) and Career and College Readiness Self-Efficacy Inventory (CCRSI) in order to determine whether the two groups were different in terms of postsecondary education-going literacy, postsecondary education-going access aspirations, and career and college readiness self-efficacy at the outset of the investigation. Prior to conducting the Multiple Analysis of Variance (MANOVA), a series of Pearson Product Moment correlations were performed between all of the dependent variables in order to test the MANOVA assumption that the dependent variables would be correlated with each other in the moderate range (Meyer, Gampst, & Guarino, 2006). Tabachnk and Fidell (1996) advise that in order to use the dependent variables in a MANOVA that they should not be too strongly correlated; nor should there be an absence of correlation between variables, hence both assumptions were satisfied. As can be seen in Table 4, a meaningful pattern of
correlations was observed amongst all three dependent variables with a small correlation, suggesting the appropriateness of a MANOVA.

Table 4

<table>
<thead>
<tr>
<th></th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PEG Literacy</td>
<td>1.0</td>
<td></td>
<td></td>
<td>-0.006</td>
<td>.49</td>
</tr>
<tr>
<td>2. PEG Access Aspirations</td>
<td>.30***</td>
<td>1.0</td>
<td></td>
<td>-0.003</td>
<td>.41</td>
</tr>
<tr>
<td>3. CCRSI</td>
<td>.46***</td>
<td>.33***</td>
<td>1.0</td>
<td>.03</td>
<td>.97</td>
</tr>
</tbody>
</table>

*Note: N = 163; correlations greater than .10 are statistically significant (p < .01); *p < .05, **p < .01, and ***p < .001.*

Next, a MANOVA was conducted to test the hypothesis that there would be no differences between treatment conditions on postsecondary education-going literacy, postsecondary education-going access aspirations, and career and college readiness self-efficacy scores. The MANOVA test indicated no significant difference between treatment and alternative treatment conditions during the preliminary analysis, $F(1, 161) = 0.68, p > .57$; Wilk’s $\Lambda = 0.99, p > .05$, $\eta^2 = .24$. The multivariate effect size was estimated at .24, which implies that 24% of the variance in the canonically derived dependent variable was accounted for by treatment conditions. Table 5 contains the means and the standard deviations on the dependent variables for the two conditions. Graphical information is also included to show there was no difference between and among conditions and the canonically derived dependent variable (See Figure 2).
Table 5

*Means and Standard Deviations on the Dependent variables for the Two Conditions*

<table>
<thead>
<tr>
<th>Conditions</th>
<th>PEG-L</th>
<th>PEG-AA</th>
<th>CCRSI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td>Treatment</td>
<td>.04</td>
<td>.49</td>
<td>.03</td>
</tr>
<tr>
<td>Control</td>
<td>-.06</td>
<td>.49</td>
<td>-.04</td>
</tr>
</tbody>
</table>

*Note: N = 163; M = mean; SD = standard deviation; PEG-L = Postsecondary Education-Going Literacy construct; PEG-AA = Postsecondary Education-Going Admission Aspirations construct; CCRSI = Career and College Readiness Self-Efficacy construct.*
Figure 2. Box and Whisker Graph of Pretest MANOVA.

This figure represents the standard deviations (SD) between and among all three dependent variables. SD CCRSI Score = standardized deviation score of Career and College Readiness Self-Efficacy dependent variable; SD PEG-Lit Score = Postsecondary Education-Going Literacy dependent variable; SD PEG-Asp Score = Postsecondary Education-Going Admission Aspirations dependent variable. The graph indicates no difference between and among treatment groups.

Preliminary Analysis of Treatment Expectations

Participant expectations, as measured by the Expectation for Success survey (EFS), were analyzed with a one-way analysis of variance (ANOVA). The purpose of administering
the EFS scale was to ascertain similarities in expectancies between participants in the treatment and control conditions. The EFS measured how much confidence participants had in their respective training programs before they begin but after they have been introduced to a program. A one-way ANOVA showed that the difference in preliminary expectations of participant scores between the treatment group ($N = 88, M = 5.07, SD = 1.47$), and the control group ($N = 75, M = 5.23, SD = 1.51$) (See Table 6) was not statistically significant at the beginning of the intervention program ($F (1, 161) = .27, p = .60, \eta^2 = .17$) (See Table 7). These results suggested that participant expectations did not differ significantly regardless of treatment conditions.

Table 6

*Preliminary Expectations Scores: Means and Standard Deviations*

<table>
<thead>
<tr>
<th></th>
<th>Treatment Group</th>
<th></th>
<th>Control Group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$N$</td>
<td>$M$</td>
<td>$SD$</td>
<td>$N$</td>
</tr>
<tr>
<td>Totals</td>
<td>88</td>
<td>5.07</td>
<td>1.47</td>
<td>75</td>
</tr>
</tbody>
</table>

$N =$ participants, $M =$ means, and $SD =$ standard deviations.

Table 7

*Preliminary One-Way Analysis of Variance of Expectations by Treatment Conditions*

<table>
<thead>
<tr>
<th>Source</th>
<th>$df$</th>
<th>$SS$</th>
<th>$MS$</th>
<th>$F$</th>
<th>$p$</th>
<th>$\eta^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>1</td>
<td>.271</td>
<td>.271</td>
<td>.27</td>
<td>0.60</td>
<td>.17</td>
</tr>
<tr>
<td>Within groups</td>
<td>161</td>
<td>161.73</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>162</td>
<td>162.73</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$df =$ degrees of freedom, $SS =$ sum of squares, $MS =$ mean square, $F =$ , $p =$ $p$-value, $\eta^2 =$ eta squared.
**Intervention Effects**

Post-intervention measures were administered to 163 participants. First, the three dependent variables were converted to standardized scores. Otherwise, variables measured at different scales would not contribute equally to the analysis. Transforming the data to comparable scales can prevent problems and equalize the range and/or data variability. Therefore, the range of possible scores on the transformed data was from a low score of -.04 to .237. Next, analyses were conducted on the items from the Postsecondary Education-Going Assessment (PEG-Access) and Career and College Readiness Self-Efficacy Inventory (CCRSI) in order to assess whether the two groups were different in terms of postsecondary education-going literacy, postsecondary education-going access aspirations, and career and college readiness self-efficacy at the end of the investigation. Prior to conducting the Multiple Analysis of Variance (MANOVA), a series of correlations was performed between all of the dependent variables in order to test the MANOVA assumption that the dependent variables would be correlated with each other in the moderate range (Meyer, Gampst, & Guarino, 2006). Tabachnk and Fidell (1996) advise that in order to use the dependent variables in a MANOVA that they should not be too strongly correlated; nor should there be an absence of correlation between variables, hence both assumptions were satisfied for posttest analysis. As can be seen in Table 8, a meaningful pattern of correlations was observed amongst all three dependent variables with a small correlation, suggesting the appropriateness of a MANOVA.
Table 8

Correlations, Means, and Standard Deviations of the Dependent Variables

<table>
<thead>
<tr>
<th></th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PEG Literacy</td>
<td>1.0</td>
<td></td>
<td>-.049</td>
<td>.78</td>
<td></td>
</tr>
<tr>
<td>2. PEG Access Aspirations</td>
<td>.28***</td>
<td>1.0</td>
<td></td>
<td>.237</td>
<td>1.0</td>
</tr>
<tr>
<td>3. CCRSI</td>
<td>.53***</td>
<td>.56*</td>
<td>1.0</td>
<td>.025</td>
<td>.92</td>
</tr>
</tbody>
</table>

Note: N = 163; correlations greater than .10 are statistically significant (p < .05); *p < .05, **p < .01, and ***p < .001.

Next, a MANOVA was conducted to test the hypothesis that there would be no differences between treatment conditions on postsecondary education-going literacy, postsecondary education-going access aspirations, and career and college readiness self-efficacy scores. The MANOVA test showed a significant difference between control and treatment conditions in the posttest analysis, $F(1, 161) = 231.72$, $p > .001$; Wilk’s $\Lambda = 0.186$, $p > .001$, $\eta^2 = .81$. The multivariate effect size was estimated at .81, which implies that 81% of the variance in the canonically derived dependent variable was accounted for by treatment conditions. Table 9 contains the means and the standard deviations on the dependent variables for the two conditions. Graphic information is also included to show there was a significant difference between and among conditions and the canonically derived dependent variable (See Figure 3). One-way ANOVAs on the dependent variables were conducted as follow-up tests to the MANOVA. Using the Bonferroni method, each ANOVA was tested at the .025 alpha level.
<table>
<thead>
<tr>
<th>Conditions</th>
<th>PEG-L M</th>
<th>PEG-L SD</th>
<th>PEG-AA M</th>
<th>PEG-AA SD</th>
<th>CCRSI M</th>
<th>CCRSI SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment</td>
<td>.57</td>
<td>.61</td>
<td>.08</td>
<td>.93</td>
<td>-.83</td>
<td>51</td>
</tr>
<tr>
<td>Control</td>
<td>-.67</td>
<td>.95</td>
<td>-.09</td>
<td>1.07</td>
<td>-.95</td>
<td>.41</td>
</tr>
</tbody>
</table>

*Note: N = 163; M = mean; SD = standard deviation; PEG-L = Postsecondary Education-Going Literacy construct; PEG-AA = Postsecondary Education-Going Admission Aspirations construct; CCRSI = Career and College Readiness Self-Efficacy con*
Figure 3. Box and Whisker Graph of the Posttest MANOVA.

This figure represents the standard deviations (SD) between and among all three dependent variables. SD CCRSI Score = standardized deviation score of Career and College Readiness Self-Efficacy dependent variable; SD PEG-Lit Score = Postsecondary Education-Going Literacy dependent variable; SD PEG-Asp Score = Postsecondary Education-Going Admission Aspirations dependent variable. The graph indicates a significant difference between and among treatment groups.
Does a Culturally-Historical Theory-based classroom guidance program enhance postsecondary education-going literacy. The analyses of variance (ANOVA) on the dependent variables were conducted as a follow-up test to the MANOVA, using the Bonferroni method. The ANOVA on participant post-secondary education going literacy scores was significant, $F (1, 161) = 99.62, p > .001, \eta^2 = .38$.

Does the Culturally-Historical Theory-based classroom guidance program enhance postsecondary education-going access aspirations. An analysis of variance (ANOVA) on the dependent variables was conducted as a follow-up test to the MANOVA, using the Bonferroni method. The ANOVA on participant post-secondary education going aspiration scores was not statistically significant, $F (1, 161) = 1.24, p > .05, \eta^2 = .7$.

Does the Culturally-Historical Theory-based classroom guidance program enhance career and college readiness self-efficacy. The analyses of variance (ANOVA) on the dependent variables were conducted as follow-up tests to the MANOVA using the Bonferroni method. The ANOVA on the career and college readiness self-efficacy scores was significant, $F (1, 161) = 577.71, p > .001, \eta^2 = .58$. Career and college readiness self-efficacy scores seemed to have improved considerably.

Attitude Toward Treatment

Participant post-treatment attitudes, as measured by the Attitudes Toward Treatment Survey (ATT), were analyzed with a one-way analysis of variance (ANOVA). As shown in Table 10, there was a significant treatment effect, with participants in the alternative treatment condition ($N = 88, M = 4.62, SD = 1.38$) scoring significantly lower than participants in the treatment condition ($N = 88, M = 5.60, SD = 1.25$), $(F (1, 161) = 42.15, p$
< .001, $\eta^2 = .21$). These results suggested that participant attitudes toward treatment did differ significantly by treatment at the completion of the interventions (See Table 11).

Table 10

*Attitude Toward Treatment Scores: Means and Standard Deviations*

<table>
<thead>
<tr>
<th>Treatment Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>$N$</td>
<td>$M$</td>
</tr>
<tr>
<td>88</td>
<td>5.06</td>
</tr>
</tbody>
</table>

$N = $ participants, $M = $ means, and $SD = $ standard deviations.

Table 11

*One-Way Analysis of Variance of Expectations by Treatment Conditions*

<table>
<thead>
<tr>
<th>Source</th>
<th>$df$</th>
<th>SS</th>
<th>MS</th>
<th>$F$</th>
<th>$p$</th>
<th>$\eta^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>1</td>
<td>33.61</td>
<td>33.61</td>
<td>42.15</td>
<td>0.000</td>
<td>.21</td>
</tr>
<tr>
<td>Within groups</td>
<td>161</td>
<td>128.38</td>
<td>.7974</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>162</td>
<td>162.98</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$df = degrees of freedom, SS = sum of squares, MS = mean square, F = , p = p-value, \eta^2 = eta squared.$

*Effects Across Control Variables*

**GPA.** A One-way ANOVA statistic was computed across the three dependent variables on students’ knowing their grade point average (GPA) before the intervention and after the intervention. As shown in Table 12, there was no significant treatment effect, with subjects in both conditions, $F(2, 160) = .92, p > .05, \eta^2 = .10.$
Table 12

*One-Way Analysis of Variance of Expectations by Treatment Conditions on GPA*

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>p</th>
<th>η²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>1</td>
<td>.453</td>
<td>.226</td>
<td>.92</td>
<td>0.40</td>
<td>.0010</td>
</tr>
<tr>
<td>Within groups</td>
<td>160</td>
<td>39.93</td>
<td>.246</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>163</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*df = degrees of freedom, SS = sum of squares, MS = mean square, F = , p = p-value, η² = eta squared.*

**Gender.** As can be seen in Table 13, the gender of participants was significantly related to participant postsecondary education-going literacy, postsecondary education-going access aspirations, and career and college readiness self-efficacy scores (r = .19, \( p < .01 \); r = .30, \( p < .001 \); r = .16, \( p < .05 \)).

Table 13

*Correlations of the Dependent Variables on Gender*

<table>
<thead>
<tr>
<th></th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gender</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. PEG Literacy</td>
<td>.19**</td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. PEG Access Aspirations</td>
<td>.30***</td>
<td>.29**</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>4. CCRSI</td>
<td>.16*</td>
<td>.53***</td>
<td>.06</td>
<td>1.0</td>
</tr>
</tbody>
</table>

*Note: N = 163; correlations greater than .10 are statistically significant (p < .05). *p < .05, **p < .01, and ***p < .001.*

**Race.** As can be seen in Table 14, the race of participants was significantly related to post-secondary education going access aspirations scores (r = .16, \( p < .05 \)). Whereas, there was no significant relationship to postsecondary education-going literacy (r = -.10, \( p > .05 \)).
and career and college readiness self-efficacy ($r = -.08, p > .05$) scores on race.

Table 14

*Correlations of the Dependent Variables on Race*

<table>
<thead>
<tr>
<th></th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gender</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. PEG Literacy</td>
<td>-.10</td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. PEG Access Aspirations</td>
<td>.16*</td>
<td>.29**</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>4. CCRSI</td>
<td>-.08</td>
<td>.53***</td>
<td>.06</td>
<td>1.0</td>
</tr>
</tbody>
</table>

*Note: $N = 163$; correlations greater than .10 are statistically significant ($p < .05$).*

**First Generation.** There was no significant relationship among the three criterion variables on first generation participants ($r = .08, p > .05$; $r = -.04, p > .05$; $r = .09, p > .05$).

**Internal Consistencies Reliability Data for the Dependent Variables**

Cronbach Alpha internal consistencies reliability coefficients were conducted for each of the three dependent measures via the pre-treatment data scores. The respective coefficients were PEG Access Aspirations: $r = .66$, PEG Literacy: $r = .91$, and Career and College Readiness Self-Efficacy: $r = .87$.  

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CHAPTER 5: DISCUSSION

A discussion of the findings is presented in this chapter. The classroom guidance program that was the treatment of interest produced significant treatment effects on two of the three dependent measures: post-secondary education going literacy and career and college readiness self-efficacy. On the other hand, a significant treatment effect did not occur for the post-secondary education going access aspirations measure. Significant relationships were found for the gender, GPA, race, and first generation control variables. The final chapter serves to discuss the value of these results and provide implications for the findings. Directions for future research will also be discussed.

Discussion of the Results

Participant Demographics

The desired sample for the present study was obtained (N = 163), and demographic data showed that it was representative of the United States population. Adolescent students between the ages of 14 and 16 were represented with more than 82% of the sample fitting the average (81.2%) 9th grader at 14-years old (U.S. Census Bureau, 2014). The sample included a higher percentage of Hispanic/Latina/Latino (29.45%) and African American participants (28.83%) than the national statistic (11.25% and 15.25%) and more than one race (6.13%) than the national statistic (4.01%). The percentage of participants who identified as White (33.74%) was smaller than the percentage (74.4%) in the United States; and the percentage of Asians (1.84%) was all below the percent of the national estimates reported by the United States Census Bureau (2014).

The large sample size and diversity with regard to age and race/ethnicity provided
some evidence of its external validity and increased the generalizability of the results (Heppner et al., 2008). However, the sample included more female (58.28%) than male (41.72), and only a 7.4% difference between female (85%) and male (77.6%) for ages 14 to 15 years of age was reported in the 2012 United States Census (U.S. Census Bureau, 2014). Also as a note, first-generation college bound students (36.81%) was higher than the national average (34%) as reported by the National Center for Education Statistics (2010). Additional considerations regarding demographics are discussed in the Limitations section.

**Postsecondary Education-Going Literacy**

It was hypothesized that student’s postsecondary education-going literacy would improve through a set of curriculum guidance. Because the instrument includes access, readiness, and affordability factors, it was anticipated that pre-and post-test scores would reveal equivalent factors related to improving postsecondary education-going literacy scores. Data from the present study did support this hypothesis ($p = .001$). Posttest scores revealed that students who were in the treatment group improved their postsecondary education-going literacy scores from pre-test scores.

The results also demonstrated that with a rigorous set of curriculum guidance modules focused on students knowledge about what it takes to access postsecondary education, counselors developing relationships with students, and the close attention to student performance in the classroom were key elements in higher literacy scores compared to the alternative treatment group. Students were engaged with their school counselors, had the opportunity to explore and ask questions, and receive immediate feedback or suggestions to finding answers about careers, scholarships, extracurricular activities, and essays. Students
were able to share out with their peers and have meaningful “CHATs” about the “Holistic Review Process”, selecting rigorous courses, creating “SMART” goals, and learning about financial aid myths. These activities created meaning and a sense of community with peers in the class, enhancing their literacy scores.

Although classroom guidance is widely acknowledged throughout the literature as an effective Tier 1 (proactive) intervention, less than 15% of professional school counselors’ (PSCs) time is devoted to the delivery of such high impact practices. Some people have acknowledged using classroom guidance to promote healthy styles (Cook, 2008), preparing student’s academic development (Galassi & Akos, 2012), and improving student’s behavior (Schellenberg & Grothaus, 2011). Yet, few individuals have reported using classroom guidance to deliver interventions that support student’s postsecondary education-going literacy development. Akos, Cockman, and Strickland (2007) reported the need for counselors to differentiate classroom guidance instruction based on assessment. Yet, no assessment or intervention has been developed to measure student’s knowledge about what it takes to prepare, access, and afford postsecondary entrance.

**Postsecondary Education-Going Access Aspirations**

It was hypothesized that student’s postsecondary education-going access aspirations would improve through a set of curriculum guidance lessons. The MANOVA revealed a significant effect of treatment on student’s postsecondary education-going literacy, access aspirations, and career and college readiness self-efficacy between and across groups. However, separate univariate ANOVAs on the outcome variable revealed non-significant treatment effects on student’s postsecondary education-going access aspirations.
This analysis suggests that as students get exposed to the content of lessons (i.e., choosing a career and major), their postsecondary education-going access aspirations either adjusted due to the career or major they had interest in pursuing at the time of the intervention. As students begin to understand what type of education is needed for a certain career, they also learn they may only need a certificate, vocational training, or a 2-year degree opposed from pursuing a 4-year degree. Even though this result may not seem positive, the treatment as a whole helped students recognize the type of careers, majors, and education needed after high school. This was true for both conditions, in that participants indicated they wanted to at least pursue some form of education after high school, supporting the need to expose students early and often to majors that lead to careers through a set of classroom guidance curriculum.

Career and College Readiness Self-Efficacy

It was hypothesized that student’s career and college readiness self-efficacy would improve through a set of curriculum guidance. Because the CCRSI instrument identified four factors: (a) procedural and financial challenges; (b) positive personal characteristics; (c) academic competence; and (d) potential to achieve future goals, it was anticipated that pre- and post-test scores would reveal equivalent factors related to improve career and college readiness self-efficacy in participants. Data from the present study did support this hypothesis.

The analysis suggested that as students connect to what they are doing now to their futures (i.e., selecting courses with their counselors), they begin making meaning of their education and reasoning for doing “good” in their course work. When counselors are
engaged in this activity with students, students begin to think about their future plans. This includes understanding what pathway during high school they can start pursuing. Students were also able to understand the importance of planning and building aspirations for future postsecondary education attainment. They were able to select multiple postsecondary institutions, explore what it takes to be accepted into their school of choice, set extracurricular expectations and academic and career goals for future postsecondary education attainment. Not only did students learn about careers and majors, they were able to learn appropriate study skills for school success. School counselors were able to pair students up and have them present on different ways to study. Students were then able to give examples of how they studied for exams and how they conceptualized writing papers. In all, participants were able to enhance their confidence in their readiness to begin studies in a career pathway and preparedness in entry-level postsecondary education-going settings.

**Limitations**

The first version of the PEG-Access and intervention modules was analyzed by a panel of professionals in the pilot study, and the initial results about the instrument’s output was encouraging. However, several limitations of the study must be acknowledged. These included sampling limitations, methodological limitations, and limitations concerning the scope of the PEG-Access.

**Sampling Limitations**

Although the sample used in the present survey was somewhat large and diverse in some ways, other participant characteristics limited the generalizability of the results. The sample included more female (58.28%) than male students (41.72%), so it did not represent
the gender ratio in the United States (Howden & Meyer, 2011). Demographic data on parents’ income were not collected for the present study, but this factor could also affect changes in postsecondary education-going literacy, postsecondary education-going access aspirations, and career and college readiness self-efficacy.

Because all of the participants in the present study came from the same school and community, the sample did not include students who come from urban and rural-suburban settings. Also, administering the PEG-Access to a younger or older sample could therefore yield different results.

The participants knew the counselors and could have felt comfortable enough to process information faster, creating a halo effect or a type of participant bias. Participants may therefore have had an above average willingness to participate. Data are also vulnerable to response biases since participants may have tried to respond in a way that will help the researcher, make himself or herself look good, exaggerate concerns, or conform to classroom norms (Heppner et al., 2008).

Methodological Limitations

The present study met some of the recommended criteria for developing a new instrument (i.e., the PEG Access), but it did not include other procedures that are commonly incorporated into developing psychometric tests. First, the use of a literature review to generate content validity allowed an easier analysis and initial interpretation of items to ask students, but a limitation was that the items were not tested on more participants. Second, factor and confirmatory analyses were not used in the development of the PEG-Access instrument. Third, correlations between factors could have caused items to load on
differently. Lee and Lim (2008) proposed that a researcher can use exploratory factor analysis to identify the factor structure of the constructs that an instrument measures but should then cross-validate the structure by performing a confirmatory factor analysis on data from a second sample – perhaps the posttest data or next study. The lack of this procedure limits the implications of the present study somewhat.

Finally, due to timing and annual state testing, a follow-up assessment was not administered. Follow-up assessments are essential to treatment efficacy and are a signpost of methodological rigor. Maintenance is demonstrated when a treatment produces results at the follow-up assessment that are comparable to those found at posttreatment. However, the administrators at the school where the intervention took place have invited the investigator to continue working with school counselors to develop a yearly schedule of interventions based on the curriculum guidance modules for incoming 9th graders. Next year's group of 9th graders would all be assessed at the beginning of the year and posttested in April and then a follow-up assessment administered at the beginning of May before state testing begins.

**Implications for Future Research**

Future research studies will focus on providing additional reliability and validity evidence for the PEG-Access and guidance curriculum programming, and several implications can be derived from the limitations of the present study. The study’s sampling limitations could be addressed by administering the PEG-Access and curriculum guidance program to equal numbers of female and male participants, students from different cultures, and individuals from different parts of the United States. An electronic version of the PEG-Assess and CCRSI could be developed so that participants and researchers could access the
tool to measure their student populations postsecondary education-going literacy, postsecondary access aspirations, and career and college readiness self-efficacy. In addition to showing whether research without these sampling limitations would produce the same results, these studies could allow a researcher to begin analyzing whether postsecondary literacy, postsecondary education-going access aspirations, and career and college readiness self-efficacy changes are similar across different demographic groups.

Methodological limitations of the present study also present areas for future research. Since exploratory and orthogonal factor analysis was not used, future research could be the next step in confirming the current structure of the PEG-Access. A confirmatory factor analysis of a new sample could provide additional validation in the present instrument.

In order to enhance the effects of student’s postsecondary education-going access aspirations, researchers, counselors, and staff members could continue to explore the different type of majors and careers throughout a student’s academic career. Enrolling students into AVID or TRIO programs that do not have a career interest or direction would be another course or direction to inspire students to aspire for postsecondary education. Lent, Brown, Nota, and Soresi (2003) found that social support and barriers significantly affect self-efficacy and indirectly effect career choice and aspirations. Other major variants to consider are gender, socioeconomic background, and interests when developing interventions to enhance student aspirations. Counselors should also be aware of how they create learning experience for their students. Providing meaningful learning experiences that will facilitate the development of career and college readiness self-efficacy and postsecondary education-going literacy throughout student’s high school experience could help improve their aspirations.
Implications for Counseling Practice

The results of the present study have important implications for professional school counselors (PSCs). The strong effect between classroom guidance, student’s postsecondary education-going literacy, postsecondary education-going, and career and college readiness self-efficacy scores suggest the importance of delivering Tier 1 (proactive) interventions to all students at different developmental levels throughout their academic careers. Even though guidance curriculum is theoretically at the center of a counseling program (Gysbers & Henderson, 1994), it is not where the majority of the current research is conducted, with only 24% of the studies being classified in this area (Whiston & Sexton, 1998). Of the 12 outcome studies reviewed by Whiston and Sexton that examined classroom guidance, few provided support for its value, especially in regards to enhancing self-esteem or self-concept (8 studies) (Whiston & Sexton). Yet, other classroom guidance studies documented positive effects (e.g., Gerler & Anderson, 1986; Lapan, Gysbers, Hughey, & Arni, 1993), only two studies examined guidance units for high school students and only one study involved the middle school level. The absence of the effectiveness of classroom guidance studies is puzzling since the role of the PSC is to deliver Tier 1 interventions. Perhaps we can attribute the limited research to: (a) inadequate program development at the graduate training level; (b) the implicit and explicit demands at the school-level; (c) PSCs not sharing best practices; (d) the research that supports the effectiveness of classroom guidance; and (e) the systematic, sequential, and culturally and historically dynamics to meet the needs of a post-modern student due to generational shifts in student populations and job trends to name a few.

The National Center for Education Statistics (NCES 2007) reported that although
there has been a growth in postsecondary enrollment, the disparities in education continue to exist – specifically from our nation’s first generation and low socioeconomic status students. The difficulties these groups of students have preparing, accessing, affording, and transitioning to a postsecondary institution have been noted throughout the literature. Preparing students and families about the nature and impact of a rigorous curriculum (course selection), accessing postsecondary information (applying and meeting high stakes testing scores), meeting extra-curriculum demands (i.e., volunteering or playing sports), and understanding how to afford a postsecondary education (FAFSA, Grants, Student Work Study, and Loans) are overwhelming factors in this process.

Although additional research is necessary before the PEG-Access can be presented as a formal instrument, PSCs can still conduct informal assessments of student’s postsecondary education-going literacy knowledge, postsecondary education-going access aspirations, and career and college readiness self-efficacy, by introducing relevant interventions based on the classrooms knowledge on how to prepare, access, and afford postsecondary entrance. Results of the assessment could assist teachers, administrators, PSCs, and parents in understanding the needs of each student, class, and schools awareness about what it takes to get into postsecondary institutions. Influencing the historical nature of delivering classroom guidance could lend to a cultural shift in creating a true postsecondary education-going school culture that is need-based, systematic, sequential, and proactive in supporting and inspiring students to aspire for postsecondary education.

Graduate schools that train PSCs could include a Cultural-Historical Activity model into an introductory counseling course that teach graduate students on the history of a
college-going culture, the rules and tools related to supporting students postsecondary aspirations and self-efficacy and the labor and community members that are involved in the process, and the goals/outcome of advocating for students to continue with their postsecondary education-going opportunities.

Researchers in the field of counselor education, teacher education, and school administrating education will want to further explore the benefits of teaming together and working collaboratively in an effort to appropriately develop, implement, and assess students knowledge and confidence in preparing and planning for postsecondary education. Integrating counseling theory with teacher and administrator training programs would greatly benefit these relationships and teaching them how to work together would only benefit students, parents, and communities.

Creating a high school “First-Year” experience for transitioning 9th graders would also be an important component in preparing and readying students for the rigor of a high school education that lead to postsecondary access. Making sure staff are speaking as if they were in a postsecondary institution could increase students postsecondary education-going literacy, postsecondary education-going access aspirations, and career and college readiness self-efficacy. By providing this “First-Year” experience, new students arrive on campus with optimism and excitement. They are also anxious meeting new classmates, teachers, establishing routines, and succeeding in classes. They test newfound freedoms and enjoy making their own decisions, but they also face the stress of finding their way around campus, getting out of bed in time for class, and maintaining a healthy lifestyle. This is when our interactions with first-year students help them feel welcomed and accepted. This is when
first-year students set behavior patterns that will be difficult to change later, so this is the time to emphasize academics and help students understand the importance of managing their time, setting goals, and learning how to study properly – strengthening their belief in their readiness to begin studies in a positive manner. This is the time to deliver strategic and meaningful classroom guidance that focus on setting goals, understanding how they learn, and exploring majors and careers. As the semester ends, counselors can focus on selecting courses, preparing for exams, and attending college open houses or invite postsecondary institution representatives to classes. Finally, as students begin the second semester, this is when learning about the “Holistic Review” process, “Postsecondary Education Pathways”, and “Myths about Financial Aid” start to happen. Parents are also encouraged to visit during these sessions.

While it is reassuring to understand that these phases of student transition are normal, it is important that we also act on this information. We must ask ourselves if our campus traditions and our personal approaches to education make sense in light of the predictable phases of the high school first-year experience. Do we critically evaluate what we do each year so that the decisions we make are based on what we’ve learned, on careful thought, and on serious evaluation?

Unfortunately, not every student can be successful, but with our help, more can have the opportunity to have a “Chance”. As responsible educators, we must uphold the missions of our schools while at the same time provide the necessary challenge and support students need during this critical time of transition. We all have the ability, power, and responsibility to help make the transition to high and postsecondary institutions for first-year 9th graders a
constructive and productive process. To do so, however, we must slow down enough to understand better what our students are going through, not just in the first weeks but also over the entire demanding and exciting first year.
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Appendix A

Consent Form

North Carolina State University

PARENT INFORMED CONSENT

**Title of Study:** Effects of a School Guidance Curriculum on Postsecondary Education-Going Literacy, Postsecondary Education-Going Access Aspirations, and Career and College Readiness Self-Efficacy

**Principal Investigator:** Robert R. Martinez  
**Faculty Sponsor (if applicable):** Dr. Stanley Baker

**What are some general things you should know about research studies?**

Your child is being asked to take part in a research study. Your child’s participation in this study is voluntary. They have the right to be a part of this study, to choose not to participate or to stop participating at any time without penalty. The purpose of research studies is to gain a better understanding of a certain topic or issue. Your child is not guaranteed any personal benefits from being in this study. Research studies also may pose risks to those that participate. In this consent form you will find specific details about the research in which you are being asked to participate. If you do not understand something in this form it is your right to ask the researcher for clarification or more information. A copy of this consent form will be provided to you. If at any time you have questions about your participation, do not hesitate to contact the researcher(s) named above.

**What is the purpose of this study?**

The purpose is to help students aspire for postsecondary education through a set of lessons delivered in a classroom setting. The lessons will help increase students’ knowledge about what is required of them to be a competitive and informed applicant when preparing, planning, and applying to postsecondary institutions.

**What will happen if you take part in the study?**

If you agree to let your child participate in this study, they will be asked to participate in a five week intervention program with their counselors during their English class. The intervention is aligned with the English curriculum that builds on the career and college readiness. The counselors will provide the intervention modules and assessment to them during school hours as a classroom guidance experience. The intervention will take approximately sixty-minutes for a total of nine hours of their time. All students will be assessed because it’s part of the regular class assignment and only those who consent will have the information from those assessments used for research purposes.
Risks

There are minimal risks associated with participation in this research. If we become aware of abuse, or neglect, to you or any other child, we must report it to child protective services because the law requires this. If we are concerned that you may hurt yourself or someone else, we are required to report it to the school administration, to get help for you and for anyone else that might get hurt.

Benefits

This study is designed to give your student (the participant) a better understanding of current postsecondary requirements to be a competitive applicant when applying to postsecondary institutions across the country. In addition, your child’s participation in this study will allow the researchers to gain a better understanding of what fosters or inhibits change towards innovative counseling practices.

Confidentiality

The information in the study records will be kept confidential to the full extent required by law. Data will be stored securely in locked site. No reference will be made in oral or written reports which could link you to the study. Your child’s name will not be shared or put on any final written reports.

Compensation

Your child will not receive any remuneration for participation.

What if you have questions about this study?

If you have questions at any time about the study or the procedures, you may contact the researcher, Robert Richard Martinez Jr., at rrmartin@ncsu.edu or 919-515-4580

What if you have questions about your rights as a research participant?

If you feel you or your child have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Deb Paxton, Regulatory Compliance Administrator, Box 7514, NCSU Campus (919/515-4514).

Parent Consent To allow their child to Participate

“I have read and understand the above information. I have received a copy of this form. I agree to let my child participate in this study with the understanding that I may choose to stop my child from participating at any time without penalty or loss of benefits to which I or my child am otherwise entitled.”
SHORT CONSENT FORM FOR STUDENT

You are being invited to participate in a research study. I am doing this to learn more about what students know about getting into college. If you agree to be in this study, you will meet with me for five weeks as a class in your English 1 course. No English work will have to be made up. Each session will take 60 minutes of your time and include two lessons per week. I will also have you complete a pre-and post-assessment to know if the lessons worked.

While I will make every effort to keep your information private, there are two things we cannot keep private. If we become aware of abuse, or neglect, to you or any other child, we must report it to child protective services because the law requires this. If we are concerned that you may hurt yourself or someone else, we are required to report it to the school administration, to get help for you and for anyone else that might get hurt.

If you agree to be in the study, you will learn more about how to prepare, access, and afford college better. If you have any questions, you can ask me before, during, and after each session – since I’ll be the one conducting the study.

You do not have to be in the study, and you can stop if you do not want to do it, at any time.

Child’s Assent: I have been told about the study and know why it is being done and what I will be asked to do. I also know that I do not have to do it if I do not want to. If I have questions, I can ask Robert Martinez at anytime. I can stop at any time.

My parents/guardians know that I am being asked to be in this study.

PLEASE SIGN THE PAGE IF YOU AGREE TO BE IN THIS STUDY.

Students name: ____________________________ Date: ______________

Researcher’s name: ____________________________ Date: ______________

I will give you a copy of this form so you can take it with you whether you agree or not.
Appendix B

Postsecondary Education-Going Literacy Assessment (Pre/Post PEG-Access)

After reading each question, indicate the option that best describes your answer the left of the question.

Section I:

First Name: ____________________  Last Name: __________________________  Participant ID: ____________________________

Demographic Information (Please indicate your answer to the left of the question):

- _____ Age: Please indicate your age (e.g., 11) to the left of the question
- _____ Gender: Please indicate your gender (M = male, NB = Non-binary, F = Female) to the left of the question
- _____ Race: W = White  B = Black or African-American  A = Asian  NP = Native Hawaiian or other
  PI = Pacific Islander  AI = American Indian or Alaska Native  H = Hispanic or Latino/Latina
- _____ Grade: Please indicate your grade (e.g., 9a) to the left of the question
- _____ AVID: Please indicate if you’re in AVID (Y = Yes; N = No; DK = Don’t know)
- _____ GPA: Please indicate your grade point average (e.g., 2.5) to the left of the question
- _____ Have an individual education plan (IEP): Please indicate (Y = Yes; N = No; DK = Don’t know)
- _____ In ESL classes: Please indicate (Y = Yes; N = No; DK = Don’t know)
- _____ First generation college bound student: You will be the first in your family to attend college
  (Y = Yes; N = No; DK Don’t know)
- _____ Postsecondary Aspirations (this question relates to your plans after high school):
  3  = 4-year colleges (refers to colleges and univeristies);
  2  = 2-year colleges (refers to community colleges or junior colleges);
  1  = Occupational training (refers to other types of schools, sometimes called technical institutes or trade schools – take less than 2 years to complete (e.g., culinary institutes and cosmetology schools)
- _____ If there were no barriers, how far in school would you want to go (place your choice to the left of this question):
  0  = You don’t know
  1  = Less than high school completion
  2  = Complete a high school diploma, GED or alternative high school credential
  3  = Complete a certificate or diploma from a school that provides occupational training
  4  = Complete an Associate's degree
  5  = Complete a Bachelor's degree
  6  = Complete a Master's degree
  7  = Complete a Ph.D., M.D., law degree, or other high level professional degree
Section II:

INSTRUCTIONS: People have different reasons for seeking postsecondary opportunities. Listed below are some things that a student should know to help prepare for those opportunities. For each of the items, read the following statements carefully, and then indicate the appropriate TRUE or FALSE response with a T or F next to the left of the question or DK for don’t know.

1. ___ College entrance exams (e.g., ACT and SAT) are part of the application process
2. ___ Tests often required by four-year colleges to help determine which students they admit to their school are the SAT and ACT
3. ___ A written essay for the SAT is required
4. ___ The SAT and ACT are key elements when applying for college admission
5. ___ All colleges require the SAT Subject Exam
6. ___ Community colleges (2-year institutions) typically require an assessment exam
7. ___ College preparatory courses are not required to enter college (4-year institutions)
8. ___ Most 4-year institutions require a personal statement or admission essay
9. ___ All 2-year institutions require the SAT and ACT
10. ___ It is recommended that 9th graders request information from postsecondary institutions
11. ___ The Common Application is a standard instrument used to apply to in-and out of state postsecondary institutions
12. ___ The NCAA Eligibility Center certifies the academic and amateur credentials of all college-bound student-athletes
13. ___ Advanced Placement Courses are college-level courses that students take while only in college
14. ___ Schools that prepare students for certain jobs or to transfer to a four-year college are called community colleges
15. ___ Colleges that offer employment courses and programs which teach specific knowledge and skills leading to certain jobs are known as technical colleges
16. ___ A person at school who helps students prepare for college and careers is known as a counselor
17. ___ A transcript is a record of your academic progress
18. ___ Any college student without a bachelor’s degree is called an undergraduate student
19. ___ Practicing for the ACT and SAT is required
20. ___ The PSAT and ACT PLAN are normally taken during your 12th grade year
21. ___ The written essay for the ACT is at the beginning of the exam
22. ___ The SAT and ACT are taken before the PSAT and ACT PLAN
23. ___ Academic enrichment such as summer session courses and writing and math workshops can help you become a competitive applicant
24. ___ Extra-curricular activities (e.g., sports and clubs) happen outside school and are different than academic enrichment activities
25. ___ College knowledge is the information you gather about specific colleges and their “rightness” for you
26. ___ College knowledge includes researching colleges online, visiting campuses in person, or attending financial aid and college application workshops
27. ___ Attending college fairs and financial aid seminars during 9th grade is not recommended
28. ___ Meeting with your high school counselor to learn which courses meet college entrance requirements is recommended
29. ___ Creating a four-year class schedule with your counselor that meets both high school graduation and college entrance requirements is recommended
30. ___ Enrolling in honors courses in subjects at which you excel is recommended during your 9th grade year
31. ___ A degree such as a master’s, doctorate or professional degree is called an advanced degree
32. ___ A degree granted by two-year institutions is called an associate’s degree
33. ___ A degree earned after about four years of college is called a bachelor’s degree
34. ___ A trip to a college or university to learn more about the school is called a campus visit
35. ___ Free Application for Federal Student Aid (FAFSA) is a form used to apply for financial aid
36. ___ Money to help you pay for college is called financial aid

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37. ___ A financial aid event is where college financial aid staff members help students and parents understand how financial aid works
38. ___ The difference between the price of attending college and the family’s ability to pay for those costs is known as financial need
39. ___ The total amount it will cost a student to go to college is called cost of attendance (COA)
40. ___ Financial assistance for college from the government that does not have to be repaid is called a grant
41. ___ A loan is financial assistance college students or their parents borrow to help pay for college that doesn’t have to be paid even if the student doesn’t graduate
42. ___ Financial assistance you don’t have to repay usually based on the student’s skills or interests is known as a scholarship
43. ___ Work study is funded by the federal government; this program provides financial assistance through student employment
44. ___ The total amount of financial aid you receive to help pay for college costs is called your financial aid package
45. ___ Tuition covers costs to take classes and use certain facilities at college
46. ___ Room and board are costs for housing and meals for the school year

Section III:

Please use this scale below to answer the following questions. Place the number chosen in the blank to the left of the question.

<table>
<thead>
<tr>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

47. ___ How important is it to continue with your college aspirations
48. ___ I want to achieve more than my parents
49. ___ It is worth taking on debt in order to get the advantages of a university education
50. ___ How important is it to acquire information about college
51. ___ How important is it to have your school counselor support you with your college aspirations
52. ___ How important is it to you to get more education after high school
53. ___ One of my most important goals is to get more education after high school

Using the choices below, please rate the statement that comes closest to describing what your parent(s) feel you should do after you graduate from high school. (Please mark only one choice to the left of the question.)

<table>
<thead>
<tr>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

54. ___ Attend a 4-year college after high school
55. ___ Attend a 2-year college after high school
56. ___ Attend a 2-year college and then transfer to another institution
57. ___ Attend a vocational, technical, business, or trade school of less than two years
58. ___ Become a full-time homemaker after high school
59. ___ Get a full-time job after high school
60. ___ Join the military after high school

Please place your answer in the blank to the left of the question

61. ___ Have you decided on a college after high school (Y = Yes; N = No; DK = Don’t know)
62. ___ What grade did you decide to aspire for college (use a number; e.g., 3rd)
63. ___ What grade did you begin to talk with your parents/guardian about what to do after high school (use a number; e.g., 3rd)
64. ___ What grade did you first receive information about college from your counselor (use a number; e.g., 3rd)
65. ___ Do you feel your counselor cares about your future (Y = Yes; N = No; DK = Don’t know)
66. ___ Do you feel your school inspires you to aspire for college (Y = Yes; N = No; DK = Don’t know)
67. ___ Do you feel your community cares about your future (Y = Yes; N = No; DK = Don’t know)
68. ___ Do you feel your friends support your college aspirations (Y = Yes; N = No; DK = Don’t know)

Thank You
Appendix C

Development and Previous Use of the PEG-Access Scale

Item Development

Content validity refers to the representativeness of the items on the instrument as they relate to the construct and dimensions being measured. In specific, content validity is “the degree to which as instrument logically appears to measure an intended variable; it is determined by expert judgement” (Fraenkel & Wallen, 2003, p.G-2). The content validity of an instrument and its’ items cannot be represented numerically, therefore, a thorough examination of the instrument must be completed by a panel of experts. Also, a field test administered to a sample similar to the proposed population will establish content validity. According to Fraenkel and Wallen (2003), content validity incorporates face validity because a group of experts evaluates and validates the instrument by judging the appeal and appearance of the instrument. In addition, the researcher may judge the face validity of the instrument.

The PEG-Access measure was designed to evaluate the impact of a set of classroom guidance curriculum described above by this author (Author, 2014). Prior to collecting data, the validity and reliability of a scale must be established. According to Fraenkel and Wallen (2003), it is important to have research results that are based on data that are both relevant (i.e., valid data) and accurate (i.e., reliable data). Validity has been described as the degree in which the instrument measures what it is supposed to measure and the results of the study represent the population (Fraenkel & Wallen, 2003). For the purpose of this study, this researcher established content and face validity from a previous study that evaluated the
effects of classroom guidance on student’s postsecondary education-going literacy and admission aspirations (Author, 2014). Data of the treatment and nontreatment groups were analyzed to answer each of the two research questions using Stata 13.0 software packages. A one-way analysis of variance (ANOVA) was conducted to assess the effects of the treatment versus the control group. The independent variable, treatment conditions, included two levels: treatment and non-treatment groups. The dependent variables were the change in student’s postsecondary education-going literacy (research question 1) and postsecondary education-going admission aspirations (research question 2) from the post-test scores.

**Panel of Experts**

The investigator utilized emailing procedures for the initial review of the Postsecondary Education-Going Assessment (PEG-Access) with a panel of experts. The panel of experts helped establish the face and content validity of the Postsecondary Education-Going Assessment (PEG-Access). A total of 10 experts were contacted and reviewed the instrument for its appropriateness and relevance to the topic of postsecondary education-going literacy and postsecondary education-going admission aspirations. The panel of experts consisted of 1-counseling professor, 7-professional school counselors, and 2-college access professionals – see Appendix D. In addition, the panel consisted of 5-females and 5-males.

The panel of experts were sent an initial letter (refer to Appendix E) and request to comment on the clarity, wording, thoroughness, ease of use, and length, in addition, to categorizing the 64-items of the PEG-Access. The analysis to determine which items that will be retained were based on agreement by four-fifths (e.g., 8 out of 10 members) of the panel.
of experts who complete their categorization and comment forms. Dillman (2000) suggests five steps in data collection of mail surveys: (a) mailing of a pre-notice letter, (b) initial mailing of the questionnaire, (c) a thank you postcard that serves as a reminder, (d) e-mailing a replacement questionnaire, if necessary, and (f) final contact with non-respondents. For this study, a pre-notification was sent as an e-mail message to the panel of experts with a brief description of the study, timeline of activities, and request for their participation in study. Within 2 to 7-days of the pre-notice e-mail message, the experts were sent another email with the following: a detailed cover letter describing their role, questionnaire, categorization form, and comment form.

Most people who complete and return a study survey do so immediately, therefore, those questionnaires that remain unanswered, incomplete, or not returned for 7-days or more will most likely not be returned (Dillman, 2000). A thank you postcard was sent 2 to 7-days following the initial e-mailing and it served two purposes: to express appreciation for those who had completed and returned the questionnaire and a friendly reminder for those who had not completed and returned the questionnaire (Dillman, 2000). Response rates may increase by twenty to forty percent with follow-up contacts and each additional contact provides another opportunity for the study participant to complete and return the survey (Dillman, 2000).

**Findings from Study Employing PEG-Access**

**Research Question 1: “Does a Culturally Historical Theory-based Classroom Guidance Program Increase Postsecondary Education-going Literacy Development?”**

Descriptive statistics for group’s pre-and post-test scores are reported in Table 7. When
examining the pre-test for the treatment group ($N = 27$), it was determined that the average score was 53.70 with a standard deviation of 23.91. For the non-treatment group ($N = 21$), the average score was 41.76 with a standard deviation of 21.80. Post-test scores increased ($M = 70.23$, $SD = 13.52$) for the treatment group ($N = 26$) as well as a slight increase for non-treatment group ($N = 23$; $M = 44.81$, $SD = 21.99$).

A one-way ANOVA showed that the difference in pre-test scores between the control group ($N = 21$, $M = 41.76$, $SD = 21.80$), and the treatment group ($N = 27$, $M = 53.07$, $SD = 23.91$) was not statistically significant at the beginning of the intervention program ($F(1, 46) = 3.179$, $p = .081$). Specifically, a Sidak post hoc test indicated the mean of the non-treatment group was not significantly different from that of the treatment group (See Table 8).

The ANOVA showed that the difference in post-test scores between the control group was significant, $F(1, 47) = 21.89$, $p < .001$, $\eta^2 = 34.1)$. Specifically, a Sidak post hoc test indicated the mean of the non-treatment group to be significantly different from that of the treatment groups, with the treatment group having greater literacy scores, on average, than the non-treatment group after the intervention (See Table 9). The effect of classroom guidance specifically focusing on postsecondary education-going literacy was strong, accounting for 34.1% of the variance of the dependent variable. This is considered to be a medium effect size.
Table 7

Research Question #1: Means and Standard Deviations

<table>
<thead>
<tr>
<th></th>
<th>Postsecondary Education-Going Literacy Scores</th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test scores</td>
<td>Post-test scores</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>M</td>
<td>SD</td>
<td>N</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>Treated group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>53.70</td>
<td>23.91</td>
<td>26</td>
<td>70.23</td>
<td>13.52</td>
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<td>Untreated group</td>
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<tr>
<td>Total</td>
<td>21</td>
<td>41.76</td>
<td>21.80</td>
<td>23</td>
<td>44.83</td>
<td>21.99</td>
</tr>
</tbody>
</table>

N = participants, M = means, and SD = standard deviations.

Table 8

Pre-test One-Way Analysis of Variance of Postsecondary Literacy by Treatment Conditions

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>p</th>
<th>η²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>1</td>
<td>684.54</td>
<td>1684.54</td>
<td>3.179</td>
<td>.081</td>
<td>.065</td>
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<tr>
<td>Within groups</td>
<td>46</td>
<td>24371.44</td>
<td>529.814</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
<td>47</td>
<td>26055.98</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

df = degrees of freedom, SS = sum of squares, MS = mean square, F = , p = p-value, η² = eta squared

Table 9

Post-test One-Way Analysis of Variance of Postsecondary Literacy by Treatment Conditions

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>p</th>
<th>η²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>1</td>
<td>7876.49</td>
<td>7876.49</td>
<td>24.342</td>
<td>.000***</td>
<td>.341</td>
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<tr>
<td>Within groups</td>
<td>47</td>
<td>15207.92</td>
<td>323.573</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>23084.41</td>
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<td></td>
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</tbody>
</table>

df = degrees of freedom, SS = sum of squares, MS = mean square, F = , p = p-value, η² = eta squared, an asterisk *** indicates significant at the .001 level.
Research Question 2: “Does Postsecondary Education-going Literacy Development Process Increase Student’s Postsecondary Education-Going Access Aspirations to Enter Postsecondary Institutions?” Admission aspiration scores on the post-test indicated that students in the treatment group ($N = 26$) would aspire for 2-year- and 4-year institutions ($M = 3.73$, $SD = .724$) compared to the non-treatment group ($N = 23$) who would prefer a 2-year institution ($M = 3.00$, $SD = 1.41$).

A one-way ANOVA showed that the difference in student’s admission aspiration pre-test scores between the control group ($N = 23$, $M = 2.78$, $SD = 1.44$), and the treatment group ($N = 27$, $M = 3.33$, $SD = 1.27$) was not statistically significant at the beginning of the intervention program ($F(1, 48) = 2.057$, $p = .158$). Specifically, a Sidak post hoc test indicated the mean of the non-treatment group was not significantly different from that of the treatment group, with the treatment group having slightly higher admission aspirations, on average, than the non-treatment group before the intervention (See Table 11).

The ANOVA was significant, $F(1, 47) = 5.363$, $p < .025$, $\eta^2 = .102$). Specifically, a Sidak post hoc test found the mean of the non-treatment group to be significantly different from that of the treatment groups, with the treatment group having greater admission aspirations to enter postsecondary institutions, on average, than the non-treatment group after the intervention (See Table 12). The effect of classroom guidance specifically supporting student’s admission aspirations to seek postsecondary opportunities was small, accounting for $10\%$ of the variance of the dependent variable.
Table 10

Research Question #1: Means and Standard Deviations

<table>
<thead>
<tr>
<th>Postsecondary Education-Going Admission Aspirations</th>
<th>Pre-test scores</th>
<th>Post-test scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>M</td>
</tr>
<tr>
<td>Treated group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>3.33</td>
</tr>
<tr>
<td>Untreated group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>2.78</td>
</tr>
</tbody>
</table>

N = participants, M = means, and SD = standard deviations.

Table 11

Pre-test One-Way Analysis of Variance of Access Aspirations by Treatment Conditions

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>p</th>
<th>η²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
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<td>3.767</td>
<td>2.057</td>
<td>.158</td>
<td>.041</td>
</tr>
<tr>
<td>Within groups</td>
<td>48</td>
<td>87.913</td>
<td>1.832</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>91.680</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

df = degrees of freedom, SS = sum of squares, MS = mean square, F = , p = p-value, η² = eta squared

Table 12

Pre-test One-Way Analysis of Variance of Access Aspirations by Treatment Conditions

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>p</th>
<th>η²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>1</td>
<td>6.517</td>
<td>6.517</td>
<td>5.363</td>
<td>.025*</td>
<td>.102</td>
</tr>
<tr>
<td>Within groups</td>
<td>47</td>
<td>57.115</td>
<td>1.215</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>63.633</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

df = degrees of freedom, SS = sum of squares, MS = mean square, F = , p = p-value, η² = eta squared, an asterisk * indicates significant at the .05 level.
The pre-test data indicated that the treatment and control groups were equal on both the literacy and aspirations measures at the outset. The posttest data indicated that there was a significant effect for the treatment versus control groups on both the literacy (medium effect) and access aspiration measures (small effect).
**The first 16-items of the first sub-theme (Access) of the PEG-Access Measure with answers**

<table>
<thead>
<tr>
<th>Item</th>
<th>Access Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>College entrance exams (e.g., ACT and SAT) are part of the application process (True)</td>
</tr>
<tr>
<td>2</td>
<td>Exams often required by four-year colleges to help determine which students to admit to their school are the SAT and ACT (True)</td>
</tr>
<tr>
<td>3</td>
<td>A written essay for the SAT is not required (False) – will change in 2016 (True)</td>
</tr>
<tr>
<td>4</td>
<td>The SAT and ACT is a key element when applying for college admission (True)</td>
</tr>
<tr>
<td>5</td>
<td>All colleges require the SAT Subject Exam (False)</td>
</tr>
<tr>
<td>6</td>
<td>Community colleges (2-year institutions) typically require an assessment exam (True)</td>
</tr>
<tr>
<td>7</td>
<td>College preparatory courses are not required to enter college (4-year institutions) (False)</td>
</tr>
<tr>
<td>8</td>
<td>Most 4-year institutions require a personal statement or admission essay (True)</td>
</tr>
<tr>
<td>9</td>
<td>All 2-year institutions require the SAT and ACT (False)</td>
</tr>
<tr>
<td>10</td>
<td>It is recommended that 9th graders request information from postsecondary institutions (True)</td>
</tr>
<tr>
<td>11</td>
<td>The Common Application is a standard instrument used to apply to in-and out of state postsecondary institutions (True)</td>
</tr>
<tr>
<td>12</td>
<td>The NCAA Eligibility Center certifies the academic and amateur credentials of all college-bound student-athletes (False)</td>
</tr>
<tr>
<td>13</td>
<td>Advanced Placement (AP) Courses are college-level courses that students take while in college (False)</td>
</tr>
<tr>
<td>14</td>
<td>Schools that prepare students for certain jobs or to transfer to a four-year college are called community colleges (True)</td>
</tr>
<tr>
<td>15</td>
<td>Colleges that offer employment courses and programs which teach specific knowledge and skills leading to certain jobs are known as technical colleges (True)</td>
</tr>
<tr>
<td>16</td>
<td>A person at school who helps students prepare for college and careers is known as a counselor (True)</td>
</tr>
</tbody>
</table>
Appendix C2

18-items of the second sub-theme (Preparedness/Readiness) of the PEG-Access Measure with answers

<table>
<thead>
<tr>
<th>Item</th>
<th>Preparedness/Readiness Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>A transcript is a record of your academic progress (True)</td>
</tr>
<tr>
<td>18</td>
<td>Any college student without a bachelor’s degree is called an undergraduate student (True)</td>
</tr>
<tr>
<td>19</td>
<td>Practicing for the ACT and SAT is required (False)</td>
</tr>
<tr>
<td>20</td>
<td>The PSAT and ACT PLAN are normally taken during your 12th grade year (False)</td>
</tr>
<tr>
<td>21</td>
<td>The written essay for the ACT is at the beginning of the exam (False)</td>
</tr>
<tr>
<td>22</td>
<td>The SAT and ACT are taken before the PSAT and ACT PLAN (False)</td>
</tr>
<tr>
<td>23</td>
<td>Academic enrichment such as summer session courses and writing and math workshops can make you a competitive applicant (True)</td>
</tr>
<tr>
<td>24</td>
<td>Extra-curricular activities (e.g., sports and clubs) happen outside school and are different than academic enrichment activities (True)</td>
</tr>
<tr>
<td>25</td>
<td>College knowledge is the information you gather about specific colleges and their “rightness” for you (True)</td>
</tr>
<tr>
<td>26</td>
<td>College knowledge includes researching colleges online, visiting campuses in person, or attending financial aid and college application workshops (True)</td>
</tr>
<tr>
<td>27</td>
<td>Attending college fairs and financial aid seminars during 9th grade is not recommended (False)</td>
</tr>
<tr>
<td>28</td>
<td>Meeting with your high school counselor to learn which courses meet college entrance requirements is recommended (True)</td>
</tr>
<tr>
<td>29</td>
<td>Creating a four-year class schedule with your counselor that meets both high school graduation and college entrance requirements is recommended (True)</td>
</tr>
<tr>
<td>30</td>
<td>Enrolling in honors courses in subjects at which you excel is recommended during your 9th grade year (True)</td>
</tr>
<tr>
<td>31</td>
<td>A degree such as a master’s, doctorate or professional degree is called an advanced degree (True)</td>
</tr>
<tr>
<td>32</td>
<td>A degree granted by two-year institutions is called an associate’s degree (True)</td>
</tr>
<tr>
<td>33</td>
<td>A degree earned after about four years of college is called a bachelor’s degree (True)</td>
</tr>
<tr>
<td>34</td>
<td>A trip to a college or university to learn more about the school is called a campus visit (True)</td>
</tr>
</tbody>
</table>
### 12-items of the third sub-theme (Affordability) of the PEG-Access Measure with answers

<table>
<thead>
<tr>
<th>Item</th>
<th>Affordability Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>Free Application for Federal Student Aid (FAFSA) is a form used to apply for financial aid (True)</td>
</tr>
<tr>
<td>36</td>
<td>Money to help you pay for college is called financial aid (True)</td>
</tr>
<tr>
<td>37</td>
<td>A financial aid event is where college financial aid staff members help students and parents understand how financial aid works (True)</td>
</tr>
<tr>
<td>38</td>
<td>The difference between the price of attending postsecondary institution and the family’s ability to pay for those costs is known as financial need (True)</td>
</tr>
<tr>
<td>39</td>
<td>The total amount it will cost a student to go to college is called cost of attendance (COA) (True)</td>
</tr>
<tr>
<td>40</td>
<td>Financial assistance for college from the government that does not have to be repaid is called a grant (True)</td>
</tr>
<tr>
<td>41</td>
<td>A loan is financial assistance college students or their parents borrow to help pay for college that doesn’t have to be paid back even if the student doesn’t graduate (False)</td>
</tr>
<tr>
<td>42</td>
<td>Financial assistance you don’t have to repay is usually based on the student’s skills or interests is known as a scholarship (True)</td>
</tr>
<tr>
<td>43</td>
<td>Work study is funded by the federal government; this program provides financial assistance through student employment (True)</td>
</tr>
<tr>
<td>44</td>
<td>The total amount of financial aid you receive to help pay for college costs is called your financial aid package (True)</td>
</tr>
<tr>
<td>45</td>
<td>Tuition covers costs to take classes and use of certain facilities at college (True)</td>
</tr>
<tr>
<td>46</td>
<td>Room and board are costs for housing and meals for the school year (True)</td>
</tr>
</tbody>
</table>
Appendix C4

14-items of section III (Aspirations) of the PEG-Access Measure

<table>
<thead>
<tr>
<th>Item</th>
<th>Aspiration Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>47</td>
<td>How important is it to continue with your postsecondary aspirations</td>
</tr>
<tr>
<td>48</td>
<td>I want to achieve more than my parents</td>
</tr>
<tr>
<td>49</td>
<td>It is worth taking on debt in order to get the advantages of a university education</td>
</tr>
<tr>
<td>50</td>
<td>How important is it to receive postsecondary education information</td>
</tr>
<tr>
<td>51</td>
<td>How important is it to acquire your school counselor support you with your postsecondary aspirations</td>
</tr>
<tr>
<td>52</td>
<td>How important is it to you to get more education after high school</td>
</tr>
<tr>
<td>53</td>
<td>One of my most important goals is to get more education after high school</td>
</tr>
<tr>
<td>54</td>
<td>Attend a 4-year college after high school</td>
</tr>
<tr>
<td>55</td>
<td>Attend a 2-year college after high school</td>
</tr>
<tr>
<td>56</td>
<td>Attend a 2-year college and then transfer to another institution</td>
</tr>
<tr>
<td>57</td>
<td>Attend a vocational, technical, business, or trade school of less than two years</td>
</tr>
<tr>
<td>58</td>
<td>Become a full-time homemaker after high school</td>
</tr>
<tr>
<td>59</td>
<td>Get a full-time job after high school</td>
</tr>
<tr>
<td>60</td>
<td>Join the military after high school</td>
</tr>
</tbody>
</table>

Appendix C5

8-items of section III (Aspirations) of the PEG-Access Measure

<table>
<thead>
<tr>
<th>Item</th>
<th>Aspiration Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>61</td>
<td>Have you decided on a postsecondary institution</td>
</tr>
<tr>
<td>62</td>
<td>When did you decide to aspire for postsecondary education</td>
</tr>
<tr>
<td>63</td>
<td>When did you begin to talk with your parents/guardian about what to do after high school</td>
</tr>
<tr>
<td>64</td>
<td>When did you first receive information about postsecondary education from your counselor</td>
</tr>
<tr>
<td>65</td>
<td>Do you feel your counselor cares about your future</td>
</tr>
<tr>
<td>66</td>
<td>Do you feel your school inspires you to aspire for postsecondary education</td>
</tr>
<tr>
<td>67</td>
<td>Do you feel your community cares about your future</td>
</tr>
<tr>
<td>68</td>
<td>Do you feel your friends support your postsecondary aspirations</td>
</tr>
</tbody>
</table>
Appendix C6

14-items of the CCRSI

<table>
<thead>
<tr>
<th>Item</th>
<th>Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Factor 1: Procedural and financial challenges</strong></td>
</tr>
<tr>
<td>3</td>
<td>I know and understand the post-high school education application process</td>
</tr>
<tr>
<td>4</td>
<td>I know how to get the post-high school education application process.</td>
</tr>
<tr>
<td>5</td>
<td>I know how to get the financial aid needed for post-high school education.</td>
</tr>
<tr>
<td>12</td>
<td>I know how much pay for someone’s work it takes to make a good living.</td>
</tr>
<tr>
<td>14</td>
<td>I know about the various ways to pay for a post-high school education.</td>
</tr>
<tr>
<td></td>
<td><strong>Factor 2: Positive personal characteristics</strong></td>
</tr>
<tr>
<td>6</td>
<td>I know how to set goals for myself.</td>
</tr>
<tr>
<td>7</td>
<td>There are important influential persons in my life who believe in me.</td>
</tr>
<tr>
<td>8</td>
<td>There are also other persons who can help me achieve my goals.</td>
</tr>
<tr>
<td></td>
<td><strong>Factor 3: Academic competence</strong></td>
</tr>
<tr>
<td>9</td>
<td>I know how to read a textbook successfully.</td>
</tr>
<tr>
<td>10</td>
<td>I know how to prepare for a test successfully.</td>
</tr>
<tr>
<td>11</td>
<td>I know how to take class notes successfully.</td>
</tr>
<tr>
<td></td>
<td><strong>Factor 4: Potential to achieve future goals</strong></td>
</tr>
<tr>
<td>1</td>
<td>I know how post-high school education can help me achieve my life and career goals.</td>
</tr>
<tr>
<td>2</td>
<td>I believe I have the potential to succeed in the right post-high school education situation.</td>
</tr>
</tbody>
</table>
Appendix D

CCRSI

Participant First Name:

Participant Last Name:

Participant ID:

Directions: Please inform us about your beliefs about education beyond high school and the future. There are no right or wrong answers. Please answer every question using the following scale: Strongly Agree, Somewhat Agree, Neither Agree or Disagree, Somewhat Disagree, or Strongly Disagree

1. I know how post-high school education can help me achieve my life and career goals.

<table>
<thead>
<tr>
<th>Strongly Agree (1)</th>
<th>Somewhat Agree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Somewhat Disagree (4)</th>
<th>Strongly Disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

2. I believe I have the potential to succeed in the right post-high school education situation.

<table>
<thead>
<tr>
<th>Strongly Agree (1)</th>
<th>Somewhat Agree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Somewhat Disagree (4)</th>
<th>Strongly Disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

3. I know and understand the post-high school education application process.

<table>
<thead>
<tr>
<th>Strongly Agree (1)</th>
<th>Somewhat Agree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Somewhat Disagree (4)</th>
<th>Strongly Disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

4. I know how to get the post-high school information I need.

<table>
<thead>
<tr>
<th>Strongly Agree (1)</th>
<th>Somewhat Agree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Somewhat Disagree (4)</th>
<th>Strongly Disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
5. I know how to get the financial aid needed for post-high school education.

<table>
<thead>
<tr>
<th>Strongly Agree (1)</th>
<th>Somewhat Agree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Somewhat Disagree (4)</th>
<th>Strongly Disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. I know how to set goals for myself.

<table>
<thead>
<tr>
<th>Strongly Agree (1)</th>
<th>Somewhat Agree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Somewhat Disagree (4)</th>
<th>Strongly Disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. There are important influential persons in my life who believe in me.

<table>
<thead>
<tr>
<th>Strongly Agree (1)</th>
<th>Somewhat Agree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Somewhat Disagree (4)</th>
<th>Strongly Disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. There are also other persons who can help me achieve my goals.

<table>
<thead>
<tr>
<th>Strongly Agree (1)</th>
<th>Somewhat Agree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Somewhat Disagree (4)</th>
<th>Strongly Disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. I know how to read a textbook successfully.

<table>
<thead>
<tr>
<th>Strongly Agree (1)</th>
<th>Somewhat Agree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Somewhat Disagree (4)</th>
<th>Strongly Disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. I know how to prepare for a test successfully.

<table>
<thead>
<tr>
<th>Strongly Agree (1)</th>
<th>Somewhat Agree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Somewhat Disagree (4)</th>
<th>Strongly Disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
11. I know how to take class notes successfully.

<table>
<thead>
<tr>
<th>Strongly Agree (1)</th>
<th>Somewhat Agree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Somewhat Disagree (4)</th>
<th>Strongly Disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

12. I know how much pay for someone's work it takes to make a good living.

<table>
<thead>
<tr>
<th>Strongly Agree (1)</th>
<th>Somewhat Agree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Somewhat Disagree (4)</th>
<th>Strongly Disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

13. I have confidence in being able to live a good life 10 years from now.

<table>
<thead>
<tr>
<th>Strongly Agree (1)</th>
<th>Somewhat Agree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Somewhat Disagree (4)</th>
<th>Strongly Disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

14. I know about the various ways to pay for a post-high school education.

<table>
<thead>
<tr>
<th>Strongly Agree (1)</th>
<th>Somewhat Agree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Somewhat Disagree (4)</th>
<th>Strongly Disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Thank You
Appendix E

Expectancy for Success Measure (EFS)

Please complete the following demographic information. You will only be asked to input your name, student identification number, gender, teachers name, and course name for this survey. It should take you no more than 10 minutes to complete.

Please type in your name:
  First Name:
  Last Name:

Gender
  ○ Male
  ○ Female

Please write in your student Identification number: __________________

What is your counselor’s last name and block?
  Last Name:
  Block:

Based on your brief experience with a small part of the guidance program please answer the following questions by selecting the number on the scale which is closest to your feelings.

1. How confident are you that this program will be successful in helping you?
   ○ 1 not at all confident
   ○ 2
   ○ 3
   ○ 4 somewhat confident
   ○ 5
   ○ 6
   ○ 7 very confident
2. How logical does this type of program seem to you?
   - 1 very logical
   - 2
   - 3
   - 4 somewhat logical
   - 5
   - 6
   - 7 not at all logical

3. Are you willing to finish the complete program?
   - 1 not at all willing
   - 2
   - 3
   - 4 somewhat willing
   - 5
   - 6
   - 7 very willing

4. How beneficial do you think this program will be for you?
   - 1 very beneficial
   - 2
   - 3
   - 4 somewhat beneficial
   - 5
   - 6
   - 7 not all beneficial

5. How would this program compare in effectiveness with just doing nothing?
   - 1 much worse than nothing
   - 2
   - 3
   - 4 the same as nothing
   - 5
   - 6
   - 7 much better than nothing
6. How would this program compare in effectiveness with teaching yourself?
   ○ 1 much better than own attempts
   ○ 2
   ○ 3
   ○ 4 same as own attempts
   ○ 5
   ○ 6
   ○ 7 much worse than own attempts

7. How believable are the described program activities?
   ○ 1 not believable at all
   ○ 2
   ○ 3
   ○ 4 moderately believable
   ○ 5
   ○ 6
   ○ 7 very believable

8. How well does the introduction presented thus far explain the program?
   ○ 1 not at all well
   ○ 2
   ○ 3
   ○ 4 moderately well
   ○ 5
   ○ 6
   ○ 7 very well

9. How believable is the explanation of the program?
   ○ 1 not at all believable
   ○ 2
   ○ 3
   ○ 4 moderately believable
   ○ 5
   ○ 6
   ○ 7 very believable
10. How valuable would the program be in helping prepare for postsecondary entrance?
   - 1 not at all valuable
   - 2
   - 3
   - 4 moderately valuable
   - 5
   - 6
   - 7 very valuable

11. To what degree has the program explanation changed your idea of preparing and accessing postsecondary education?
   - 1 no change at all
   - 2
   - 3
   - 4 moderate change
   - 5
   - 6
   - 7 very much change

12. How understandable is the explanation of the program?
   - 1 not at all understandable
   - 2
   - 3
   - 4 moderately understandable
   - 5
   - 6
   - 7 very understandable

13. To what degree does this program explanation help you in understanding yourself?
   - 1 not at all helpful
   - 2
   - 3
   - 4 moderately helpful
   - 5
   - 6
   - 7 very helpful
14. To what extent does the program allow for insight into yourself?
   ○ 1 no insight at all
   ○ 2
   ○ 3
   ○ 4 moderate insight
   ○ 5
   ○ 6
   ○ 7 very much insight
Attitude toward Training Measure (ATT)

Please complete the following demographic information. You will only be asked to input your name, student identification number, gender, teachers name, and course name for this survey. It should take you no more than 10 minutes to complete.

Please type in your name:
First Name:
Last Name:

Gender
- Male
- Female

Please write in your student Identification number: _________________

What is your counselor’s last name and block?
Last Name:
Block:

Based on your brief experience with a small part of the guidance program please answer the following questions by selecting the number on the scale which is closest to your feelings.

1. How confident are you that this program will be successful in helping you?
- 1 not at all confident
- 2
- 3
- 4 somewhat confident
- 5
- 6
- 7 very confident
2. How logical does this type of program seem to you?
   - 1 not at all logical
   - 2
   - 3
   - 2 somewhat logical
   - 5
   - 6
   - 7 very logical

3. Are you willing to undertake a similar program sometime in the future?
   - 1 not at all willing
   - 2
   - 3
   - 4 somewhat willing
   - 5
   - 6
   - 7 very willing

4. How beneficial do you think this program was for you?
   - 1 very beneficial
   - 2
   - 3
   - 4 somewhat beneficial
   - 5
   - 6
   - 7 not all beneficial

5. How does this program compare in effectiveness with just doing nothing?
   - 1 much worse than nothing
   - 2
   - 3
   - 4 the same as nothing
   - 5
   - 6
   - 7 much better than nothing
6. How does this program compare in effectiveness with teaching yourself?
   ○ 1 much better than own attempts
   ○ 2
   ○ 3
   ○ 4 same as own attempts
   ○ 5
   ○ 6
   ○ 7 much worse than own attempts

7. How useful were the described program activities?
   ○ 1 not useful at all
   ○ 2
   ○ 3
   ○ 4 moderately useful
   ○ 5
   ○ 6
   ○ 7 very useful

8. How well was the program explained?
   ○ 1 not at all well
   ○ 2
   ○ 3
   ○ 4 moderately well
   ○ 5
   ○ 6
   ○ 7 very well

9. How believable was the program?
   ○ 1 not at all believable
   ○ 2
   ○ 3
   ○ 4 moderately believable
   ○ 5
   ○ 6
   ○ 7 very believable
10. How valuable is the program in helping you prepare for postsecondary entrance?
   - 1 not at all valuable
   - 2
   - 3
   - 4 moderately valuable
   - 5
   - 6
   - 7 very valuable

11. To what degree has the program changed your idea of preparing yourself for postsecondary education?
   - 1 no change at all
   - 2
   - 3
   - 4 moderate change
   - 5
   - 6
   - 7 very much change

12. How understandable was the explanation of the program?
   - 1 not at all understandable
   - 2
   - 3
   - 4 moderately understandable
   - 5
   - 6
   - 7 very understandable

13. To what degree did this program help in understanding yourself?
   - 1 not at all helpful
   - 2
   - 3
   - 4 moderately helpful
   - 5
   - 6
   - 7 very helpful
14. To what extent does the program allow for insight into yourself?

- 1 no insight at all
- 2
- 3
- 4 moderate insight
- 5
- 6
- 7 very much insight
Appendix F

Introduction (Treatment)

ASCA Student Standards / Common Core State Standards for ELA & Literacy Crosswalk

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<td></td>
</tr>
<tr>
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</tr>
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**Learning Goals**

- To explore students’ dreams about the future and what they envision to be the details of their lives
- To develop an understanding about how much postsecondary education will be required to maintain an idealized lifestyle
• To research the associated costs of this imagined lifestyle
• To prepare for a discussion on education and career opportunities and choices

**Target Audience**
9th grade.

**Timing**
20 minutes for the assessments
60 minutes. The lesson may be extended if needed.

**Materials Needed**
• Computer/laptop  *(administer the pretests) – before module begins*
• Handout: How Do You See Yourself 10 Years from Now?
• Handout: Future Spending Plan Worksheet
• Handout: The More You Learn, The More You Earn
• Dry eraser board/chalkboard
• Computer/laptop
• Calculators

**Introduction (5 minutes)**

• Trainer introduces themselves to the class and asks them to introduce themselves.
• Trainer then reminds the students about confidentiality and their rights to continue with the study.
• Trainer reintroduces study to students.
• Trainer then explains the importance of postsecondary education and the guidance program:
  o Trainer gives statistic:
    • Most students live in neighborhoods where young people like you take jobs immediately after high school which lend to not seeing the value of postsecondary education if they are “making money now.” Yet, studies show that students benefit from identifying immediate and long-term educational goals through activities that clarify future possibilities, such as researching careers that have increased earning potential.

    • The average parent or student believes college costs twice what it actually does, according to research. Also, many students and families do not understand financial aid, including eligibility and the kind of aid available. Misconceptions about public institution college costs are particularly acute, and recent media attention on rising college costs discourages students and their families.

    • Only 19 percent of low-income eighth graders will go on to complete an associate degree or above, compared with 76 percent of high-income students. Now more than ever, employers are demanding an educated and skilled workforce. Opting out of postsecondary education significantly reduces a student’s opportunities and results in diminished economic standing, which ultimately reinforces cycles of underemployment and poverty.
An easy way to start students on the road to sound postsecondary education-going literacy wellness is to provide an opportunity for them to explore what it would be like to have all the money required to buy whatever they might desire.

Most students, at one point or another, will dream of such things as how many children they would like to have, the type of house they would like to live in, the kind of car they hope to drive, their wardrobes, even the exciting places they would like to travel.

During this activity students are asked to dream about the freedom, liberation, and opportunity they hope their futures will look like and how much money they will need each month to support their chosen lifestyle.

**Activities**

**PART 1: How do you see yourself 10 years from now? (15 minutes)**
Have students close their eyes and picture themselves in 10 years getting up in the morning. Where are they living? What does their house/apartment look like? What clothes are they putting on? Are there children in the room? What kind of transportation do they own?

1. Distribute the questionnaire How Do You See Yourself 10 Years from Now? Tell students that in the first part of this assignment, they will be filling in some of the details of their future lives, but to be reasonable because in the second part they will have to figure out how much it will all cost. Have students complete the first page silently.
2. Pair students up to share their answers from the questionnaire.

**PART 2: Future Spending Plan (15 minutes)**
Distribute the Future Spending Plan Worksheet. Tell students that they will individually research each item designated by an asterisk (*), but the whole class will be deciding on the common amounts for the other expenses.

1. Ask the class approximately how much each time costs per month. Make sure that the agreed-upon amount is reasonable (for instance, cable should not cost $10 or $250) and have students put the agreed-upon amount in the monthly payment column. With some items, students may choose different amounts (e.g., one student may only go to the movies two times, another might go six times), but the general cost should be set (such as, $12 for one movie). If students indicate that they do not expect to have children, they should leave the child care lines blank. Keep discussion and arguments to a minimum. Briefly touch on the fact that the students’ projected monthly incomes do not reflect any payroll deductions or state and federal income tax.
2. Students should use newspaper classified ads and the Internet to figure out the cost of any of the items marked with an asterisk, including those that they add to the “Entertainment and Food” and “Other Expenses” sections. Where necessary students should explain how they arrived at the figure in the “Description” column. With those items where prices are not available by month, such as a car, students should figure that it will take five years to pay for the entire item (for example, $20,000 total price of car, divided by 60 months, equals $333 per month).

**PART 3: The more you learn, the more you earn (15 minutes)**
Distribute the handout The More You Learn, The More You Earn (Handout 2). Explain that more education usually leads to higher annual and lifetime salaries and earnings. Have students compare the annual costs of their imagined lifestyles to the annual earnings chart in the handout The More You Learn, The More You Earn.

**PART 5: (5 to 10 minutes)** lead a class discussion with the following questions:
- Are you surprised by the total amount your dream life costs?
- Why did you make your choices?
- Are there any changes you would make to your original plan now that you know the actual cost?
- Would you be willing to do any job to make sure you have the money required to pay for those items on your list?
- Is there anything you could be doing now to make your dream happen?
How Do You See Yourself 10 Years from Now?
(Handout #1)

Where do you live? (For example, describe what city or town, in a house or an apartment, alone or with friends or family.)

Do you have children? If yes, how many?

How do you get around? (car, motorcycle, bike, bus)

If a car or motorcycle, what make and model?

How many times a month do you shop for clothes?

How many times do you go to the movies, to a club, or to hear music?

How often do you go out to a restaurant for lunch or dinner?

How often do you go on vacation and where

What else do you spend money on?
Future Spending Plan Worksheet
(Handout #2)

List and describe the costs of your life 10 years from now with a chosen career. You will need to research the average years of school needed for the career and entry level annual pay on your own and then research the items listed below based on your annual salary.

Housing Costs

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Monthly Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rent/Mortgage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gas &amp; Electricity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cell Phone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Garbage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cable</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Cost</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Transportation Costs

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Monthly Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Car</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insurance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gasoline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bus</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Cost</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Child Care (Multiply monthly costs by the number of children you desire)

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Monthly Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private School (optional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothing/Diapers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food/Formula</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Cost Per Child</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Cost for All Children</strong> (cost per child multiplied by number of children)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Clothing Costs

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Monthly Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Clothes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laundry/Dry Cleaning</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Cost</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Adding Up the Totals

<table>
<thead>
<tr>
<th>Type of Expense</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing</td>
<td>$ __________</td>
</tr>
<tr>
<td>Transportation</td>
<td>$ __________</td>
</tr>
<tr>
<td>Child Care</td>
<td>$ __________</td>
</tr>
<tr>
<td>Clothing</td>
<td>$ __________</td>
</tr>
<tr>
<td>Entertainment</td>
<td>$ __________</td>
</tr>
<tr>
<td>Other Expenses</td>
<td>$ __________</td>
</tr>
</tbody>
</table>

### Table

<table>
<thead>
<tr>
<th>Type of Degree Needed (e.g., A.A., B.A., M.A, PhD)</th>
<th>Total Years of Education</th>
<th>Annual Salary</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Total from “Adding Up the Totals” above</td>
<td>$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each month I will need a total of:</td>
<td>$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each year I will need a total of (monthly total x 12):</td>
<td>$</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The More You Learn, The More You Earn
(Handout #3)

Worried about the cost of college? Sure, college costs money, with cost of attendance ranging anywhere from $3,000 to $30,000 per year. But going to college pays off in the long run. Plus, there is plenty of financial aid available for eligible students and families.

Facts:
- A four-year college graduate (that is, someone with a Bachelor’s degree) earns almost $1.3 million more over his or her lifetime than a high school graduate
- The average annual income of a four-year college graduate is about $56,665, compared to the average annual income of $30,627 for a high school graduate

Check out this graphic:

**Earnings and unemployment rates by educational attainment**

<table>
<thead>
<tr>
<th>Unemployment rate in 2012 (%)</th>
<th>Median weekly earnings in 2012 ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5 Doctoral degree</td>
<td>1,624</td>
</tr>
<tr>
<td>2.1 Professional degree</td>
<td>1,735</td>
</tr>
<tr>
<td>3.5 Master’s degree</td>
<td>1,800</td>
</tr>
<tr>
<td>4.5 Bachelor’s degree</td>
<td>1,066</td>
</tr>
<tr>
<td>0.2 Associate’s degree</td>
<td>785</td>
</tr>
<tr>
<td>7.7 Some college, no degree</td>
<td>727</td>
</tr>
<tr>
<td>8.3 High school diploma</td>
<td>652</td>
</tr>
<tr>
<td>12.4 Less than a high school diploma</td>
<td>471</td>
</tr>
</tbody>
</table>

All workers: 6.8%

All workers: $815


Graph modified December 19, 2013 (http://www.bls.gov/emp/ep_chart_001.htm)
Appendix G

Know Your Setting & Style

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</tbody>
</table>

**Learning Goals**

- Students will be able to describe specific classroom behaviors that contribute to academic success
- Students will be able to identify their learning styles based on their VARQ results
- Students will be able understand individual learning style and incorporate suggested behaviors to improve academic performance

159
Target Audience

- 9th grade.

Timing

- 60 minutes. The lesson may be extended if needed.

Materials Needed

- Please write EFS and VARQ links on the white board
- Please start with the Expectation For Success (EFS survey) link before module is delivered:
  - http://ncsu.qualtrics.com/SE/?SID=SV_6MaE8aEzVaukl3r
- Handout #1: Communication with your instructor
- Handout #2: The instructor game plan
- VARQ inventory link:
  - Pass out “Your VARQ Results” document before the inventory
- Links to learning styles:
  - Review each learning style link with students before you pair them up by learning style
  - http://www.thestudygurus.com/visual-study-tips/
  - http://www.thestudygurus.com/kinesthetic-study-tips/
- Handout #3: VARQ guides (if needed)
- Dry eraser board/chalkboard
- Note: CFNC has a learning style link that is not working. You can locate the link by selecting: Plan – For a Career – Learn About Yourself tab – You will find the link on the bottom left side of the page.

EFS Survey (5 minutes) before module is delivered

Introduction (5 minutes)

- One of the most important contributors to learning is understanding your setting and personal learning style. Knowing your setting and learning style and how to use it to your advantage is a great tool.
- Recent discoveries about learning styles can help us maximize what we learn. These discoveries suggest that each person develops a preferred way of learning, a style that requires less effort from our brain and that produces more learning than a less preferred style of learning.
Activities

**PART 1: Classroom Setting (20 minutes)**

- **Trainer asks class:** What’s different about the middle school classroom and high school classroom setting than the college classroom? (A few examples if they need prompting): write on board

<table>
<thead>
<tr>
<th>Middle School</th>
<th>High School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand-holding</td>
<td>Hand-holding</td>
<td>Independence</td>
</tr>
<tr>
<td>Small class sizes</td>
<td>Small class sizes</td>
<td>Larger class sizes</td>
</tr>
<tr>
<td>Attendance policy</td>
<td>Attendance policy</td>
<td>Will vary by department</td>
</tr>
<tr>
<td>Teacher</td>
<td>Teacher</td>
<td>May hold multiple roles: instructor, researcher, advisor, etc. or may not be full-time: TA, adjunct faculty</td>
</tr>
<tr>
<td>Limited homework</td>
<td>Limited homework</td>
<td>Increased out of class reading/work</td>
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- Trainer then asks, “Why is it important to learn how to interact with faculty?
  - Trainer then goes into detail “Why” interacting with faculty is important with students leading the conversations as paired teams and then sharing out with the class.
  - Trainer asks why phone, face-to-face, and email communication is important? **Pass out Handout #1**
    - Trainer gives students an example of a “good” and “bad” email to a faculty member:
      - **Bad:**
        - Hey. I am in your soc class. I don’t understand the assignment. Can u help me wit it?
      - **Good:**
        - **Subject:** SOC 100, Section 001
          
          Dr./Mrs./Mr./Ms. Martinez
          
          My name is Robert Martinez and I am in your SOC 100, Section 001 class. I have a question regarding the types of articles we need for the final paper. Do all of the articles need to be scientific research articles or can we use Internet articles in the paper?
          
          Thanks!
          
          Robert Martinez
          
          Student ID Number: 000011111

- Trainer then says, “Let’s talk about why asking for help is an important study strategy to learn now? (A few examples if they need prompting): **Pass out Handout #2**
  - Parents aren’t always going to be there to help you
  - Friends might move and be in different courses, or not be as committed as you to your education
  - You might not see your teacher everyday

  - Trainer gives a closing statistic:
    - Many students in all grade levels never seek help at all. They try to do it all themselves, even if they are having difficulties. One study found that college
students who asked for help the most had grades in the range of B- to C+. Those getting higher grades were less likely because mostly they were doing well enough on their own. However the most interesting finding by the researchers was that students getting C’s, D’s, and F’s were the least likely to ask for help. Why do you think that is? Ask students to brainstorm ideas.

**PART 2: Learning Style Inventory (20 minutes)**

- Complete VARQ Questionnaire and pass out “Your VARQ Results” document for discussion

  - We will need results from the VARQ questionnaire you took online, which should tell your personal learning style preference (it’s a preference, not something you’re stuck with). We will talk about the different types of learning styles, what they mean, and how to best utilize them for your own academic success.

- Links to learning styles:
  - Review each learning style link with students before you pair them up by learning style

  - The concept of learning styles is that each person learns differently and **there is no one best way to learn.** Be sure to stress that there is diversity in the way everyone learns!

  - Just as every student learns differently, every instructor teaches differently. It’s important for you to be able to assess the teaching style of your instructors in order to create an appropriate plan of studying for yourself.

  - There are four learning style groups – visual, auditory, read/write, and kinesthetic.

    1. Visual (V): This preference includes the depiction of information in charts, graphs, flow charts, and all the symbolic arrows, circles, hierarchies and other devices that instructors use to represent what could have been presented in words. It does **NOT** include movies, videos, or PowerPoint.
    2. Auditory (A): This perceptual mode describes a preference for information that is “heard or spoken.” Students with this modality report that they learn best from lectures, tutorials, tapes, group discussion, email, speaking, web chat, talking things through.
3. **Read/Write (R):** this preference is for information displayed as words. Not surprisingly, many academics have a strong preference for this modality. This preference emphasizes text-based input and output – reading and writing in all of its forms.

4. **Kinesthetic (K):** Tactile or kinesthetic learners are those who learn through experiencing/doing things. For this reason, tactile learners may become bored more quickly than other students while listening to a class lecture. This preference likes to experience the world and act out events.

- Take inventory of how many of each learner are in the class. Divide them into their respective groups. Have them brainstorm the learning strategies that best suit their learning style. Have students report back to the class. Pass out **Handout #3 – VARQ – A guide to learning styles.** Go over the suggested strategies for each learning style.
- Take a brief moment to ask students what they struggle with the most in the classroom. Ask them to reflect on their learning style and rank (1-4) each learning style they would like to learn more about and then tally. Give information to teacher and administrator.
- Introduce next lesson as a front loading strategy for “You know you’re SMART”.
Appendix H

You Know You’re SMART

ASCA Student Standards / Common Core State Standards for ELA & Literacy Crosswalk

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**Learning Goals:**

- Students will be able to develop competence, autonomy, purpose, and establish an identity in understanding the importance of planning and setting goals.

**Target Audience**

- 9th grade

164
Materials Needed
- Paper, pencils, chalkboard, white board, Keynote, PowerPoint, overhead projector, The SMART Model and goal setting worksheets.
- You have multiple goal sheet samples to use in this module = The important point is to make sure they understand the SMART model and write in one goal.

Introduction (5 minutes)
- Today we will talk about Goal Setting (Handout The SMART Model)
  - How many of you have goals (e.g., academic, sports, music, work, entertainment, travel etc..)?
  - How many of your teachers, parents, coaches, and friends post their goals?
  - How many of you have achieved academic goals?
  - Do you write them down anywhere so you can physically see them from time to time?

  - There are so many benefits to goal setting. There are four that I would like to share with you today which include:

    - **Increased attentional focus** = you don’t get so distracted when you can say to yourself or others what you are choosing to emphasize in your life.
    - **Increased motivation and effort** = you can measure your progress and let it be your incentive, and
    - **Increased confidence** = you feel more confident about your abilities and then feel more relaxed and less stressed out because you know what you are doing
    - **Being able to share with others what you are accomplishing** in your life and increasing your support from them as you work to achieve your goal

Activities

**PART 1: Goal Setting (20-40 minutes)**

- Introduce goal with one of these clips: (1. Pursuit of Happiness; 2. First Gen; 3. TEDx) or a clip of your choice
- [http://larryferlazzo.edublogs.org/2013/07/11/the-best-video-clips-on-goal-setting-help-me-find-more/](http://larryferlazzo.edublogs.org/2013/07/11/the-best-video-clips-on-goal-setting-help-me-find-more/)
- [https://www.youtube.com/watch?v=m9DSHLc08Oc](https://www.youtube.com/watch?v=m9DSHLc08Oc)
- [https://www.youtube.com/watch?v=29tJAgc54RA](https://www.youtube.com/watch?v=29tJAgc54RA)
- Handout #2: SMART Spark (on the backside of the SMART Model handout)
- Handout #3: Worksheets of your choice (if you have more time – not included with your handouts)

- Students will be able to place goals on their ILP to remember their goals and big picture.
- Counselor will remind students to think about their academic progress to discuss next session.
## Appendix I

### Reading Between The Lines

**ASCA Student Standards / Common Core State Standards for ELA & Literacy Crosswalk**

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### Learning Goals:

- To learn basic college admission requirements such as college preparatory courses, calculating a GPA, reading a transcript, and creating an individual academic action plan.

### Target Audience

- 9th grade
Materials Needed

- Paper, pencils, chalkboard, white board, Keynote, PowerPoint, overhead projector, The SMART Model and goal setting worksheets. This lesson will have five handouts.

Introduction (5 minutes)

Research has found that students who are involved in the development of their academic plan are more likely to achieve academically and enroll in postsecondary institutions.

Why?
- We all know the importance of being prepared. Before a trip, we study a map, check the weather forecast and pack a suitcase. The same thing goes for college; before you can go to college, you have to be prepared. Preparing for college means researching the schools you want to attend, practicing and taking all the necessary college-entrance exams, and choosing the right high school courses.

What?
- Many factors will influence your going to a college or university. In the end, the most important factor will be you. A large part of your success will depend on your ability to plan and prepare.

- The Individual Academic Action Plan (IAAP) is a powerful tool for planning your four years in high school. With your plan in hand, you will be able to make sure that you are meeting high school graduation requirements, college entrance requirements and, in some cases, prepare you for the major you want to pursue once you get to college.

When?
- Start early. Like, right now! Your IAAP will help you map out your progress in high school and put you on the road toward success. Through calculating and monitoring your grade point average, you will also be able to gauge how competitive you will be as an applicant to a particular college. The IAAP can also help you plan for and track your test taking and entrance exams.

How?
1. STEP 1: Read A Basic Recipe for Success, which describes the recommended high school courses for college-bound students.
2. STEP 2: Compare the courses for college-bound students to your high school graduation requirements. You may need to take additional courses in order to graduate from high school, such as Health, Physical Education, etc.
3. STEP 3: Enter the courses and tests you plan to take into your Individual Academic Action Plan (IAAP). Take some time to think about how many years of certain subjects you should take to prepare you for certain majors or careers.
4. STEP 4: Update your IAAP every year.
# Appendix J

## Exploring Majors and Careers

### ASCA Student Standards / Common Core State Standards for ELA & Literacy Crosswalk

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### Learning Goals

- To explore individual interests and see how those interests connect to a career or job.
- To understand the array of careers available, the training necessary for those careers, and the benefits and drawbacks of the careers and jobs the students select.
- To begin connecting life goals with educational goals.
- To use the internet to conduct research on topics of interest.
Target Audience

9th grade.

Timing

60 minutes. The lesson may be extended if needed.

Materials Needed

- **Handout #1**: What Are Your Strengths?
- **Handout #2 & 3**: What Interests You and RIASEC
- **Handout #4**: Connect Your Education
- **Handout #5**: What Path Will You Take?
- Dry eraser board/chalkboard
- Computer and internet access

Introduction (5 minutes)

This lesson will help guide students’ thinking about how their strengths, interests connect to the types of careers or jobs they might want to pursue, what they might need to do in order to reach their objectives, and how college might help them achieve their goals. The lesson begins by identifying student strengths, interests, and how their current education connects to careers and the different types of careers that are related to those interests.

When talking to students about careers or jobs it is important to stress options. Today most people change careers as well as jobs many times during their working lives. Consequently, the ability to learn new skills (or adaptability) is vital if students are to be successful. People with more education enjoy more job opportunities, more on-the-job training and more promotional opportunities, according to research. In short, more education means more career options.

Activities

**PART 1: Strengths CHAT (10 minutes)**

- Distribute the handout “What Are Your Strengths” and instruct students to complete. Explain that this survey is not a test, but an opportunity for them to reflect on their strengths, what they are good at, and who they are. There are no right or wrong answers and their information will be shared only with their classroom peers.
- After the students complete the first section, have them put it aside.
**PART 2: RIASAC Interest Inventory (10 minutes)**

- Distribute the handout “What Interests You” and instruct students to complete. Explain that this survey is not a test, but an opportunity for them to reflect on their interests. There are no right or wrong answers and their information will be shared only with their classroom peers.
- After the students complete the second section, have them put it aside.

**PART 3: Connect Your Education to Careers (10 minutes)**

- Distribute the handout “Connect Your Education to Careers” and instruct students to complete. Explain that this survey is not a test, but an opportunity for them to reflect on how their current high education can guide them to careers and selection of majors. There are no right or wrong answers and their information will be shared only with their classroom peers.
- After the students complete the third section, have them put it aside.

**PART 4: What Path Will You Take (20 minutes)**

- Distribute the handout “What path will you take” and instruct students to complete. Explain that this document is not a test, but an opportunity for them to reflect on how their career and major options can fit their strengths and interests.
- After the students complete this section, have them pair up by table and share out one career interest, school name, major program, and cost to attend using BigFuture.collegeboard.org
- Close the session with students logging out of the computer.
Appendix K

Holistic Review

ASCA Student Standards / Common Core State Standards for ELA & Literacy

Crosswalk

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<td>To find the admission requirements of selected colleges or universities.</td>
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<td>To learn how to use the Internet to conduct research on colleges or universities.</td>
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<tr>
<td>To develop a more in-depth understanding of college entrance requirements.</td>
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</tbody>
</table>
To identify what steps students must complete to be eligible for a four-year college
To recognize students’ own potential to attend a four-year college or university

Target Audience
9th grade students.

Timing
60 minutes. The lesson may be extended if needed.

Materials Needed
- Internet access for student research on institutions of higher education (see References and Websites section for links)
- Pens, pencils, and paper
- Hard copy resources (such as newspapers) from school library, if Internet is not available
- Handout: Before They Were Stars Crossword Puzzle
- Handout: KWL Worksheet
- Handout: State University Facts
- Handout: Private University Facts
- Handout: Community College Facts
- Handout: Applicant Summary Sheet
- Handout: Applicant Review Worksheet

Introduction (5 minutes)

Trainer states:

In the U.S. each state has a postsecondary education system that is generally composed of two- year or community colleges, public colleges and universities, and private or independent colleges and universities. In this lesson, students will research the systems of higher education in their state, and then conduct more detailed research on three different types of colleges. Students also will gain a basic understanding of college admission requirements and identify colleges or universities that interest them as well as taking the role of an admissions counselor.

Activities

PART 1: Warm-up (Before they were stars)? (5 – 10 minutes)
- Distribute the handout Before They Were Stars crossword puzzle. Give students 5 to
10 minutes to complete this crossword puzzle, which identifies the colleges that selected celebrities attended. If time permits ask students what was most surprising about the answers.

**PART 2: What am I doing after high school (15 minutes)**

- Distribute the handout KWL Worksheet. Have students generate a list of what they already know about going to college in the first column (What Do I Know) of the KWL Worksheet. Give a two-minute time limit.

- Then ask each student to participate in a class exercise called Novel Ideas Only in which students contribute an idea or question that has not already been posed. Have a student recorder list what students already know on a large KWL Worksheet drawn on the board or chart tablet. Have all students record on their individual KWL Worksheets the ideas generated by the class during the exercise. Keep the classroom KWL Worksheet for the end of the lesson to see if all questions have been answered and to correct any misinformation students might have recorded in the “K” column.

- Using the second column of the KWL Worksheet, have students identify what they want to learn about college. Again, use the Novel Ideas Only approach to list the want-to-learn questions on the class KWL Worksheet.

**PART 3: The more you learn, the more you earn (15 minutes)**

- Types of institutions of higher education in the state and basic entrance requirements for those colleges and universities (30 minutes or homework)

- Most states have three systems of higher education: community colleges; public state universities or colleges; and private/independent universities or colleges. Depending on students’ prior knowledge it may be necessary to briefly explain the differences between the three systems. Refer to Lesson C1 Preparing for College for more information.

- Distribute the worksheets State University Facts, Private University Facts and Community College Facts.

- As either an in-class assignment or as homework, have students conduct research on the Internet, using one or more of the websites listed below, to answer the questions on the worksheets.
Appendix L

Pathways to College

ASCA Student Standards / Common Core State Standards for ELA & Literacy Crosswalk

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Learning Goals:

- To understand the elements needed to be a competitive applicant
- To learn the various pathways to college
- To learn basic college admission requirements such as college preparatory courses and entrance exams
Target Audience

- 9th grade

Materials Needed

- Overhead projector or LCD projector and/or overhead transparencies
- Slide presentation: Pathways to College, types of colleges, college admission requirements, college preparatory courses, tips for choosing college prep courses, college entrance tests, admissions application, and preparing for college.

Introduction

Research has found that parental involvement is a key factor in students’ academic achievement and enrollment in postsecondary education. While many parents and guardians have the desire and interest to send their child to college, unless they attended college themselves, they may lack the knowledge necessary to prepare their child, as well as themselves, for college applications and admissions.

This workshop presentation introduces students, teachers, and students to the basics of college preparation and college admissions.

Slide 1: Pathways to college

- Using the diagram, illustrate that there is no single pathway to college.
- The most common way is directly from high school to a four-year college or university.
- But if a student is not ready to go to a four-year college, because he/she is not prepared or is worried about the costs, the student can go from high school to a two-year college and then transfer to a four-year college or university.
- A student can also find a full-time job after high school, then either go to a two-year college and transfer to a four-year, or go directly to a four-year college.

Slide 2-6: Types of colleges

- There are more than 3,500 colleges in the United States, with different sizes, different areas of expertise, and so forth. One or more colleges will be right for your child.
- Generally, colleges in the United States fall into four categories or types: four-year college, four-year university; two-year college; and vocational/technical colleges or academies.
- The following slides walk through the characteristics of each type of college.
- Optional discussion question: Can you name colleges that are like this?
- Optional: Pass out a few brochures of colleges of each type, especially colleges that are in your region, city, and state.
Slide 7: College admission requirements
- Most four-year colleges and universities have four basic requirements for admission:
  a. Completion of a sequence of college preparatory classes
  b. Completion of the required sequence of entrance exams (SAT or ACT)
  c. Good grades
  d. A completed application and personal statement or essays.
     (Most two-year colleges do not require any of the above. But they may require
     students to take placement exams in math or writing.)

Slide 8: College preparatory courses
- The minimum preparation for a four-year colleges includes a combination of the
  following courses taken over four years:
  a. History/Social Science: two years of study in Geography, U.S. History, World
     History, and Government, etc.
  b. English: four years of study in Composition and Literature (American, English,
     World)
  c. Mathematics: three to four years of study in Algebra 1, Advanced Algebra,
     Geometry, Trigonometry, Pre-Calculus, and Calculus.
  d. Laboratory Science: two to four years of study in Biology, Chemistry, and
     Physics.
  e. Language other than English: two to four years of study in one language, such as
     Spanish, Japanese, Russian, Chinese, French, and so forth.
  f. Electives: one to two years of study in visual or performing arts (dance, music,
     art, drama), computer science, journalism, and so forth.
- Point out that if students take beyond the minimum requirements they increase their
  competitiveness for admission to more selective (or prestigious) universities.

Slide 9: Tips for choosing college prep courses
- Make suggestions on how to choose college prep courses.
- Emphasize that parents can and should be involved in their children’s high school course
  selection.
- Refer to the handout: Individual Academic Action Planning. Encourage parents and
  students to use the IAAP form to plan out four years of study.

Slide 10: College entrance tests
- Point out that most students should plan on taking the SAT or the ACT by the fall of their
  senior year in high school.
- These tests can be intimidating, so students should take practice tests such as the
  Preliminary SAT (PSAT) as early as 9th grade.

Slide 11: Admissions application
- The college application usually consists of an application form, a personal statement or
  essay, and a high school transcript or self-reported academic record.
• Some colleges require letters of recommendation or even an interview.
• Applications are available directly from the college (call or write them) or from a school guidance counselor.

Slides 12-14: How to start preparing now for college
• Note: Slides 21–23 are intended for parents/guardians of students in grades 6 through 10, but can be adapted for older grades.
• Encourage reading, good study habits (turn off that TV!) and parent advocacy and involvement.
• Point out that it’s never too early or too late to introduce your child to college life. One easy way to tour colleges is to tack on a college visit during a family vacation. Most colleges offer free campus tours.

Slide 15-16: Factors to consider when choosing a college
• When narrowing down the search for the ideal college for your child, consider the following factors: size, location, people, academics and academic reputation, social opportunities and cost.
• There are a number of college search engines on the Web, including The College Board, ACT, and Petersons.
### Appendix M

**You Said How Much?**

ASCA Student Standards / Common Core State Standards for ELA & Literacy Crosswalk

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**Learning Goals**
- To learn about financial aid and how to apply
- To understand the sources and various types of financial aid

**Target Audience**
9th graders
Materials Needed
· Funding Your Education handbook by the U.S. Department of Education
· Slide presentation Debunking the Myths of Financial Aid
· Handout: Financial Aid Quiz
· Handout: 10 Top Myths about Financial Aid and the Facts to Debunk Them
· Handout: Financial Aid Terminology (Appendix D)
· Overhead projector or LCD projector and/or overhead transparencies (the enclosed slides may be photocopied onto transparency sheets)

Introduction
An education beyond high school is a big investment, and often families and students think that it is out of their reach. Fortunately, there is financial aid available to help students pay for tuition, fees, books, and transportation and living expenses. With the rising cost of education, it is extremely important to know and investigate all the options available.

Encourage all college-bound students to apply for financial aid, regardless of their family’s income or circumstances. Even if some students think their family income is too high to receive financial aid, students may still qualify for scholarships, work-study or low-interest loans for students or for parents. According to The College Board, in 2010–11 more than $227 billion was distributed in student financial aid.

Yes, a college education can be expensive, but next to purchasing a home, a college education is one of the best investments students can make in their lifetime. A college graduate will realize more than twice the lifetime earnings of a high school graduate. An equally powerful incentive is the personal fulfillment that comes with attaining a college degree.

And finally, applying for financial aid is not easy, but it is free and there is lots of help. You must complete the Free Application for Federal Student Aid (FAFSA) and file it by the deadline of the college or university (generally the end of February). For more information on the financial aid application process and FAFSA, see the slide presentation Applying for Financial Aid from Lesson C2: Planning a Financial Aid Night. For help with FAFSA on the Web go to www.fafsa.ed.gov.

Before beginning this lesson, take the time to become familiar with financial aid terminology by reviewing the publication Funding Your Education: The Guide to Federal Student Aid from the U.S. Department of Education. Free copies of this publication are available on the World Wide Web at www.studentaid.ed.gov/resources.

Activities
Welcome the workshop participants; acknowledge their interest in and desire to pursue a college education.
Distribute the handout Financial Aid Quiz and tell the participants that they will take a little test. Tell them not to worry, the test will not be graded. Give the participants five to 10 minutes to complete the quiz. If you are pressed for time, you can do the quiz as you go through the PowerPoint presentation because the PowerPoint explains each of the 10 quiz questions. Another option, if participants are unfamiliar with financial aid, is to do the extension on Financial Aid terminology (Appendix D) before the workshop.

Lead a brief discussion about the quiz. Ask such questions as:

- Were the questions easy?
- Were the questions familiar? That is, have you thought or said the same thing?

Now give the answers to the quiz. The answers to questions 1 to 10 are all “false.” In fact, all 10 statements in the quiz are some of the most common myths about financial aid.

Distribute the handout 10 Top Myths about Financial Aid and the Facts to Debunk Them. Then explain that the rest of the workshop will provide detailed answers to the quiz.

Go through the slide presentation. The slides are self-explanatory. However, prior to the workshop become familiar with financial aid terminology by studying the Funding Your Education handbook or the websites listed below.

Leave 10 to 15 minutes for a question-and-answer session. (If participants raise a question that you cannot answer, don’t guess. Refer them to the websites or phone numbers listed in the last slide.)
Appendix N

Introduction (Control)

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Personal/Social Development

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| PS:A1.3 Learn the goal-setting process | (p. 49) “Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.” |

Learning Goals

- To explore and explain the safe, match, and reach concept
- To develop an understanding about the holistic application process
- To prepare for a discussion on education and career opportunities and choices
Target Audience
9th grade.

Timing
60 minutes. The lesson may be extended if needed.

Materials Needed
- Handout: Safe, Match, and Reach document
- Handout: Holistic Applicant
- Handout: Individualized Learning Plan (ILP)
- Dry eraser board/chalkboard
- Computer/laptop (administer the pretests and manipulation measure) – before module begins.

Introduction (5 minutes)
- Trainer introduces themselves to the class and asks them to introduce themselves.
- Trainer then reminds the students about confidentiality and their rights to continue with the study.
- Trainer reintroduces study to students.
- Trainer then explains the importance of postsecondary education and the guidance program:
  - Trainer gives statistic:
    - Most students live in neighborhoods where young people like you take jobs immediately after high school which lend to not seeing the value of postsecondary education if they are “making money now.” Yet, studies show that students benefit from identifying immediate and long-term educational goals through activities that clarify future possibilities, such as researching careers that have increased earning potential.
    - The average parent or student believes college costs twice what it actually does, according to research. Also, many students and families do not understand financial aid, including eligibility and the kind of aid available. Misconceptions about public institution college costs are particularly acute, and recent media attention on rising college costs discourages students and their families.
    - Only 19 percent of low-income eighth graders will go on to complete an associate degree or above, compared with 76 percent of high-income students. Now more than ever, employers are demanding an educated and skilled workforce. Opting out of postsecondary education significantly reduces a student’s opportunities and results in diminished economic standing, which ultimately reinforces cycles of underemployment and poverty.

An easy way to start students on the road to sound postsecondary education-going literacy wellness is to provide an opportunity for them to explore what it would be like understand the holistic application process.

During this activity students are asked to participate in a classroom guidance curriculum that sets the tone for preparing, accessing, and readying themselves for the next 3-years.
Activities

**PART 1: Safe, Match, and Reach? (15 minutes)**
Students will review the two key themes that “pop” out to them when reviewing the document.

1. Distribute the document. Tell students in the first part of this assignment, they will figure out some key themes to think about when reviewing what it takes to get into a 4-year institution.
2. Pair students up to share their answers from what they thought were key components to the holistic process.

**PART 2: Holistic Applicant (15 minutes)**
Distribute the Calculating GPA. Tell students they will individually input their own person information onto the document as well as fill in missing information as a class.

1. Ask the class what are the differences between Common Core, Honors, AP, and IB grade points. Use the class and ask students to think about “Rigor” and why they think it’s important to take a “Rigorous Course Load” in high school. Also, make sure to continue with filling in the grade points for each box. Next, students should be asked, “What are three themes that we know colleges and universities look for when reviewing a students profile?” They should connect the “Safe, Match, and Reach” document to the holistic applicant document. Students should fill-in “test scores, GPA, and a Rigorous Course Load” as key components to being a well qualified applicant. If not, the counselor will coach the students through making sure they get this point.

2. Students should now be chattering and questioning the process and working as a classroom team. Next, you should have them calculate their own GPA to “drill down” the importance of this skill. The counselor’s should be asking students what else is important in this process (i.e., extracurricular and essays) should be discussed with the class. Connecting extracurricular’s with future majors and careers is important and should be emphasized by the counselor. Ask a couple of students about future careers and majors and have the class think about what extracurricular activities this student could do during the next three years to “pump” up their resume.

**PART 3: Individualized Learning Plan – ILP (15 minutes)**
Distribute the ILP handout (Handout 3). Explain that more education usually leads to higher annual and lifetime salaries and earnings. Also, keeping track of their academic progress, setting goals, and tracking future majors that lend to careers can guide them with extracurricular activities. Ask students to write one college/university they wish to attend in
four years and input the GPA, SAT, and ACT scores from the “Safe, Match, Reach” document. Next, have students input a course they like and struggle with. Then have students set one goal for the next five weeks to work on. Finally, have students fill-in their first semester grades on the “graduation requirements” section. Tell student’s thank you and see them in a few weeks.

**PART 4: Process (5-10 minutes)**

1. Lead and end the class discussion with the following questions:
   - Are you surprised about what it takes to prepare and ready themselves for college?
   - What surprised you?
   - Are there any changes you would make to your original plan now that you know the actual process?
   - Is there anything you could be doing now to make your dream happen?
Appendix O

Observation Checklist for Implementing the PEG-Access Program

Observer: __________ Date: __________

Checklist for module 1:

(Place “☑” in the box for completed steps; Place “X” in the box for skipped steps or those implemented with major errors; use a cross ┼ to specify if and how a step was implemented out of order).

<table>
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Checklist for module 2:

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<table>
<thead>
<tr>
<th>List of Steps</th>
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</thead>
<tbody>
<tr>
<td><strong>Counselor (treatment = T; control = C)</strong></td>
</tr>
<tr>
<td>PSC 1 (C/T – Block 1)</td>
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<tr>
<td>PSC 2 (C/T – block 2)</td>
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<tr>
<td>PSC 3 (C/T – block 3)</td>
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<td>PSC 3 (C/T – block 4)</td>
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Checklist for module 3:

(Place “☑” in the box for completed steps; Place “X” in the box for skipped steps or those implemented with major errors; use a cross ┴ to specify if and how a step was implemented out of order).

<table>
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<tr>
<td>PSC 1 (C/T – Block 1)</td>
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<tr>
<td>PSC 2 (C/T – block 2)</td>
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<td>PSC 3 (C/T – block 3)</td>
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<td>PSC 3 (C/T – block 4)</td>
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</tbody>
</table>

Checklist for module 4:

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<tr>
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<tr>
<td>PSC 1 (C/T – Block 1)</td>
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<tr>
<td>PSC 2 (C/T – block 2)</td>
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<td>PSC 3 (C/T – block 3)</td>
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<td>PSC 3 (C/T – block 4)</td>
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Checklist for module 5:

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<td>(treatment = T; control = C)</td>
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<tr>
<td>PSC 1 (C/T – Block 1)</td>
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<tr>
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<td>PSC 3 (C/T – block 4)</td>
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</tbody>
</table>

Checklist for module 6:

(Place “☑” in the box for completed steps; Place “X” in the box for skipped steps or those implemented with major errors; use a cross ┼ to specify if and how a step was implemented out of order).

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<td><strong>Counselor</strong></td>
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<td>(treatment = T; control = C)</td>
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<td>PSC 1 (C/T – Block 1)</td>
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<td>PSC 2 (C/T – block 2)</td>
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<td>PSC 3 (C/T – block 3)</td>
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<td>PSC 3 (C/T – block 4)</td>
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</tbody>
</table>
Checklist for module 7:

(Place “☑️” in the box for completed steps; Place “X” in the box for skipped steps or those implemented with major errors; use a cross ┼ to specify if and how a step was implemented out of order).

List of Steps

<table>
<thead>
<tr>
<th>Counselor (treatment = T; control = C)</th>
<th>Introduction of the goals</th>
<th>Timing/Transition of each module</th>
<th>Activities and parts presented</th>
<th>Materials handed out at appropriate time</th>
<th>Conclusion of presentation</th>
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</thead>
<tbody>
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<td>PSC 3 (C/T – block 3)</td>
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Checklist for module 8:

(Place “☑️” in the box for completed steps; Place “X” in the box for skipped steps or those implemented with major errors; use a cross ┼ to specify if and how a step was implemented out of order).

List of Steps

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<th>Counselor (treatment = T; control = C)</th>
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<th>Timing/Transition of each module</th>
<th>Activities and parts presented</th>
<th>Materials handed out at appropriate time</th>
<th>Conclusion of presentation</th>
<th>Posttest (PEG, CCRSI, ATT)</th>
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</thead>
<tbody>
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<td>PSC 2 (C/T – block 2)</td>
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<td>PSC 3 (C/T – block 4)</td>
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