

A RATIONALE FOR AND, AN EVALUATION OF THE 2014 CENTRAL CALIFORNIA
COLLEGE/CAREER BOOT CAMP

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A Project Submitted to
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In Partial Fulfillment for the
Degree of
Master of Science in Counseling
With an Option in Student Affairs College Counseling

California State University, Fresno

Spring 2015

APPROVAL PAGE

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DEDICATION

I first need to thank my Lord and, Savior, Jesus Christ, for even allowing me to have the opportunity to write this project. For not his mercy and, grace on my soul, I would not be in this position. This project is dedicated to my family, friends, San Bernardino, and, the African-American race as a whole. My family has been very supportive of me in my educational journey for my whole life. Even back in the day when I was not the best of students, they still knew I was capable and, destined for academic excellence. I especially want to thank my parents for being a backbone to my life's successes. Their support and, encouragement motivates me to continue striving to be the best person and, professional I can be. I dedicate this project to the city of San Bernardino to show that positive things do come from this city. I dedicate this project to San Bernardino to show black men can come from this city and, make something of themselves. My hope is my efforts and, example will start a chain reaction of positive statistics of black men from my community. The statistic of black men getting a education and, gaining career success is a statistic I want to see grow and, progress. From almost being academically retained for many years throughout my educational journey, I want to show we can still become a mighty addition to society. Black males from San Bernardino can become more than a drug dealer, gang member, or even mediocre. It is my duty to give back to my community and, hope, as youth of San Bernardino blossom into their greatness; we can collectively put San Bernardino on our back and, uplift our community. I dedicate this project also to the Black culture as a whole. Through everything I do, I accept the responsibility of representing the Black community properly and, showcasing our many talents beyond athletics and, entertainment. I am here to uplift my generation and, future generations as I fight for social justice. I will always use my educational attainment as stage to project my voice and, engage with my audience, my people and, pursue social equality in this country. I not only dedicate this project, but I dedicate my career to bring forth social change and, push for economical equilibrium across all race and, ethnicities.

The ultimate measure of a man is not where he stands in moments of comfort and, convenience, but where he stands at times of challenge and, controversy.

- Martin Luther King, Jr

ACKNOWLEDGEMENTS

I would like to acknowledge Dr. Albert Valencia, for his patience he has shown me in helping me to accomplish this project, which I thought I could never do. Thank you to Cheri Cruz, for assisting me in organizing my view points on this project and, being a great mentor.

ABSTRACT

In California's Central Valley, there are all segments of higher education to include four Public four -year universities, 13community colleges, and, several private schools which are part of the Central Valley Higher Education Consortium (CVHEC). CVHEC mission is to *provide effective leadership that promotes programs, policies, and, performance designed to increase higher education attainment by the people in the Central Valley*. CVHEC is made up of CEOs of these institutions that join together to tackle some of the major issues we face in the Central Valley. For example, the Central Valley has great needs in employment, education, income level, and, overall quality of life for its rapidly growing and, increasingly diverse population. Educational attainment levels in the region fall significantly below the state's average. CVHEC is investing in education as part of a long-term solution to the problems of unemployment, poverty, crime, and, lack of economic development. Together, the 27 higher education leaders are making a positive impact on the educational achievement of the region. This, in turn, will impact the economy and, availability of skilled workers need to grow the economy. One of the initiatives CVHEC supports is the College Career Boot Camp (CCBC) because the opportunity to attend an institution of higher learning is abundant. However, availability alone does not make it easy for youth to get to college particularly the Latino(a), African American populations, and, those who will be the first in their family to attend college.

Formulating the CCBC as a premier "College Readiness Program" has assisted many students through life changing barriers, and, catapulted them onto college. The CCBC targets specific populations of Latino(a), African American's, and, those first to attend college; who's cultural barriers are usually intertwined. Explored in this project are the barriers experienced by first generation, African American, and, Latino(a) students and, the solutions provided to shorten

the gap from the traditional non first generation student. State-wide and, regional data will be explored evidence for the crucial need for interventions those catapult students into higher education. Also explored are is the lack of college preparation, attending and, completing college, and, the benefit of college readiness programs for African American's, Latino(a)'s, and, first generation students. More specifically, in this project, taking a closer look at the impact of the summer 2014 CCBC hosted July 18th-22, 2014 on California State University, Fresno campus. This intervention model indicates some major indicators for improving college knowledge, and, attendance; especially for potential first generation college goers, at risk, and, vulnerable youth, and, students of color, and, those experiencing cultural barriers to assimilating to mainstream educational systems. Cultural and, geographical barriers will be shown that prevent many students from reaching their academic, and, professional potential.

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CHAPTER ONE

INTRODUCTION

Introduction

College Career Boot Camp is an initiative generated by the Central Valley Higher Education Consortium with a clear vision of reaching out to first generation, underserved high school students (CollegeNext Boot Camp, 2015). The objective of this program is to put college within the reach of any student no matter how unattainable it may seem, by giving them a taste of college life and, study with dormitory stay, targeted, extra-curricular activities, and, workshops (CollegeNext Boot Camp, 2015).

President Barak Obama (2008) stated, "Now is the time to finally meet our moral obligation to provide every child a world-class education, because it will take nothing less to compete in the global economy". Approximately 7,200 students drop out of U.S. schools each day, adding up to 1.3 million students annually fail to graduate high school (Hooker & Brand, 2010). Economic recession makes the urgency of addressing the dropout crisis, as higher levels of education translate to higher earnings for all racial groups (Hooker & Brand, 2010). College graduates earn an average of one million dollars more in their lifetime than those with only high school diplomas (Hooker & Brand, 2010). First generation students are an increasingly significant force entering into post-secondary education institutions (Mitchell, 1997). A total of 4.5 million first generation students were enrolled into post-secondary institutions in the United States (Petty, 2014). Research has shown first generation college-going students often face particular challenges when applying to, enrolling in, and, retaining in college (Mares & Jordan, 2011). These challenges are compounded for youth who are off track academically or have dropped out of school (Mares & Jordan, 2011). Students from underrepresented groups often

lack the social capital to understand, the world of postsecondary education (Gurin & Epps, 1975). First generation students are less likely to have role models who have attended institutions of higher education, and, may have less collective college knowledge in their communities (Gurin & Epps, 1975). Another challenge for many young people and, their families is although they understand, the importance of going to college, they know little about the application process (Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996). In result, many students are aspiring to attend a four year college, but in reality have little understanding of the academic and, social preparation needed to enter and, succeed (Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996).

In the Central Valley, 13 percent of the population holds a Bachelor's degree as compared to 30.7 percent for the state (Why Access Matters Report, 2015). Graduating seniors from public high schools within the CVHEC region are approximately 13 percent less likely to enroll at UC campus and, seven percent less likely to enroll at a community college than graduating senior's state wide (Why Access Matters Report, 2015). In some areas such as Tulare County, these numbers are exacerbated. Tulare County's 62.3 percent Hispanic population reflects the poverty level of the region in which only half the population possess home ownership, 26.2 percent are below poverty line, as compared to California at 15.9 percent (NCES, 2008). In 2006, Central California high school graduation rates consisted of 39 percent white, 43 percent Hispanic, 11 percent Asian, five percent Black, and, one percent American Indian (Why Access Matters Report, 2015). Community college enrollments within the Central Valley are 41 percent White, 41 percent Hispanic, ten percent Asian, six percent Black, and, one percent American Indian (Why Access Matters Report, 2015). Twice as many graduating seniors from public high schools in the CVHEC region who are White enroll in a four year

private institution than Hispanic or African American students (Why Access Matters Report, 2015). African American's in the Central Valley have one of the lowest two year community college completion rates out of all ethnicities with only five percent compared to 43 percent of White students (Why Access Matters Report, 2015).

First generation students from low socioeconomic status (SES) tend to be African American or Hispanic and, are often oblivious of postsecondary options (Parikh, 2012). The National Center for Education Statistics (2006) reported 70 percent of all twelfth graders move on to postsecondary education. Contrastingly, however, African Americans, Hispanics, and, low SES students are underrepresented in colleges and, universities across the country (NCES, 2006). Transitioning at risk youth need systems to supplement or substitute traditional familial support that may be lacking, and, to help them through the unique challenges of their individual process (Mares & Jordan, 2011).

Background

First generation College students are defined as “educationally disadvantaged” lacking home and, community resources that enable them to succeed in conventional educational settings (Baker, 2006). First generation students are more likely to come from low income families, retain weak cognitive skills, and, to have lower degree aspirations (Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996). Due to poverty, racial/ethnic and, culture distinctions, or linguistic abilities, the educationally disadvantaged have been shown to have low academic achievement and, tend to drop out of school at a high rate (Terenzini, Rendon, Upcraft, Millar, Allison, Gregg, & Jalomo, 1994). First generation college students are products of a culture that has failed to provide motivation, opportunity, experiences, and, relationships that will enhance their chances

of competing successfully with their fellow citizens in all phases of life (Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996). Due to being such a small portion of the overall population, the educationally disadvantaged were over looked and, moved into low skill occupations or left unemployed (Baker, 2006). According to the Chicago School Research Consortium, attending a high school with a strong college-going culture has the highest levels of college knowledge and, students tend to take the proper steps required for college admittance (Hooker, Brand, 2010). To prepare urban students for successful transition to postsecondary education, it is essential that districts include college exploration and, planning programs throughout high school (Noeth & Wimberly, 2002).

“First generation students were more likely than traditional students to report experiencing racial/ethnic or gender discrimination” (Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996). New times have the minority class slowly moving closer to the majority, and, the need to prepare the educationally disadvantaged populations for the academic and, occupational challenges is highly important (Baker, 2006). “The evolution in the demographic profile of students entering higher education is projected to continue over the next decade and, many of these students will come from low income homes and, be the first in their families to pursue postsecondary education” (Baker, 2006). The socioeconomic status of students is positively related to their ability to be retained and, graduate throughout their secondary and, postsecondary education (Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996). “First generation college students are at greater risk with respect to both persistence and, degree attainment than are their traditional peers largely because of lower levels of academic and, social integration” (Hicks, 2006).

First generation students are nearly four times more likely to leave higher education without a degree than non-first generation students (Engle and, Tinto, 2008). From 1992 through 2000, 43 percent of first generation students enrolled in post-secondary institutions left college without obtaining a degree in the United States (Chen, 2005). First generation college students are more likely to need remedial course work, attend college part time, and, earn lower grades (Gibbons, and, Woodside, 2014). These students find support to be imperative to be successful in college (Gibbons, and, Woodside, 2014).

Regions without college career readiness programs will fail to properly prepare their populations of the academically advanced future (Darling-Hammond, 1997). The least qualified teachers are mostly found in schools with higher poverty rates and, larger number minority students (Darling-Hammond, 1997). First generation college students often attend college to honor the family or to pursue financial success (Bui, 2002). These students often rated lower academically, and, perceive more barriers to get to college (Gibbons, and, Woodside, 2014). One implication of this evidence is the need to find ways to increase college knowledge and, exposure to prospective first generation college students (Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996). This group is clearly in need of direct attention if they are to survive and, succeed in college (Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996).

The majority of first-generation college students are from low socio-economic backgrounds (Darling-Hammond, 1997). In 2008, 50 percent of high school graduates came from households making less than \$50,000 per year, and, 16 percent came from households making less than \$20,000 a year (Why Access Matters Report, 2015). Academic preparation, lack of available information and, lack of peer counseling are some of the daily roadblocks these

students face as they strive to become the first in their extended family to attend college (McDonough, 2004).

Problem

The state of California is known to have a long tradition of making college dreams a reality for all prepared students, regardless of their financial resources (Campaign for College Opportunity, 2015). California is claiming to keep their promise of the 1960 Master Plan alive, by making sure every eligible student wanting to pursue higher education has the opportunity to do so, however, this is not the case (Campaign for College Opportunity, 2015). California needs to address the growing inequity in college enrollment and, degree completion, across both race and, gender (Campaign for College Opportunity, 2015). In 2008, 39.6 percent of all young adults ages 18-24 enrolled in either a two- or four-year college; 26 percent were Hispanic, and, 32 percent were African American (Why Access Matters Report, 2015).

African American's and, Latino's accounted for 50 percent of all California high school graduates in 2010, but only 26 percent of the freshman class within the UC system was from these groups (Gandara, 2012). In a state that is now "majority minority" in the K12 school system; this fact is not good for both the economy and, social fabric of the state (Finney, Riso, Orosz, & Boland, 2014). The Public Policy Institute of California, projected that California would be one million bachelor associate degrees short of meeting the state's labor force needs by 2025 (Gandara, 2012). This is directly attributable to the state's inability to successfully educate its majority minority population to the level of college completion (Gandara, 2012). Only 20 percent of all African-American student's, and, 16 percent of Hispanic students who entered high school left ready for college (Mudge & Higgins, 2011).

College attendance and, retention have become focal points in higher education due to the staggering rates (Gibbons & Woodside, 2014). First generation college students, a group identified as struggling with both issues account for about one quarter of traditional-aged college attendees (Horn & Nunez, 2000). With the increase in students entering college, and, colleges pushing to increase retention and, graduation rates, understanding the needs of first generation college students is more important than ever (Gibbons & Woodside, 2014). Family background variables such as parent education level, career attainment, and, socioeconomic status of the family directly affect career expectations and, outcomes (Gibbons & Woodside, 2014). The problem with underrepresentation in higher education among vulnerable and, underrepresented groups is; economic impact of under educated population, social capital, and, breaking the cycle of poverty (Gandara, 2012).

Students with the most difficulty in accessing college are often those who are the first-generation to attend college, children from immigrant families, and, those from low socioeconomic status homes (Reid & Moore, 2008). The majority of underserved populations in postsecondary education are from economically depressed urban areas and, remote rural locations (Bragg, Kim, & Rubin, 2005). To best assist such student populations, it is important educators [professors, school counselors, and, administrators] understand, the barriers to accessing a postsecondary education and, put into place interventions that prepare all students for higher education (Reid & Moore, 2008).

According to the 2014-2015 National Center for Education Statistics Fresno County has one of lower rates in the nation for possessing high school diplomas and, college degrees for individuals 25 years of age or older (NCES, 2015). A staggering 73.1 percent of Fresno County compared to 86 percent nation-wide has reached the education level equivalent to a high school

diploma (NCES, 2015). Having insufficient high school graduation rates is directly related to the meager rates for persons with a bachelor degree (Gibbons & Woodside, 2014). At 19.6 percent, Fresno County is 9.2 percent below the national average of 28.8 percent for individuals holding at least a bachelor's degree (NCES, 2015). Education and, an individual's financial prosperity being correlated, explains why Fresno County's household medium is approximately 7,500 dollars under the national average (NCES, 2015). Fresno County is now seen as one of the most poverty stricken areas in the country as it almost doubles the national average of 14.5 percent with a devastating 28.6 percent (NCES, 2015).

Barriers

Educational equity requires that all students have equal access to academic opportunities as well as academic support for present and, future endeavors (Gibbons, and, Woodside, 2014). However, low-income students and, students from under-educated families continue to be systematically overlooked and, underserved in their educational pursuits (Gibbons & Woodside, 2014). Academic performance gaps differ for racial and, ethnic backgrounds in California's higher education institutions, and, virtually all performance areas, including high school graduation, college attendance, and, four-year college graduation rates (Greenstone, Looney, Patashnik, & Yu, 2013). Gains in college preparation, as measured by the California High School Exit Exam (CHSEE) are not evenly distributed across racial and, ethnic groups (Greenstone, Looney, Patashnik, & Yu, 2013). CHSEE is administered to California 10th graders every year and, recent results show the percentages of Asian and, White students passing the exam are significantly higher than students of Hispanic and, African American descent (Greenstone, Looney, Patashnik, & Yu, 2013). While over 90 percent of Asian and, White students pass both the English and, Math sections on their first attempt, about only 69 percent of

Black students pass Math and, 73 percent pass English (Greenstone, Looney, Patashnik, & Yu, 2013).

Unfortunately, first generation students usually come from low income households (Engle & Tinto, 2008). The fact their parents are not college graduates and, earning potential is minimal, low come families struggle to understand, the benefits of graduating from college (Hodges-Payne, 2006). Students from this population are more likely to receive less support with college enrollment from their family (Gardner & Holley, 2011). In result, the students struggle with being motivated to attend college, let alone graduate (Petty, 2014). Families being unsupportive and, problematic lead to lower of self-esteem and, increasing the risk of a student dropping out (Petty, 2014). First generation students deal with countless of challenges in their attempt to conquer higher education, and, are more likely to drop out by their second year (Hsiao, 1992).

The challenge in the Central Valley is its high share of immigrant workers whose children are often first-generation college students (The Campaign for College Opportunity, 2015). It is both one of the fastest-growing regions in the state and, one of its poorest (The Campaign for College Opportunity, 2015). According to Cheri Cruz, Associate Director of CVHEC, Latino students in the Central Valley often arrive underprepared and, without the financial resources and, support that a college-educated parent can provide (Why Access Matters Report, 2015). Disparities in what parents can invest in their children, whether time or money appear to have important consequences for children's success in school (Petty, 2014). While many factors play a role in shaping scholastic achievement, family income is one of the most persistent and, significant (Greenstone, Looney, Patashnik, & Yu, 2013).

The overall national unemployment rate stood at 7.7 percent while that of the African Americans was reported to be around 13.9 percent (Karanja & Austin, 2014). One of the strategies of minimizing the negative effects associated with unemployment is to pursue a college degree that enhances the probability of continued labor force market participation and, better paying careers (Karanja & Austin, 2014). African Americans are disproportionately affected and, experience lower labor market participation and, lesser earning rates (Karanja & Austin, 2014). For instance, from February 2011 to February 2012, the overall average rate of unemployment in the U.S. was 8.6 percent while that for African Americans was 14.9 percent (NCES, 2015). The technological advances and, industrial demand,s of today's society are requiring increasingly higher levels of education for students to enter the workforce prepared to compete for high-paying jobs (Blackhurst, Auger, & Wahl, 2003).

Statement of Purpose

The purpose of this project is to showcase the benefits of college readiness programs for first generation students; specifically CCBC. The attainment of college knowledge involves both acquiring practical information about how to plan for and, enroll in college (Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996). It also involves developing a college-going identity through exposure to the life of postsecondary education (Elkins, Braxton, & James, 2000). Academic success behaviors including study skills, learning habits, and, self-monitoring are critical components to college knowledge (Elkins, Braxton, & James, 2000). Youth need early opportunities to complete college level work, navigate college campuses, and, understand, the structures, opportunities, and, demands of higher education differ from High School (Hooker &

Brand, 2010). College Readiness programs for youth is an innovative, hands on postsecondary education bridge that gives youth the opportunity to explore college attainability, financial aid and, application process (Hooker & Brand, 2010).

College students are unevenly distributed across different types of institutions based on their racial and, ethnic background (Karanja & Austin, 2014). Black and, Hispanic students are more likely to be assigned to remedial classes in college; in 2011, 83.1 percent of Black students and, 75 percent of Hispanic students enrolled at CSU's required remediation, compared with 41% of White students (Finney, Riso, Orosz, & Boland, 2014). Hispanic and, Black students graduate at significantly lower rates than their White peers at both UC's and, CSU's (Finney, Riso, Orosz, & Boland, 2014). In UC's 2001 cohort, 80.5 percent of White students graduated within six years, compared with 73.1 percent of Hispanics and, 70.2 percent of Blacks (Finney, Riso, Orosz, & Boland, 2014). The gaps were substantial also for the 2001 CSU cohort graduating in six years; 52 percent were White, compared to only 43.9 percent of Hispanics and, 35.7 percent of African American's (Finney, Riso, Orosz, & Boland, 2014). With education benefits clearly identified and, employment demands for individuals with specialized training and, skills on the rise, concerns regarding equity of access to postsecondary educational opportunities across all groups become an issue of importance for educators (Mudge & Higgins, 2011).

During the 2003-2006 periods, Whites accounted for 67 percent of the freshmen class while four years later, they accounted for 72.4 percent of graduating seniors (U.S. Department of Education, 2011). During the same period, African Americans accounted for 12.7 percent of the freshmen class but had a low graduating rate at 9.6 percent (U.S. Department of Education, 2011). By year 2050, people of color are projected to be the majority in the United States, it is

imperative to improve the skills and, capabilities of this group through educational attainments to prepare them to make significant contributions to the economy (Karanja & Austin, 2014). A surprising 60 percent of students enrolling into college meet their institutions eligibility criteria but are not ready for college-level course work (Arnold, 2012).

Policy makers have identified a set of persistent challenges that impede social mobility through higher education for the country's rising numbers of students who are from low income households, underrepresented racial and, ethnic groups, and, families without previous experience in higher education (Arnold, 2012). These challenges differ in student's academic preparation for postsecondary study, and, knowledge about negotiating pathways into and, through higher education (Karanja & Austin, 2014). Yet, institutions have made little effort to eliminate the national socioeconomic gaps in higher education or reduce the disproportionately high concentration of underrepresented students within selective institutions (Arnold, 2012).

CCBC

The purpose of the CCBC is for high school students to envision themselves in college, prepare to enroll in college, and, become trained college opportunity ambassadors so they can encourage their peers to attend college (CollegeNext Boot Camp, 2015). The objectives are to increase the number of youth advocates in the Valley, (CollegeNext Boot Camp, 2015), deliver a strong curriculum that gears up first generation college students to make college going decisions, take action in getting enrolled, and, ultimately serve as an Ambassador at their high school (CollegeNext Boot Camp, 2015). This is a one-of-a-kind program for the Central Valley region; bringing an onsite intensive college readiness program, designed to help first-generation college students take steps to get enrolled in the school of their choice (CollegeNext Boot Camp, 2015).

CVHEC staff partnered with *I'm First* on setting up their college profiles and, to sign students up for a user account to research and, connect with colleges, find grade-by-grade, month-by-month checklists to keep them on track during the college process, follow a first-gen student blog (CollegeNext Boot Camp, 2015). The Consortium also operates collegenext.org, a free online community supporting first-generation college students. Guest presenters and, content experts lead all workshops. On June 16th-20th 2014, 73 high school junior students from rural and, inner city communities attended the College Next Boot Camp (CCBC) hosted at Fresno State (CollegeNext Boot Camp, 2015). The four nights and, five days residential program allowed students to be exposed to a college readiness experiences and, get ahead of their peers (CollegeNext Boot Camp, 2015). The student population was first generation, low income high school students who graduated Spring 2015 (CollegeNext Boot Camp, 2015). The students were from 17 different high schools which include the following: Central, Mendota, Kerman, Firebaugh, Clovis, Fowler, Farmersville, Washington Union, Madera, Sanger, Sunnyside, Selma, Parlier, Edison, Laton, Coalinga, and, Hanford.

Camp staff hones in on mentoring, support, and, motivation which *are pivotal for first generation student's academic success* (Petty, 2014). This group of student's needs mentors to motivate and, support them to overcome perceived barriers (Gibbons & Woodside, 2014). Many first generation students have never seen anyone go to college, which negatively affects their belief of going to college themselves (Petty, 2014). CCBC counselors become mentors for students attending the camp, motivating them to follow their dreams while providing academic and, professional support through first year of post- secondary education. The CCBC will help ensuring more students are able to complete their college education so California will have the workforce it needs to maintain a strong and, vibrant economy (CollegeNext Boot Camp, 2015).

Summer 2014 CCBC Goals

- By the end of August, 75 student ambassadors will attend the summer boot camp.
- By the end of the program, 75 student Ambassadors will conduct college going activities on their campuses.
- By the end of the program, 375 students will attend college going functions.
- By the end of the program, 75 students will complete a FAFSA for free aid.
- 50% of CCBC attendees/ prospective college students will enroll in one or more academic support programs on their college campus.

Research Question

Research question is two parts: What are the barriers to college for first generation students; and, Is the CCBC better preparing first generation students for college?

Definition of Terms

For the purpose of this project, the following terms are defined:

1. First generation college students refer to individuals whom parents did not graduate from college (Gibbons & Woodside, 2014). Perspective first generation students represents high school students who will potentially be first generation college students (Petty, 2014)

2. Motivation is defined as the activation or on set of goal oriented behavior, and, can be attributed to intrinsic or extrinsic factors (Petty, 2014).
3. College readiness refers to a student's capacity to successfully enroll at a post-secondary institution (Arnold, 2015).
4. For profit institutions refers to higher education educational institutions operated by private, profit-seeking businesses (Morris, 2015).

Assumptions

1. Camp students were willing to cooperate with researcher in completing the survey during the months of February and, March, 2015.
2. Camp students will answer the survey to the best of their ability.

Limitations

For the purpose of conducting this research, the researcher accepts the following restrictions:

1. Lack of Parent Support: Some parents would not bring their child to pick up location for camp. Some parents did not support their child going to college because the parent themselves did not go.
2. Getting students wanting to apply to the camp. These students do not know too much about college, so a camp about college is foreign to them.
3. Camp not long enough: Did not have enough opportunities to apply the skills learned at the camp. Camp would be better if a day or two longer.

Delimitations

For the purpose of conducting this study, the researcher encumbers the project with the following restrictions:

1. This study was limited to 17 high schools spanning across five counties in Central California, thus making the results not necessarily generalizable to other areas in California, or, in the United States.
2. This survey will be administered only to high school juniors who attend and, complete the CollegeNext Boot Camp.

Significance of Study

This study will be an aid to counselors, students, administrators, and, researchers. With proper implementation, and, support the study can be utilized in the following manner:

1. Counselors: Give counselors added information to increase their effectiveness and, efficiency with students.
2. Students: Assist students to increase their academic and, career potential.
3. Administrator: Provide school site and, school districts long range strategic planning document.
4. Researchers: Encourage further research in the way of bilingual counseling particularly at the secondary level.

Chapter Summary

The author intends to evaluate the 2014 College Career Boot Camp (CCBC) and, its effect on prospective first generation college-goers, and, at risk high school students, to include African-American and, Hispanics. One key aspect of this project is the exploration of key demographic trends, both regionally and, statewide. From studies of the poverty levels to Policy Act's on academic performance, CCBC focus is on educational persistence to a select group of students (CollegeNext Boot Camp, 2015). First generation students are more likely to come from low income families, have weak cognitive skills, and, to hold lower degree aspirations (Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996). First generation students from low socioeconomic status (SES) tend to be African American or Hispanic and, are often oblivious of postsecondary options (Parikh, 2012). These underrepresented students often lack the social capital to understand, the world of postsecondary education (Gurin & Epps, 1975). First generation college students face challenges when applying to, enrolling in, and, retaining in college (Mares & Jordan, 2011). The students are less likely to have role models who have attended institutions of higher education, and, may have less collective college knowledge in their communities (Gurin & Epps, 1975). Being a small portion of the overall population, the educationally disadvantaged were over looked and, moved into low skill occupations or left unemployed (Baker, 2006).

Students from this population are more likely to receive less support with college enrollment from their family resulting students struggling with attending and, graduating from college (Mares & Jordan, 2011). A major challenge in the Central Valley is its high share of immigrant workers whose children are often first-generation college students (The Campaign for College Opportunity, 2015). It is both one of the fastest-growing regions in the state and, one of

its poorest (The Campaign for College Opportunity, 2015). New times have the minority class slowly moving closer to the majority, and, the need to prepare the educationally disadvantaged populations for the academic and, occupational challenges is highly important (Baker, 2006). To prepare urban students for successful transition to postsecondary education, it is essential that districts include college exploration and, planning programs throughout high school (Noeth & Wimberly, 2002). Regions without college career readiness programs will fail to properly prepare their populations of the academically advanced future (Baker, 2006).

A challenge for first generation students and, their families is although they understand, the importance of going to college, they know little about the process to get there (Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996). Youth need more exposure to college level work, navigate college campuses, and, understand, the structures, opportunities, and, demands of higher education (Hooker & Brand, 2010). College Readiness programs for youth is an innovative, hands on postsecondary education bridge that gives youth the opportunity to explore college attainability, financial aid and, application process (Finney, Riso, Orosz, & Boland, 2014). The College Career Boot Camp (CCBC) is to get high school students to envision themselves in college, prepare to enroll in college, and, become trained college opportunity ambassadors to help encourage their peers to attend college (CollegeNext Boot Camp, 2015). In this next chapter, the researcher will further explain the need of programs like CCBC, and, the impact of college readiness programs. Chapter two will break down the barriers of first generation students while looking deeper at the hurdles of African American and, Hispanic populations specifically.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

First generation college-going students often face challenges in applying to, enrolling in, and, retaining in college (Mares & Jordan, 2011). Students from underrepresented groups often lack the social capital to understand, the world of postsecondary education (Gurin & Epps, 1975). First generation students are more likely to come from low income families (Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996). Low-income students often grow up in poverty, attend resource-poor schools, participate in a less demanding high school curriculum, lack “college experienced” role models, and, struggle with issues of cultural and, academic incongruity (Rendon, 2006). Parent socioeconomic class and, parents expectations about education attainment directly affect youths’ educational and, career path (Gibbons & Woodside, 2014). Regions without college career readiness programs will fail to properly prepare their populations of the academically advanced future (Karanja & Austin, 2014). New times have the minority class slowly moving close to the majority and, the need to prepare the educationally disadvantaged populations for the academic and, occupational challenges coming in the next millennium (Baker, 2006). First generation College students are products of a culture that has failed to provide motivation, opportunity, experiences, and, relationships that will enhance their chances of competing successfully with their fellow citizens in all phases of life (Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996). As a result of the disparity and, need of our region, CVHEC is providing CCBC services to the most needy and, underserved communities in order to raise the level of education and, opportunity (CollegeNext Boot Camp, 2015).

Research Questions

1. What are the barriers to college for first generation students?
2. Is the CCBC better preparing first generation students for college?

Methodology

1. Search Engine: The search engines used was online Psych Info, ERIC and, Education Research Complete articles through the Henry Madden Library database. Also, many online journals, such as Campaign for College Opportunity and, Journal of College Student Development founded through the Henry Madden Library.
2. Scope of Literature: With most of the literature that was found selected parts were used. The main focus when looking through the literature was to find the information that help to answer either research questions.
3. Sources: The sources used for the project were journal articles, evaluations, and, interviews.
4. Descriptors/ Keywords/ Subject Heading: Keywords used to search for the literature was; First Generation, College Readiness, Social Capital, and, Barriers.
5. Tine Frame: The time frame of the literature used is 1990-2015.
6. Utility of Search: The number of sources found was # journals and, # books. The number of sources that were read and, saved was # sources. The number of sources used was #.
7. Review of CCBC surveys, and, receive feedback from participants.

Barriers

Lack of College/Career Preparation

First Generation Students

“First-generation college students are disadvantaged when it comes to postsecondary access— disadvantage in areas of educational expectations, academic preparation, support from parents and, schools in planning and, preparing for college, along with family income” (Choy, 2001). Starting in K-12 educational levels, many of these disadvantages remain throughout college for those students in pursuit of a higher education degree (Choy, 2001). First-generation students face the task of applying to colleges without assistance from their parents because most of their parents have no knowledge of the process (Choy, 2001). First-generation students are less likely to take college entrance exams such as the SAT and, ACT, and, take fewer college prep course; calculus, and, advanced placement (Choy, 2001). Those who do take college entrance exams are more likely to score in the lowest quartile (Choy, 2001).

College enrollment and, retention rates vary significantly based on parents’ educational level (Byun, Irvin, & Meece, 2015). This lack of sophisticated understanding of both the purpose and, workings of higher education plays a causal role in first-generation students taking longer to choose a major and, graduate (Chen & Carroll, 2005). Problems with choosing a major arguably reflect first-generation students’ uncertainty regarding their future professions and, the skills needed for obtaining a job after graduating from college (Pelco, Ball, & Lockeman, 2014).

For students whose parents had earned a bachelor’s degree or higher, 82 percent enrolled in college immediately after completing high school in 1999 (Pelco, Ball, & Lockeman, 2014). In comparison, only 54 percent of students whose parents had completed high school but not

college, and, 36 percent of students whose parents had less than a high school diploma, actually matriculated directly to college (Pelco, Ball, & Lockeman, 2014). According to Choy (2001), the disadvantage of a family background without postsecondary history is so impactful that it negative effects college success regardless of support from parents and, educators in planning and, preparing for college (Byun, Irvin, & Meece, 2015).

African Americans

California is home to the nation's fifth largest Black population with approximately 2.16 million Black residents (Morris, 2015). African American students pursuing postsecondary education are largely enrolled in community and, for-profit colleges (Morris, 2015). College readiness is a significant issue for California's Black students as they are more likely to attend high schools that do not offer Advanced Placement or upper-level math classes, compared to White and, Asian students (Parikh, 2012). Only 31 percent of Black high school graduates in California took the sequence of A-G high school coursework required to apply for a four-year public university in California forcing the rest to attend community college where they begin in remedial courses (Karanja & Austin, 2014). For the Black students that do go on to college, only 33 percent who start out in remedial course work graduate or transfer (Karanja & Austin, 2014).

African-American males account for 34 percent of school suspensions (Day-Vines & Day-Hairston, 2005). By the end of high school, this population's academic achievement is equal to eighth-grade White students (Day-Vines & Day-Hairston, 2005). "The Justice Policy Institute has indicated that 52 percent of African American males who departed prematurely from school had prison records by their 30s" (Day-Vines & Day-Hairston, 2005). High-achieving Black

students generally have few opportunities to establish relationships with other high achieving Black students during high school regardless of the racial/ethnic composition of the high school (Perna & Titus, 2005). Likelihood of enrolling in a two-year or four-year college is related to the volume of relationships established with individuals reached college or career success (Perna & Titus, 2005).

In elementary and, secondary education, educators and, counselors are more likely to discourage Black males from attending college compared with their White counterparts (Davis & Jordan, 1994). Another central problem with Black males succeeding in education revolves around their academic achievement—that is, they are reported to have the lowest high school grade point average (GPA) and, score poorly on standardized tests (Hale, 2001). The inability of Black men finishing school has an impact on their literacy and, employment ability (Majors & Billson, 1992). African-American men are disinclined to invest in education because they are less likely to receive the same return on their investment compared to White men. African-American men with bachelor's degree will earn 72 percent of what White men with comparable education earn (Kunjufu, 2001).

African American high school dropouts have a 60 percent chance of being incarcerated before they turn 35 (Lyons & Pettit, 2011). African American families are significantly disadvantaged as research shows on average, an African American family earning 42 percent less when compared to a White family (Strayhom, 2008). The earning disparity has the potential to affect the chances of an African American family member from enrolling and, persisting at college (Karanja & Austin, 2014).

Latino's

Latino Americans are among the poorest of all minority groups in the United States as over 25 percent of all Americans with Hispanic backgrounds live below the poverty line (Fields, 1988). Approximately 10 to 15 percent of all Hispanic students come to school suffering from some degree of malnutrition making it difficult for students to concentrate on their studies, and, let alone, think about preparing for a college education (Kavanaugh & Retish, 1991). Due to the parents of these Hispanic students having very low educational levels, and, with little school success themselves, it is difficult for them to advocate for their children's educational needs (Kavanaugh & Retish, 1991). In 2006, 32.4 percent of Latino students reported that their parents had less than a high school diploma compared with 4.0 percent of the White population (NCES, 2008).

Hispanic students difficulties with English put them at an immediate disadvantage, and, many students who desperately need some degree of bilingual education are never referred to the programs or those programs do not exist in their district (Santiago & Feinberg, 1981). Life circumstances force many Latino students to start school at one whole grade level behind their Anglo-American peers (Kavanaugh & Retish, Paul, 1991). These students simply fall further and, further behind because the support structure intended to help them catch up either is not there or is weak and, inconsistent (Kavanaugh & Retish, 1991). A lack of bilingual education or “English as a Second Language” classes discriminates against those who are not members of the dominant culture (Whitworth, 1988). Eventually, high percentages of Latino students will be referred to special education classes or programs for the learning disabled (Whitworth, 1988). Hispanic students are being placed on the vocational education "track" where they take a lot of shop classes (Kavanaugh & Retish, 1991). When these students are not enrolled in academic

programs, they do not have an opportunity to prepare for entrance into an institution of higher education (Kavanaugh & Retish, 1991).

Latino students are under a great deal of pressure when it comes to bearing the expense of a college education by receiving less parental aid than Anglo-American students, and, causing greater debt than Anglo-American students (Munoz, 1986). Latino students are more likely to attend segregated, underfinanced, overcrowded and, poor quality primary and, secondary schools that do not meet their educational need than White students (Kavanaugh & Retish, 1991). Low GPA's may more accurately reflect the inequality of educational opportunity which exists in American society than the aptitudes of the minority group members (Kavanaugh & Retish, 1991).

Attending and, Completing College

First Generation Students

Within six years of enrollment, only 25 percent of the first-generation students had obtained a degree compared to 55 percent of their non-first-generation peers (Arnold, 2012). First-generation college students are four times more likely to leave college after their first year (Engle & Tinto, 2008). Even when first-generation college students persist beyond 3 years, they are less likely to earn bachelor's degrees than their second-generation peers and, less likely to enroll in graduate degree programs (Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996). Once first-generation college students leave a four-year institution, they are also less likely to return (Choy, 2001).

First-generation college students enrolled in less rigorous high school classes had lower SAT scores and, lower high school GPAs, lack effective study skills, and, demonstrate lower academic self-efficacy than their non-first-generation peers (Warburton, Bugarin, & Nunez, 2001). Compared with students whose parents completed at least a bachelor's degree, first-generation college students enrolled in and, earned fewer credits, lived off campus and, had fewer non-academic peer interactions, and, earned lower grades (Pascarella, Pierson, Wolniak, & Terenzini, 2004). First-generation college students benefited more from extracurricular activities and, engagement with peers, but were less likely to participate in these beneficial activities than were those students who were not first-generation (Pascarella, Pierson, Wolniak, & Terenzini, 2004).

African Americans

African American students are less likely to graduate from high school than students of other racial/ethnic groups and, to have completed the college preparatory curriculum needed for admission to the University of California and, California State University systems (Morris, 2015). At least two thirds of Black applicants were denied admission to six of the University of California's nine undergraduate campuses (Karanja & Austin, 2014) African American students are less likely than other racial/ethnic groups in California to graduate from college (Morris, 2015). In 2010, only 18 percent African Americans had an undergraduate degree and, four percent possess an advanced degree compared to 42 percent of their White counterparts (Bureau of Labor Statistics, 2010). One-third of Black adults aged 25-64 attended college but earned no degree (Morris, 2015). Black undergraduates are underrepresented at four-year public and,

private, nonprofit universities (Morris, 2015). Only 37 percent of Black students who started at the California State University system as freshmen will earn a degree within six years (Why Access Matters Report, 2015). Black students on White campuses had lower academic achievement levels, were less likely to enroll in an advanced degree program, and, had lower post-graduation rates and, earnings (Morris, 2015).

Jobs that require a bachelor's, a master's, or a doctorate degree are projected to grow at 19.9 percent, however, the economic fortunes of African Americans as a whole is not predicted to experience significant positive changes unless the African Americans are equipped with the appropriate level of education, requisite skills, and, expertise to take advantage of the opportunities accruing from this growth (Strayhom, 2008). Black men account for less than five percent of the total enrollment of four year higher education institutions in the United States (Horn, Berger, & Carroll, 2004). Improving the economic status of the African Americans, is improving access to postsecondary education by way of graduation rates. As more and, more African Americans seek to improve their economic status as government and, others invest in education, continue to make efforts toward increasing the college participation rates for African Americans (Karanja & Austin, 2014).

Latino's

A high rate of dropouts among Latino students from high school is the most important factor accounting for the underrepresentation of Hispanics in college (Chacon, Cohen, & Strover, 1986). Given the manner in which schools operate against the Latino students, it is no wonder the national high school dropout rate for Latino youth is about forty percent, and, at least ten

percent of Hispanic students do not even enroll in high school (Fields, 1988). Considering community colleges are generally less expensive to attend, it would seem reasonable that many Latino students who come from lower socioeconomic levels might want to start their collegiate careers here to save money before transferring to a four-year institution (Kavanaugh & Retish, 1991). Nevertheless, according to Fields (1988), only 19.3 percent of the students enrolling in community college transfer to four-year institutions. Over 50 percent of the Hispanic students in college fail to earn a bachelor's degree (Santiago & Feinberg, 1981). These figures point out for every 100 Hispanic students who graduate from high school, only five finish a bachelor's degree from a four year institution of higher education (Santiago & Feinberg, 1981). These indicators are a sign of the dismal situation that Hispanics face as they pursue a higher education (Kavanaugh & Retish, 1991).

Latino students enrolling into California public higher education institutions after high school was 41.5 percent in 1990 and, by 2008 grew to 45.7 percent, but fell to 38.5 percent in 2009 (Gandara, 2012). Hispanic students are clustered at community colleges and, for-profit institutions; 36 percent of community college students were Hispanic in 2011, and, 66 percent of all for-profit enrollment was also Hispanic in the same year (Gandara, 2012). Latinos increased their representation in the applicant pool at UC Berkeley from approximately 13 percent in 1995 to 19 percent in 2010, they experienced a much more precipitous decline in rates of admission than either white or Asian applicants –nearly 75 percent decline in the rate of admissions compared to just over 40 percent decline for whites and, 37 percent for Asians (Gandara, 2012).

Many Hispanic students need to learn English in a meaningful context, yet, Hispanics are placed in courses designed to teach them English in a context divorced from academic substance, and, are discouraged from taking academic work until they become proficient in English (Fields,

1988). Now they become frustrated due to never getting closer to their goal of gaining meaningful academic and, career-oriented education; resulting in dropping out (Fields, 1988).

College Readiness Programs

What is a College Readiness Program?

College preparation programs, also known as bridge programs, are an increasingly common approach to raising the college enrollment rates of first generation students along with other groups of students who are underrepresented in higher education; African Americans, Hispanics (Perna & Titus, 2005). These programs are designed to promote educational attainment among disadvantaged groups of students by developing the skills, knowledge, confidence, aspirations, and, preparation that are needed to enroll in and, graduate from college (Perna & Titus, 2005). College readiness pertains to the level of preparation a student needs in order to enroll and, succeed, without remediation, in a credit-bearing general education courses (Conley, 2008). College readiness programs are interested in students, particularly those historically underrepresented in higher education institutions, becoming prepared for academic and, career success (Conley, 2008).

As more students take remediation, fail to be retained, and, enter college underprepared for credit-bearing courses, college readiness is increasingly important (Attewell, Lavin, Domina, & Levey, 2006). Addressing issues related to academic and, career development is critical to enhance academic achievement and, to ensure vocational success (O'brien, Bikos, Epstein, Flores, Dukstein, & Kamatuka, 2000). Institutions need to expand, career exploration to help students of color succeed in the workforce (O'brien, Bikos, Epstein, Flores, Dukstein, Kamatuka,

& 2000). College, and, career interventions are effective mechanisms of change for students from at risk environments (Conley, 2008). Within the first ten years of the 21st century, almost 50 percent of all occupations in the US will require higher levels of knowledge and, skills, and, if not for college readiness programs, the nation would not be prepared (Darling-Hammond, 1997). College readiness programs intervenes in the lives of underachieving low income high school students by uplifting and, developing their academic and, sociocultural strengths to the maximum while minimizing their academic and, sociocultural weakness (McElroy & Armesto, 1998).

Mentoring

Students from low socioeconomic are particularly vulnerable to school problems because of challenges associated with urban poverty (Mosley-Howard, Roychoudhury, & Broussard, 2006). As many as 18 percent of students are held back each year and, 30 percent to 50 percent are retained in a grade at least once before high school, affecting their motivation and, increasing their likelihood of dropping out (Mosley-Howard, Roychoudhury, & Broussard, 2006). College readiness programs aim to provide youth with a foundation for building resilience through caring, and, provide supportive relationships with a mentor (Mosley-Howard, Roychoudhury, & Broussard, 2006). A mentor refers to the pairing of an adult with a student identified as needing assistance, as a non-stigmatizing, positive intervention that can help youths develop protective factors (Mosley-Howard, Roychoudhury, & Broussard, 2006). Mentors serve as critical support for children at risk as a result of poverty, trauma, or other negative life events (Dappen & Isernhagen, 2006). At risk students will be more likely to trust teachers, have a more positive attitude toward school, maintain better attendance, perform higher academically, possess higher self-confidence, and, experience improved relationships with adults and, peers (Dappen & Isernhagen, 2006). Mentoring has been found to be equally effective in rural and, non-rural as

well as urban and, nonurban settings and, with boys as well as girls (Dappen & Isernhagen, 2006).

College Readiness Program Outcomes

College readiness programs are assisting in the reduction of alcohol and, drug use, teen parentage, gang membership, and, peer violence (Dappen & Isernhagen, 2006). College readiness programs have reported to improve interpersonal skills, self-confidence, attitudes toward school, and, academic achievement (Wyatt, 2006). Institutions that adopt some of the college readiness programs have also been shown to have higher retention, and, graduation rates for African Americans (Karanja & Austin, 2014). When finishing college, earning levels been associated with the educational attainments in which the wages of bachelor's degree holders are, on average, 36 percent higher than those of with just an high school diploma (Perna, 2003).

With a reduced demand, for relatively low-skilled workers, postsecondary education and, training is of enormous and, direct benefit to individuals seeking employment (Byun, Irvin, & Meece, 2015). The long-term benefits enjoyed by college graduates include improved working conditions, fringe benefits (i.e., insurance, company car, and, child care), increased savings, higher levels of personal/professional mobility, and, improved quality of life for their children (Institute for Higher Education Policy, 1998). College graduates reap more than financial prosperity but positively impacts economic growth as a whole by increasing human capital, productivity, and, output (Wobmann & Schutz, 2006). Public benefits from college attendance include increased tax revenues, increased consumption, and, decreased dependence on the government for financial support as well as social cohesion, lower inequality, democratization,

civic participation, and, political stability (Wobmann & Schutz, 2006). Societal benefits by individuals with postsecondary educational attainment include knowledge networking, productivity enhancement, reduced crime rates, increased charitable giving, and, a reduction in the spread of contagious diseases within the whole population (Wobmann & Schutz, 2006). Often viewed as an economic investment, education provides considerable financial value to individuals, to the economies where educated individuals reside, and, to the society in general (Institute for Higher Education Policy, 1998).

Chapter Summary

College readiness instills the skills, traits, habits, and, knowledge that students need to enter college with the capacity to succeed once they are enrolled. College readiness programs are modeled to maximize the potential to expose students from traditionally underrepresented groups to every aspect of a college environment and, culture (Hooker & Brand, 2010). First-generation college students are at a disadvantage to postsecondary access (Choy, 2001). They are less likely to take college entrance exams such as the SAT and, ACT, while taking fewer courses intended to prepare them for college course work; (Choy, 2001). The 1960 California Master Plan has failed to provide an equal opportunity to students when obtaining college access. It is evident that there is a disparity among opportunity for higher education in the state of California when it comes to first generation students, especially African American and, Latino populations (Arnold, 2012). African American students are less likely to graduate from high school than students of other racial/ethnic groups and, to have completed the college preparatory curriculum needed for admission to the University of California and, California State University

systems (Morris, 2015). In result, African American's dropout of high school and, are highly likely to become incarcerated within several years (Lyons & Pettit, 2011).

Latino Americans are among the poorest of all minority groups in the United States as over 25 percent of all Americans with Hispanic backgrounds live below the poverty line (Fields, 1988). Hispanic student's difficulties with English put them at an immediate disadvantage, and, many students who desperately need some degree of bilingual education (Santiago & Feinberg, 1981). A high rate of dropouts among Latino students from high school is the most important factor accounting for the underrepresentation of Hispanics in college (Chacon, Cohen, & Strover, 1986). Due to the parents of these African American and, Latino students having very low educational levels, and, with little school success themselves, it is difficult for them to advocate for their children's educational needs (Kavanaugh, & Retish, 1991). This disproportionate decline reflects the inequalities in the California educational system that fails to prepare African American, and, Latino students for highly competitive selection processes irrespective of their intellectual ability or likelihood of succeeding in their studies (Gandara, 2012). The consequences of continuing down the same path will likely result in the solidification of educational inequality and, economic dislocations for the state (Gandara, 2012).

These students simply fall further and, further behind because the support structure intended to help them catch up either is not there or is weak and, inconsistent (Kavanaugh, & Retish, 1991). Within six years of enrollment, only 25 percent of the first-generation students had obtained a degree compared to 55 percent of their non-first-generation peers (Arnold, 2012). First-generation college students are four times more likely to leave college after their first year (Engle & Tinto, 2008). Addressing issues related to academic and, career development is critical to enhance academic achievement and, to ensure vocational success (O'brien, Bikos, Epstein,

Flores, Dukstein, & Kamatuka, 2000). College readiness programs, also known as bridge programs, are an increasingly common approach to raising the college enrollment rates of first generation students along with other groups of students who are underrepresented in higher education such as; African Americans and, Hispanics (Perna & Titus, 2005). These programs are designed to promote educational attainment among disadvantaged groups of students by developing the skills, knowledge, confidence, aspirations, and, preparation that are needed to enroll in and, graduate from college (Perna & Titus, 2005). College readiness programs have also reported to improve interpersonal skills, self-confidence, attitudes toward school, and, academic achievement (Wyatt, 2006). College readiness programs aiming to provide youth with a foundation for building resilience through caring and, supportive relationships need at least one adult as a mentor (Mosley-Howard, Roychoudhury, & Broussard, 2006). A mentor refers to the pairing of an adult with a student identified as needing assistance, as a non-stigmatizing, positive intervention that can help youths develop protective factors (Mosley-Howard, Roychoudhury, & Broussard, 2006). Benefits from college readiness programs like CCBC will help increase college attendance and, retention leading to a better lifestyle for the student and, their family (Wobmann & Schutz, 2006).

CHAPTER THREE

METHODOLOGY

Introduction

In this project, a variety of research methodologies is used in carrying out its work, with a core focus on survey research, and, extensive investments in demographic research and, various forms of data analysis to report on the links between income and, education. The purpose of this project is to explore and, showcase the benefits of college readiness programs for first generation students and, evaluate and, disclose the benefits of the CCBC specifically. Many students aspire to attend a four year college, but in reality have little understanding of the academic and, social preparation needed to enter and, succeed (Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996). Due to poverty and, the lack of opportunity, the educationally disadvantaged have been shown to have low academic achievement and, tend to drop out of school at a high rate (Terenzini, Rendon, Upcraft, Millar, Allison, Gregg, & Jalomo 1994). First generation students deal with countless of challenges in their attempt to conquer higher education, and, are more likely to drop out by their second year (Hsiao, 1992). The CCBC is a one-of-a-kind program for the Central Valley region; bringing an onsite intensive college readiness program, designed to help first-generation college students take steps to get enrolled in the school of their choice. Students attending the CCBC are matched with Residential Advisors who will act as their mentor throughout camp, and, in many cases, throughout their high school graduations. Surveys are issued out several months after the camp to evaluate the progress students have been making towards attending college, and, educating others on how to attend college as well. CCBC

participants' survey results and, other analysts are at the center and, play a key role in using data to answer important questions about society.

Population and, Sample

The population of CCBC consisted of 75 high school juniors throughout the Central Valley. These students were all prospective first generation college students.

Instrumentation

CCBC used a written survey to measure impact and, expansion of knowledge as a result of camp. The survey was geared to comprehend if CCBC influenced students to continue on to post-secondary education. The survey is also to attempting to see CCBC can still impact the peers of the students attending the camp. The survey consisted of the following questions;

1. Did you complete the CollegeNext Boot Camp?
2. Did the CollegeNext Boot Camp help prepare you for life after High School? Please explain.
3. Do you participate in any school activities? If so, which ones?
4. Have you assisted any peers complete a FASFA? If so, how many?
5. Have you facilitated any school/community wide presentations on how to assist others getting to college? If so, what did you do and, how many times?

6. Have you applied to any Colleges? If so, which ones? Where are you planning to attend?
Have you been accepted?
7. Have you applied to a College academic support program? If so, which ones? (Ex. EOP, TRIO, CAMP)

Data Collection

When CCBC students have completed one school semester after the camp, they will take a survey electronically or written.

Data Analysis

College Career Boot Camp has several overarching goals: The goal was for high school students to envision themselves in college, prepare to enroll in college, and, become trained college opportunity ambassadors so they can encourage their peers to go to college. Reflecting on our grant proposal, we plan on hosting a College Career Boot Camp (CCBC) on June 16th-20th 2014, in which we will serve approximately 70 high school junior students from rural and, inner city communities. The prospective student population will be first generation, low income high school students during their junior year. Activities included motivational guest speakers, team building, and, educational planning. Program staff stated the following program objectives prior to CCBC:

- ✓ 100 % of our student ambassadors surveyed is on track to enroll in college with minimum remedial coursework required.

- ✓ 100% of the students surveyed participating in college going activities are in a college going program of study.
- ✓ 46% of students surveyed in the high school program are enrolled in and, receiving academic support services at the college they are attending to increase their retention and, graduation rates.
- ✓ 100% surveyed of the HS students are better served and, linked with appropriate supportive service; and, tracked through college.

The following outcomes occurred:

On June 16th-20th 2014, 73 high school junior students from rural and, inner city communities attended our Summer College Career Boot Camp (CCBC) hosted at Fresno State. The 4 nights and, 5 days residential program allowed students to be exposed to a college readiness experiences and, get ahead of their peers. The student population was first generation, low income high school students who are now seniors. The students were from 16 different high schools which are the following: Central, Mendota, Kerman, Firebaugh, Clovis, Fowler, Farmersville, Washington Union, Madera, Sanger, Sunnyside, Selma, Parlier, Edison, Laton, Coalinga, and, Hanford. The following outcome data was retrieved from our student participants through a survey collected during their senior year by our counseling interns. The results are based out of the 52 complete responses and, below are a summary:

- Student participants (of those surveyed) reported a 90% participation in extracurricular involvement in their high schools.

- There were a total of 28 advocacy presentations at school sites reported by the student's participants (Ambassadors)
- There was an estimate of 64 outside peers reported to be assisted with Financial Aid by the CCBC Ambassadors.
- 23 applied to community college (44%) of those surveyed
- 45 applied to one or more CSUs (87%) of those surveyed
- 17 applied to UCs (33%) of those surveyed
- 2 applied to Out-of-State universities (4%) of those surveyed
- 9 applied to Private Colleges (17%) of those surveyed
- 52 students applied to a higher educational institution= (100%) of those surveyed
- 39 were accepted to one or more higher education institutes =(75%) of those surveyed
- 24 applied to a college support program (EOP, Trio, CAMP)=(46%) of those surveyed
- 100% of the student ambassadors reported they were positively impacted by the College Career Boot Camp of those surveyed

Below are some of the most thoughtful comments collected in the program evaluation survey which highlight the areas where students were positively impacted by the camp. These quotes were taken out of the feedback written in their surveys:

- “It helped me with my financial aid process and, also with my ACT & SAT testing”.

- “I feel like I learned enough about college life and, admissions. I also learned about some study habits to have and, about some scholarship websites”.
- “Through my whole senior year I felt more confident, more of a leader. Also, excited for Fresno State, because I know the campus very well”.
- “Got a lot of motivation, inspiration that made me want to try harder”.
- “I think it did, no one in my family has went to college so I received a lot of input on the process and, studying techniques”.
- “The camp helped me gain knowledge about FAFSA, ways of paying for college, and, scholarships”.
- “I came into CCBC knowing absolutely nothing about college information and, this camp answered all my questions”.
- “I got to spend time with residential advisors and, heard many lectures from successful college graduates”.
- “Yes, because I didn't want to go to college I thought I didn't have the mentality to go to college I was scared but anything is possible, you just need to put your mind to it and, focus”.
- “CCBC made me realize there are a lot of different paths I can take in order to accomplish my goals”.

CCBC participants have been reached through social media. The following accounts are available for students to seek additional help: Facebook (Central Valley Higher Education Consortium), Twitter (@collegenext), Instagram (@CVHEC), Official website collegenext.org, staff emails, and, office phone. As a result of this project, four interns visited and, worked

closely with counselors in providing the opportunity for students to give their feedback to the program and, also share their accomplishments.

CCBC Goal Results

- 100% of our student ambassadors will be on track to enroll in college with minimum remedial coursework required.
- 90% of the student ambassadors participating in college going activities will be on a college going program of study.
- 75% of students in the high school program will be receiving academic supportive services at the college they are attending to increase their retention and, graduation rates.
- 80% of the 375 students who enroll in college will have a much greater opportunity in graduating than other college students by actively participating in a college student support program.
- 100% of the high school students reached will be better served and, linked with appropriate supportive services; and, tracked through college.
- 100% of the school districts and, universities will participate in the action plan.
- Establish an on-going integrated, coordinated community-wide approach to increasing the Central Valley college-going rate and, improving career and, college readiness programs in the Central Valley, better use of resources by coordinating and, integrating programs, and, impacting more students.

Unanticipated Challenges:

One of the unanticipated challenges was that not all students brought their transcript. This challenge was a disadvantage as it limited the assistance we were able to provide them. As a result, our educational advisors could not complete an Education Plan on 100% of students. These unanticipated challenges will be avoided next time as transcripts will be a mandatory component for full acceptance to the program. We will modify the application packet to include transcripts as an item for the checklist and, admissions. There will be constant supervision and, follow up with incomplete application for equal opportunity for the applicants.

Even though the staff was well equipped with skills, as they are college undergraduate and, graduate students, some lacked confidence in their leadership roles. More staff development would have been helpful. However, this would have required additional resources to pay staff for their time, which was not budgeted. The budget will be revised for additional staff development and, facilitate the understanding and, skills for our future staff. Additionally, there were many tasks and, the need for extra positions also became a challenge. Residential Advisors were multitasking and, the need for extra administrative assistance would have been beneficial. For the upcoming camp, the budget will be readjusted and, we will plan accordingly.

Based on the comments from the students, the unanticipated challenge was that they not only wanted to understand, what a personal statement is, but that they actually needed more time writing one. Additionally students reported they would have liked more depth on topics such as Financial Aid. As we became aware of these challenges, the agenda will be modifying to emphasize more the needs to the students.

Unable to accomplish specific outcomes:

One of the areas CCBC was not able to fully accomplish was the follow-up Ambassador component. The program staff was not able to conduct 100 percent follow-up with some students after the camp, due to limited budget that was needed for transportation. On the other hand, we were able to physically follow up 43 percent of participants in person which included a checkup, debriefed of struggles and, college applications by visiting their schools. The Program Coordinator visited seven out of 16 schools where students were gathering to discuss how to facilitate formal and, informal implementation of presentations and, guidance to other peers at their school as a CNBC ambassador.

Collection of the Materials and, Conditions for Inclusion

To fulfill the purpose of this project, there will be a need to initiate the communication and, survey completion process to CCBC students: via email, phone call, and, outreach to campus site. Used school counselors along with CCBC coordinator and, interns to comprehend student surveys.

Chapter Summary

In this chapter the researcher explained the methodology used by CCBC staff. The chapter explains the goals of CCBC and, the outcomes of both students and, CCBC administrators. CCBC is geared to support high school juniors who are prospective first generation college students. After completing the CCBC, students will be issued a survey to

help researchers comprehend influence of the camp. CCBC provides multiple opportunities for high school students to explore colleges, admission requirements, college life, careers, and, financial assistance. Finally, the data collection and, analysis in this project will be focused on an evaluation of the 2014 CCBC, how the students responded, what occurred post event, and, the overall impact of the program on student participants. Included in the author's evaluation

a) How CCBC promotes students

- Press Release
- Presentations at school sites
- Districts and, Counselors outreach recruitment support

b) Issues experienced during CCBC

- Difficulty reaching parents to get them involved
- Missing of transcripts from some students
- Limited funds for follow-up post event
- Time frame limitation (program duration)

c) Experience CCBC offers students

- Exposure to living in dorm environment and, experience college life
- First-hand, experience to what it feels to be a college student by attending lecture halls, residential dining halls, library, and, other campus settings
- Opportunity to interact with college/university representatives

- Step ahead with college admission elements, scholarship preparation, and, financial aid
- Engage in collegegreenlight.com online program for additional university resources
- Received academic advising and, counseling towards planning their future. Created an action plan
- Gained leadership, advocacy, and, team building skills

d) Changes to make for future CCBC

- More staff such as academic advisors.
- More professional development.
- Increase time on financial aid and, personal statement workshops.
- Increase budget for staff development and, outreach post-event to include mentoring and, monitoring presentations.
- Require every student to include a transcript with their application as an admission requirement.

CHAPTER FOUR

PRESENTATION OF PROJECT

Introduction

Institutions, secondary and, post-secondary, are not emplacing programs and, initiatives geared to help these at-risk students are alarming. The at-risk-population is steadily increasing and, eventually our economy will begin to hurt for it. College Career Boot Camp is an initiative generated by the Central Valley Higher Education Consortium with a vision of reaching out to first generation, underserved high school students (CollegeNext Boot Camp, 2015). The program puts college within the reach of any student no matter how unattainable it may seem, by giving them a taste of college life (CollegeNext Boot Camp, 2015). CCBC provide youth with a mentor to create a foundation to help build resilience through caring, and, supportive relationships (Mosley-Howard, Roychoudhury, & Broussard, 2006). The PowerPoint presentation consist of 19 slides will go over the purpose of the CCBC and the outcomes from summer 2014 CCBC.

Chapter Summary

Benefits from college readiness programs like CCBC will help increase college attendance and, retention leading to a better lifestyle for the student and, their family (Wobmann & Schutz, 2006). California needs to address the growing inequity in college enrollment and, degree completion, across both race and, gender (Campaign for College Opportunity, 2015). CCBC prepares urban students to successfully transition into postsecondary education, and it is essential that districts include college readiness programs like CCBC (Noeth & Wimberly,

2002). CCBC provides youth with a foundation for building resilience through caring and, supportive relationships need at least one adult as a mentor (Mosley-Howard, Roychoudhury, & Broussard, 2006). On June 16th-20th 2014, 73 high school Junior's from rural and inner city communities attended the College Next Boot Camp (CCBC) hosted at Fresno State.

CCBC used a written survey to impact geared to measure CCBC influenced students to continue on to post-secondary education. The survey showed 100 percent of students are on track to enroll in college with minimum remedial coursework required. All students believe CCBC made an impact on their decision making after they graduate high school. The CCBC will help ensuring more students are able to complete their college education so California will have the workforce necessary to maintain a thriving economy (CollegeNext Boot Camp, 2015). Concluding, more students are applying to college, and, CCBC is proving to have an effective model for college readiness programs.

CHAPTER FIVE

SUMMARY, CONCLUSION, and, RECOMMENDATION

Introduction

Research has shown first generation college-going students often face particular challenges in applying and, retaining in college (Mares & Jordan, 2011). Students from underrepresented groups often lack understanding of the importance that postsecondary education serves (Gurin & Epps, 1975). These students are less likely to have role models who attended institutions of higher education aiding to the ignorance of the opportunities which come from attending college (Gurin & Epps, 1975). Another challenge for many young people and, their families, though they understand, the importance of going to college, they know nothing about how to get there (Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996). The fact their parents are not college graduates and, earning potential is minimal, low come families struggle to understand, the benefits of graduating from college (Hodges-Payne, 2006). In result, the students struggle with being motivated to attend college, let alone graduate (Petty, 2014).

Due to poverty, and, racial/ethnic distinctions, the educationally disadvantaged have been shown to have low academic achievement and, tend to drop out of school at a high rate (Terenzini, Rendon, Upcraft, Millar, Allison, Gregg, & Jalomo, 1994). California needs to address the growing inequity in college enrollment and, degree completion (Campaign for College Opportunity, 2015). According to the 2014 U.S. Census Bureau, Fresno County has one of lower rates in the nation for possessing high school diplomas and, college degrees for individuals 25 years of age or older.

On June 16th-20th 2014, 73 high school junior students from rural and, inner city communities attended the College Next Boot Camp (CCBC) hosted at Fresno State (CollegeNext Boot Camp, 2015). The four nights and, five days residential program allowed students to be exposed to a college readiness experiences and, get ahead of their peers. The student population was first generation, low income high school students who graduated spring 2015. The CCBC will help ensuring more students are able to complete their college education so California will have the workforce it needs to maintain a strong and, vibrant economy (Campaign for College Opportunity, 2015).

Research Question

Research question is two parts: What are the barriers to college for first generation students; and, Is the CCBC better preparing first generation students for college?

Summary

The author evaluated the 2014 College Career Boot Camp (CCBC) and, its effect on prospective first generation college-goers, and, at risk high school students (CollegeNext Boot Camp, 2015). First generation students are more likely to come from low income families, possess weak cognitive skills, and, to hold lower degree aspirations (Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996). First generation students from low socioeconomic status (SES) tend to be African American or Hispanic and, are often left clueless of postsecondary opportunities (Parikh, 2012). These students face cultural challenges when applying to, enrolling in, and,

retaining in college (Mares & Jordan, 2011). New times have the minority class slowly moving closer to the majority, and, it is pivotal to prepare the educationally disadvantaged populations for the academic and, occupational challenges they will face (Baker, 2006). To better prepare this group of students for collegiate and, career success, it is essential that districts include programs to educate students how to successfully transition (Noeth & Wimberly, 2002).

College readiness programs are modeled to maximize exposure to students from traditionally underrepresented groups on every aspect of a college environment and, culture (Hooker & Brand, 2010). It is evident that there is a disparity among opportunity for higher education in the state of California when it comes to first generation students, especially for African American and, Latino populations (Hooker & Band, 2010). Due to the parents of these African American and, Latino students having very little school success themselves, it is difficult for them to advocate for their children's educational needs (Kavanaugh & Retish, 1991). This unfortunate phenomenon reflects the inequalities in the California educational system that fails to prepare African American, and, Latino students for highly competitive education and, career choices (Gandara, 2012). The consequences of continuing down the same path will result in the solidification of educational inequality and, economic dislocations for the state (Gandara, 2012).

Addressing issues related to academic and, career development is critical to enhance academic achievement and, to ensure vocational success (O'brien, Bikos, Epstein, Flores, Dukstein, & Kamatuka, 2000). College readiness programs are an increasingly common approach to raise college enrollment for first generation students along with other underrepresented populations in higher education (Perna & Titus, 2005). In reason of these issues, CVHEC establish an on-going integrated, coordinated community-wide approach to

increasing the Central Valley college-going rate and, improving career and, college readiness (CollegeNext Boot Camp, 2015).

The College Career Boot Camp (CCBC) is a one-of-a-kind program for the Central Valley region; bringing an onsite intensive college readiness program, designed to help first-generation college students take steps to get enrolled in the school of their choice. CCBC is designed to promote educational attainment among disadvantaged groups of students by developing the skills, knowledge, confidence, aspirations, and, preparation necessary to enroll in and, graduate from college (Perna & Titus, 2005). Achieving this goal will result in more robust career and, college ready individuals within the Central Valley and, can slowly upgrade the economy throughout Central California (CollegeNext Boot Camp, 2015). CVHEC hosted the College Career Boot Camp (CCBC) June 16th-20th 2014, in which 73 high school juniors from rural and, inner city communities were served (CollegeNext Boot Camp, 2015). Out of this CCBC cohort, 100 percent of these students graduated from high school and, recorded applying to at least one postsecondary institution.

Conclusion

This project illuminated light on the cycle of social injustice that has plagued education for many years. A fluctuation of students arriving to school already behind peers solely based on their background; social economic status and, race/ethnicity. Not enough educational institutions are recognizing this issue and, the underrepresented population continues to receive no assistance and, the gap between other students widen. The fact all institutions, secondary and, post-secondary, are not emplacing programs and, initiatives geared to help these at-risk students is

alarming. The at-risk-population is steadily increasing and, eventually our economy will begin to hurt for it.

The art of mentoring, and, intervention was an effective strategy used to inspire change in individuals who are considered at risk, first generation students of color. Many of these students have never received positive support, leaving them clueless of their potential. Strategies used at CCBC help reveal capabilities the students never recognized. Having a staff of individuals who are first generation minority students themselves, made it easier for the students to connect with their Residential Advisors. The opportunity to be able to identify themselves with someone who has successfully made it through the struggle of being a first generation minority instills unsurmountable belief and, desire into the students, that they too, can accomplish the same. The power of having a mentor or role model is unreplacable, and, is needed by all. CCBC brought that to individuals who could never fathom building relationships with ground breaking professionals, to now being able to envision themselves becoming that ground breaking professional. CCBC is rejuvenating life and, hope into individuals, according to statistics, who have very little chance of reaching academic and, career success.

CCBC students were able to identify with an individual coming from a similar background and, circumstance to gain insight. Staff gained leadership through supervising, mentoring, and, leading activities. Several staff members gained professional experience to help expand their professional knowledge and, resume. The importance of mentoring is documented by aforementioned research and, review of literature, but never more evident than in the response indicated on the surveys completed by CCBC students. The survey's issued to CCBC students post camp turned out to be a great source to identify the impact of CCBC. Students were able to explain their likes and, dislikes to help CCBC staff maintain facilitating desirable camps for at

risk high school students. This is important because the CCBC cannot help at risk students unless they are intrigued enough to apply and, enroll into the program. In result, more students are applying to college, and, CCBC is proving to have an effective model for college readiness programs.

Recommendation

The survey could have included open ended questions on how CCBC has affected the student's lives to identify specific areas of impact. The survey does not allow follow up questions, which I feel is necessary to fully evaluate the influence of CCBC. Having the opportunity to interview CCBC students would allow them to freely speak on the camps impact and, how the CCBC was able to reach them.

Chapter Summary

The author evaluated the 2014 College Career Boot Camp (CCBC) and, its effect on prospective first generation college-goers, and, at risk high school students (CollegeNext Boot Camp, 2015). First generation students from low socioeconomic status (SES) tend to be African American or Hispanic and, are often left clueless of postsecondary opportunities (Parikh, 2012). It is evident that there is a disparity among opportunity for higher education in the state of California when it comes to first generation students, especially for African American and, Latino populations (Hooker & Band, 2010). Students from underrepresented groups often lack understanding of the importance that comes with attending college (Gurin & Epps, 1975). These students are less likely to have role models who attended institutions of higher learning and, do not know of the opportunities available when attending college (Gurin & Epps, 1975).

California needs to address the growing inequity in college enrollment and, degree completion (Campaign for College Opportunity, 2015). Fresno County has one of lower rates in the nation for possessing high school diplomas and, college degrees for individuals 25 years of age or older (U.S. Census Bureau, 2014).

CVHEC establish an on-going integrated, coordinated community-wide approach to increasing the Central Valley college-going rate and, improving career and, college readiness by evolving CCBC (CollegeNext Boot Camp, 2015). On June 16th-20th 2014, 73 high school juniors from rural and, inner city communities attended the College Next Boot Camp (CCBC) hosted at Fresno State (CollegeNext Boot Camp, 2015). CCBC is modeled to maximize exposure to students from traditionally underrepresented groups on every aspect of a college environment and, culture (Hooker & Brand, 2010). College readiness programs are an increasingly common approach to raise college enrollment for first generation students along with other underrepresented populations in higher education (Perna & Titus, 2005).

This project illuminated light on the cycle of social injustice that has plagued secondary and, post-secondary education. Colleges are not enacting programs and, an initiative geared to help these at-risk students is extremely alarming. The at-risk-population is steadily increasing and, eventually our economy will begin to hurt for it. CCBC is putting hope into individuals who statistics have little chance of reaching academic and, career success. Surveys were issued to CCBC students after the camp to identify the impact of CCBC. Result showed more students are applying to college, and, CCBC is proving to have an effective model for a college readiness program.

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Appendices

Appendices A – CCBC Post Survey

Appendices A



College Next Boot Camp Aftermath Survey

Name _____ High School _____

Graduation Year _____ Gender: M/F Camp Year: _____

1. Did you attend the CollegeNext Boot Camp? When
2. Did the CollegeNext Boot Camp help prepare you for life after High School? Please explain.
3. Do you participate in any school activities? If so, which ones?
4. Have you assisted any peers complete a FASFA? If so, how many?
5. Have you facilitated any school/community wide presentations on how to assist others getting to college? If so, what did you do and, how many times?
6. Have you applied to any Colleges? If so, which ones? Where are you planning to attend? Have you been accepted?
7. Have you applied to a College academic support program? If so, which ones? (Ex. EOP, TRIO, CAMP)