

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Ninth Grade Transition Program

A project submitted in partial fulfillment of the requirements
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Marriage and Family Therapy

By

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DEDICATION

I would like dedicate my graduate project to my family and everyone who advocates making education accessible and available for everyone.

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ABSTRACT

By

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Every year, thousands of students drop out of high school and unfortunately these students face numerous social and personal difficulties as a result. The purpose of this project is to create a ninth grade transition program curriculum for high school freshman to address issues regarding the difficulty many students face during their first year in high school. The design of The Ninth Grade Transition Program incorporates comprehensive education promoting successful completion of high school by offering ninth grade students a strong start and understanding of high school expectations. Data from numerous sources was compiled to construct this curriculum aimed at decreasing the number of students who drop out of high school.

CHAPTER 1: INTRODUCTION

Introduction

Graduating from high school provides teenagers with an opportunity to do well in life. Tyler and Lofstrom (2010) found that a student's decision to graduate from high school decreases his or her chances of earning lower wages, being unemployed, or having health problems. This shows that graduating from high school offers an individual an opportunity to do well in life. There are numerous benefits associated with graduating from high school such as increased employment opportunities and an opportunity to advance into higher education. In addition, society benefits from an individual's success in high school because there is lower spending on social programs to assist high school dropouts. Tyler and Lofstrom (2010) found that a high school graduate contributes to society through tax revenue, less spending on public assistance, and less crime. Thus, with more high school graduates one can predict that society can substantially improve. Researchers are interested in reforming education to increase the number of students graduating from high school.

Today, students across the United States drop out of high school at high rates. Tyler and Lofstrom (2010) estimated that current graduation rates are in the 75 to 78 percent range, with White student rates at 84 percent, Hispanic rates at 72 percent, and Black student rates at about 65 percent. To help students graduate from high school it is important to find effective intervention and prevention strategies. Students need to graduate from high school with the necessary skills to succeed in the workforce. Rouse and Kemple (2009) found that due to the changes, resulting from advanced technology, employers are demanding more skilled workers, and globalization is forcing less skilled

U.S. workers to compete with less skilled workers around the world. The change in the workforce demonstrates the importance of an education. A student's success in the workforce will likely be determined by their educational preparation. Professionals in education and researchers need to identify the challenges students face in their high school experience.

In the United States ninth grade is the beginning of high school and twelfth grade is the end of high school. In public schools throughout the United States the ninth grade is the first academic year, with some exceptions, in a student's educational career where earning credits is crucial. High school students need a specific number of course credits to graduate from high school. However, many students struggle during their ninth grade year. A major challenge in high school is the ninth grade transition. Neild (2009) found that in the U.S. approximately one third of recent high school dropouts were never promoted beyond the ninth grade. To improve high school graduation rates addressing the ninth grade transition is significant. Understanding the struggles associated with the ninth grade transition can help students' successfully complete high school.

Statement of Need

This research project is focused on addressing the need of improving the ninth grade transition to prevent high school dropouts. Gentle-Genitty (2009) found that the beginning stages of high school are significant to research because by the end of the tenth grade more than six percent of students drop out of school. To address the greater issue of students dropping out of high school research must be done on the ninth grade transition. Understanding why some students are unable to transition successfully from middle school to high school can give educational professionals and researchers some

insight to better prepare students. In addition, students who successfully transition into high school will have an improved opportunity to complete high school. Students will have the opportunity to stay on track and earn all necessary credits required to graduate from high school. By overcoming the ninth grade transition students can focus on gaining the necessary skills to succeed in high school and after high school. Addressing the need to improve the ninth grade transition can benefit students throughout the United States.

The ninth grade transition must be improved in public high schools across the U.S. According to Kemple and Rouse (2009) approximately 16 million students attend more than 40,000 high schools in the United States and the majority of these students attend public high schools. This demonstrates the need to improve the transition rates in public high schools. Professional educators need effective tools to prepare students to succeed in high school, the workforce, and higher education. Balfanz (2009) found that in a survey done in 2004, 90,000 students nationwide were asked why they go to school and 73 percent responded that they wanted to get a degree and go to college. However, students must successfully complete high school prior to being admitted into college. Also, students need to do well in high school to gain the necessary skills to succeed in college. Despite the number of students wanting to go to college many students continue to drop out of public high school.

Graduation rates are a troubling concern. Unsuccessful transitions from middle school to high school seem to be a major cause of students struggling and dropping out. This finding indicates a need to research the ninth grade transition. Often researchers analyze the students' personal situations attempting to figure out what is wrong with the

struggling student. Researchers are interested in the primary reasons why students drop out of high school. Podsiadlo and Philliber (2003) found Latina/os are more likely than White or Black students to drop out because they may have been born outside of the United States, and many Latina/os have never enrolled in schools within the United States. This is significant because culture and language barriers may affect their ability to succeed in school. Also, Podsiadlo and Philliber (2003) found that students are more likely to drop out if they come from a single parent home, have poorly educated parents, are members of a minority group, or are living in poverty. However, these are student factors that a school cannot control, so it is important to research the practices of public high schools.

Purpose of the Project

The purpose of this project is to improve the ninth grade transition and ultimately help prevent high school dropouts. The ninth grade transition continues to be a challenge for high school students. This is an issue that must be confronted and more importantly, continuously addressed until the problem is solved. This project will focus on public high schools in the United States. This project will analyze the practices of public high schools used to assist students transitioning into high school, selecting courses, and preparing for the workforce and/or higher education. This project will address the ninth grade transition with extensive research to provide a detailed background of current research and a ninth grade transition program. The program will include 8 psycho educational group counseling sessions to address graduation requirements, higher education, career planning, organizational skills, and goal setting techniques. The

program will give students the opportunity to learn about the expectations of high school and discuss any concerns about high school requirements.

Terminology

Ninth grade transition – This phrase is used to describe the transition from middle school to high school, specifically eighth grade to ninth grade.

Workforce – This word is used to identify the place of employment.

Facilitator – This word is used to identify the person leading counseling groups.

Psycho educational – This word is used to identify counseling with a focus on teaching individuals about a topic.

Bridge to Literature Review

The primary goal of the project is to help ninth grade students have a successful high school experience. Research suggests there is a need based on the high prevalence rates of high school dropouts. Research suggests there is a need to provide students with the information and skills necessary to successfully complete high school. An average day in high school does not leave enough time to address this important information. On average students have 6 courses in their daily schedule. This program will give students a small group setting to discuss important topics related to high school. The literature review in this project will address relevant information to demonstrate a need to improve the ninth grade transition. The literature review in this project will be consistent with the information provided to students in the program. The literature review will focus on the ninth grade transition to improve graduation rates throughout the United States.

CHAPTER 2: LITERATURE REVIEW

Introduction

This literature review will analyze the research related to ninth grade transition. The project will review research on public educational practices, which can account for challenges in the ninth grade transition throughout public high schools in the United States. The project will analyze the current practices of public high schools used to assist students transitioning into high school, selecting courses, and preparing for the workforce and/or higher education. The project will cover research on the purpose and outcomes of high school, the ninth grade transition, and the challenges associated with the transition. Also, the literature review will cover high school curriculum, high school curriculum reform in Chicago, college preparatory curriculum in public high schools, preparation for higher education, preparation for the workforce, and the consequences of not completing high school. The purpose of the literature review is to identify significant findings related to the ninth grade transition. The need to prevent students from dropping out of high school can be addressed by researching the ninth grade transition.

Purpose and Outcomes of High Schools

What is the purpose of public high schools in the United States? Balfanz (2009) found that the primary purpose of high school is to prepare students for college. The other purposes of high school include preparation for the workforce, socialization, and community building. The changes in the workforce are leading students to aspire for a college education. Balfanz (2009) found evidence suggesting students, parents, school administrators, and state school officials frequently report that the purpose of high school is to prepare students for higher education. People are recognizing that the present

workforce requires more than a high school diploma to be competitive. Students who do not complete high school are placed at an even more disadvantage in the workforce.

Completing high school is significant for students looking to do well in life.

Students in public high schools continue to struggle. Tyler and Lofstrom (2010) found that the national dropout rate is between 22 and 25 percent, and it is higher among Black and Hispanic students. This finding indicates that high schools need support keeping their students on track for graduation even though there is a consistent belief that the purpose of high school is to prepare students for college. Public high schools are challenged with keeping high school students on track for graduation. Balfanz (2009) found that findings from a nationally representative study sponsored by the U.S. Department of Education found that five percent of the nation's high school seniors in 2004 reported that they expected to end their formal education with a high school diploma. This percent is a significantly low percentage given the expectation that students will continue their education beyond high school. Public high schools must help students be successful in high school, so students can proceed to accomplish further goals.

To address the needs of the students public schools have made reforms. For example, Balfanz (2009) found that approximately seven out of ten high schools offer dual credit courses with local colleges or Advanced Placement courses. This demonstrates that public high schools are taking steps to improve the outcomes of high school students. There is a need to communicate the information available to students and families, so that they are aware of what is available to them. In addition, Dillon (2010) found that graduation from high school is a socially constructed developmental

milestone that is a primary sign of the transition from adolescence to early adulthood. People believe that attending college is the most promising option. Therefore, it is crucial that students come out of high school prepared as young adults to succeed in the their present workforce and higher education. Without a high school education students give up an opportunity to make better choices in time to meet their goals.

Identifying Ninth Grade Transition Challenges

The ninth grade is an important year in high school. Neild (2009) found that students who successfully transition into high school by meeting the new demands and expectations have a high probability of graduating on time; the students who cannot meet the necessary requirements are at risk of dropping out of high school. It is significant to keep students on track to graduation without falling behind. High school graduation is based on earning credits, so students must understand the urgency to earn credits. Neild (2009) found four key reasons why ninth grade can be difficult for students. First, ninth grade coincides with life course changes, such as reduced parental supervision and increased peer influence. Second, the students must form new relationships with their new school teachers and peers at a new school. Third, some students are inadequately prepared for high school. Fourth, another reason is the organization of the high school. It is important for educators and researchers to become familiar with all four reasons to improve the ninth grade transition (Neild, 2009).

The beginning of ninth grade occurs along with other adolescent life changes. Neild (2009) found that parental influence decreases as students enter high school, and the parents give their children more independence. Ninth grade students experience physical, psychological, and cognitive changes, but they are still dependent on their

parents. Neild (2009) found evidence of the increase in risk taking behaviors such as drinking, smoking, and drug use between eighth and ninth grade, and students with weak academic preparation are more vulnerable. As students enter ninth grade their needs are gratified by their peers. The increase in peer influence may result in risk taking behaviors, and the students can begin performing low academically. The risk taking behaviors have potential to create long term consequences, such as pregnancy, drug abuse, and can lead students to a youth detention center (Neild, 2009). Ninth grade students experience many life changes.

There are ninth grade problems associated with the transition to a new school. Langenkamp (2009) found supportive relationships in school promote increased academic achievement, and the transition to high school may provide an opportunity to remove oneself from negative reputations among teachers or damaging peer groups. The ninth grade transition breaks the bonds that students formed with their teachers and peers in middle school. Students must establish new relationships and adapt to the expectations of the new high school (Langenkamp 2009). However, Neild (2009) found ninth graders attend high school with about 60 percent of their eighth grade classmates. It is common for eighth grade classmates to attend multiple high schools. A reason it is difficult to determine the importance of the transition to a new school for ninth grade is that the majority of high school students start high school at a new school. The transition to ninth grade creates significant changes for the students.

The primary cause of difficulty in the ninth grade transition is inadequate preparation for high school. Dianda (2009) found retention in ninth grade increases the likelihood of dropping out. Students inadequately prepared for high school are at risk of

ninth grade retention. Students who struggle academically in middle school experience a great challenge in ninth grade (Dianda 2009). Neild (2009) found research on schools in Philadelphia indicating that approximately 50 percent of the eventual dropouts could be identified by their poor grades or attendance, before entering high school; approximately 40 percent of the students who drop out of high school could be identified using these grade and attendance indicators as early as sixth grade. The students with low math and reading skills are not prepared for the academic expectations of high school. High school success depends on earning credits. Therefore, to be prepared for high school students must be prepared to pass their courses and earn credits necessary to graduate. Adequate preparation is significant for students to successfully manage the ninth grade transition

Ninth grade students need specific academic skills to succeed in high school. Neild (2009) found that to succeed in high school math such as Algebra, students need to have acquired a thorough understanding of fractions, decimals, and signed numbers during middle school. Students must arrive to high school with the preparation in mathematics to complete advanced operations. Mathematics requires a prerequisite understanding of operations to advance in the subject. In addition, Neild (2009) found that reading and comprehending information presented in texts is an important component of most tasks that students face in social studies, science, and English. Students inadequately prepared for high school level reading and comprehension face a difficult challenge. The challenge becomes even more demanding when students are required to comprehend complex passages involving advanced and subject specific vocabulary. It is necessary for students to receive preparation in middle school to succeed in high school.

The organization of high school is a source of difficulty for ninth grade students. Langenkamp (2009) found that transitions between institutions could serve as turning points for youth. The organization of the high schools were teachers' only focus on their subject matter departments and students have approximately six fifty minute class periods may lead to students feeling alienated. Classmates change from one class period to next, and each school year students have new teachers. Neild (2009) found that teachers who are assigned to ninth graders are more likely than teachers in the upper grades to be uncertified, new to the profession, or new to the school. The teachers are less likely to have the needed classroom management skills, mastery of instructional strategies for ninth graders with inadequate academic skills, and access to resources. So, the ninth grade students with the low performing skills usually do not have access to the most experienced teachers. The organization in high schools is an important part of creating successful ninth grade transitions.

Ninth graders' academic performance is negatively affected by disorganization at the beginning of a school year. Neild (2009) found that 40 percent of ninth graders in a large urban school district did not have enough seats for every student during the first two weeks of school in at least on class. Students were over registered into classes on the assumption that many will drop out. The disorganization causes ninth graders to change their class schedule multiple times during the beginning of the semester. Neild (2009) found that ninth graders who experienced more of this disorganization at the beginning of the school year earned lower G.P.A.s. Students must have a positive ninth grade experience to prevent retention and students from dropping out of high school. McCallumore and Sparapani (2010) found that 40 percent of ninth grade students in cities

with the highest dropout rates repeat the ninth grade, but only 10 to 15 percent of those students go on to graduate. Organization is a key competent of creating a successful ninth grade transition.

School reforms to improve student achievement have led to different types of school organizations. Neild (2009) found that students attending high schools where there was shared responsibility and decision making among staff, a commitment to a common set of goals, and an emphasis on personal relationships between teacher and students experienced greater learning gains. The students experience greater learning at schools where there is common planning time for teachers, interdisciplinary teaching teams, and a cooperative learning focus. These practices increase student teacher relationships. Neild (2009) found that students at smaller schools experienced greater learning compared with students attending high schools with more than 2,000 students. The smaller schools may be more important for low-income students. The small school environment gives students more opportunities to interact with the school staff. Students benefit from education practices focused on improving student achievement.

Ninth Grade Transition

Students experience several transitions as they advance in public schools. For example, the transition to elementary school, elementary school to middle school, middle school to high school, and high school to college. During a transition in school students have the opportunity to start fresh in a new environment. Students can improve their academic performance because of the new start. On the other hand, school transitions are moments of risk because students are presented with new expectations in a new environment. Neild (2009) found that 80 percent of ninth graders attending public

schools experience a ninth grade transition involving the switch from an elementary or middle school to a high school with a 9-12 grade structure. In the United States ninth grade is the beginning of the high school, and ninth grade students must begin earning course credits toward graduation. It is significant for ninth grade students to understand that they will not successfully complete high school if they do not earn sufficient credits; this is a change from what students experience in elementary and middle school (Neild, 2009).

The beginning of high school creates anxiety for students. According to McCallumore and Sparapani (2010) 40 percent of students generally suffer serious problems after the transition to high school. Students struggle with the transition to ninth grade and begin to earn fails on their first report cards, which is an issue because to earn high school credits students cannot fail their courses. If classes are failed the students are expected to repeat the course to earn the necessary credits to meet the graduation requirements. Neild (2009) found approximately one-third of the nation's recent high school dropouts never were promoted beyond ninth grade. A student who fails most courses during ninth grade is at risk because the student is responsible for earning each of the credits not obtained. Students will not be promoted to tenth grade without the necessary courses successfully completed. By falling off tracking during ninth grade students become at risk of not earning a high school diploma.

Ninth graders experiencing difficulty can be identified by the amount of credits earned during the school year. High school students are expected to begin earning credits when they enter ninth grade to meet graduation requirements, therefore, a student who has not earned enough credits during ninth grade is at risk of grade retention and

dropping out of high school. Students must pass their classes to earn credits. Neild (2009) found that some school districts set their own standards for promotion to the next grade, and promotion requirements vary from one district to another. For instance, students in the Miami–Dade Public Schools are required to earn four full year credits, including either math or English, for promotion to tenth grade. Ninth graders in the Chicago Public Schools must pass three of their core subject courses and earn at least five full year credits toward graduation to be promoted to tenth grade. Students need to successfully complete most of their ninth grade courses to advance into tenth grade. Earning credits in high school is essential to successful completion of high school (Neild, 2009)

To complete high school in four years students need a strong start in ninth grade. Students who begin to fail courses must be twice as diligent and retake the courses they failed as well as their new set of classes. Neild (2009) found that students in the Chicago Public Schools who got off track during ninth grade had a 22 percent on time graduation rate, compared with an 81 percent graduation rate for students who were on track after ninth grade. The five-year graduation rate was 28 percent for off track students and 85 percent for on track students. This means it is a challenge for students to make up the classes they failed in addition to their new set of classes. In Philadelphia, 20 percent of freshmen who were not promoted to tenth grade on time graduated within six years. The finding suggests students must have a strong start in high school. The ninth grade transition must meet the needs of the ninth grade students.

The risk of the ninth grade year is determined by the number of credits earned by typical high school dropouts. Neild (2009) found in Philadelphia, one third of the

dropouts were still considered ninth graders even though they had been enrolled in high school for several years. Students cannot advance into higher-level courses until they complete their prerequisite courses and earn the credits. For example, to advance into Algebra II students must pass Algebra I. In addition, Neild (2009) found that 25 percent had earned only enough credits to be classified as tenth graders. In New York City's Class of 2003, approximately 30 percent of the students who did not graduate in four years had earned no more than one quarter of the credits needed for graduation. The ninth grade year can be the only year attempted in high school if students cannot manage the ninth grade transition. It is critical for ninth grade students to successfully complete their courses to improve their chances of on time graduation.

The ninth transition is the point where students across the United States are at an increased risk of getting stuck. Neild (2009) found that by comparing the number of students enrolled in ninth grade with the number in eighth grade during the previous school year and tenth grade during the subsequent year provides a rough indication of the extent to which ninth graders are not promoted to the next grade. During 2003-2004 school year half of the school districts in the United States had a tenth grade enrollment that was no greater than 95 percent of ninth grade enrollment. Furthermore, 25 percent of the districts had a tenth grade enrollment no greater than 90 percent of that of ninth grade. Ninth grade students require additional help to not only manage the transition, but understand the new expectations. There must be an emphasis on the importance of the ninth grade transition to prevent grade retention and high school students from dropping out. Enough is known about the risk of ninth grade retention for educator and researchers to implement reform practices. The ninth grade transition will continue to be a

problematic year for students unless they are adequately prepared for the challenge. To complete high school on time ninth graders must be prepared.

Historically ninth grade has been a difficult year for students. Neild (2009) found that in 1970 there were 3 percent fewer tenth graders than ninth graders and by 2000 that number increased to 11 percent. Researchers believe that the increasing number of ninth graders struggling is partly the result of statewide exit exams. The school officials are implementing additional requirements to earn a high school diploma. Neild (2009) found that some states had ninth to tenth grade attrition rates that were considerably higher than the national average. For example, Florida reported enrolling 24 percent fewer tenth graders in the 2000–2001 school year than ninth graders the previous year, and South Carolina followed 23 percent fewer ninth graders. The epidemic of ninth grade difficulty has been identified across the United States. The ninth transition is a difficult transition for students of all ethnic groups and social economic status groups.

Ninth grade is the year with the highest retention rate. Neild (2009) found that grade retention is highest in kindergarten and first grade, followed by a decline from second to fifth grade, an increase in the middle grades, and a significant increase in ninth grade. As inadequately prepared students enter ninth grade the need to earn credits becomes their obstacle. Unfortunately many ninth grade students across the United States cannot complete the ninth grade. In addition from 1996-2003, approximately 3 percent of ninth graders were not promoted. The findings came from estimates that relied on parent reports of whether the student has been retained in grade. This does not present accurate findings because many parents may assume their students have advance in high

school because the amount of years they have been enrolled. Students may still lack sufficient credits to be classified as a tenth grader.

Asko (2004) found ninth grade difficulty varies across ethnicity, gender, and family socioeconomic status. Ninth difficulty is most prevalent for Black, Hispanic, and low SES students. Nield (2009) found that African American and Latino ninth graders are more than twice as likely as white students to spend an additional year in the ninth grade. Boys were retained in ninth grade at almost twice the rate of girls, and about 5 percent of ninth graders whose families were in the lowest income range were not promoted compared with approximately 1 percent of those whose families fell in the highest income range. Furthermore, Nield (2009) found districts in large cities are more likely to have a tenth grade enrollment that is no greater than 90 percent of their ninth grade enrollment. School districts with more low-income students are more likely to enroll fewer students in tenth grade than in ninth. This is an issue because the students in the low-income communities are the students who need the most support. Students cannot successfully complete high school if they are having trouble completing ninth grade.

High School Curriculum

The high school curriculum has a great influence on student learning and the equitable distribution of that learning by race and socioeconomic status. Lee and Ready (2009) researched the historical development of the United States comprehensive high school and examined the curricular reforms of the past. The curriculum is important to understand because it is related to future higher education and career planning. The curriculum has encountered several key changes in the United States. First, public high

schools organized students into rigid curricular tracks based on students' past academic performance and future occupational and educational plans. Next, high schools provided students with a choice among courses that varied in both content and academic rigor. During the 1980s, the standards movement limited curricular options, but comprehensive curricula remained with minority and low-income students less often completing college prep courses. Now, high school curriculum is currently being reformed across the United States to provide a college preparatory curriculum for all students.

Students in advanced courses have greater outcomes. Lee and Ready (2009) found that students completing more advanced coursework learned more, regardless of their social or academic backgrounds. In 1997, based on this emerging research, Chicago Public Schools began offering exclusively college preparatory courses to their students. The Chicago Public Schools implemented this curriculum reform to address the needs of their low performing ninth graders. In addition, Chicago Public Schools provided additional coursework in subjects where their students were inadequately prepared. This reform did not have any immediate success. The primary reason is because the students in this school had many needs and obstacles preventing them from academic success and by implementing rigorous academic requirements students who were already troubling now face a greater challenge. It is important to consider the fact that students who completed college preparatory courses in the past generally had greater motivation, access to academic supports, and better teachers that are also positively related to student learning (Lee and Ready 2009).

For many years practitioners and policy makers debated the fundamental purposes of high school education. As adolescents move through the educational system, the focus

of schooling typically shifts from developing individual children toward preparing students to be future workers and citizens. This understanding of students' future adult roles raises serious questions about the appropriate content of high school education. These questions include: Should all students have access to the same academic material? Should curricula reflect students' interests, abilities, and potential adult occupations? Who should make such decisions parents, schools, or the students themselves? Opposing views dispute the extent to which students' future social and economic roles should determine their academic experiences in high school. Informed citizens believe it is unfair for some students to receive more academic preparation than other students. The reason is because students who are most academically prepared are more likely to be employed. Students with fewer amounts of resources will generally have a less understanding of why rigorous academic preparation is significantly related to their near futures.

Researchers studied the contemporary high school curriculum and its effects on student outcomes. The curriculum reform movement has narrowed curricular offerings and introduced more rigorous courses into the academic experiences of all high school students. In 1980s the standards based reform movement required students to complete more courses in core subjects to earn a high school diploma. Next, the focus converted from how many courses students should take to which courses students should complete. Lee and Ready (2009) found that researchers explored how course-taking differences within public high schools affected student achievement, as well as the equitable distribution of that achievement by student social background. Students with privileged social backgrounds had access to a more rigorous curriculum. Unfortunately, students

with fewer resources had less options and possibilities. The research led to the beginning of contemporary educational reforms focused on college preparatory curriculum.

Contemporary educational polices implement reforms requiring high schools to provide only college preparatory courses. Lee and Ready (2009) found an additional aspect of this reform model is that initially low performing students may be required to take additional support classes were their performance is deficient. The reform is to improve low performing schools and provide students with access to rigorous curriculum. The issue is that many students are not prepared for such a challenge. The reform is being implemented in public schools across the United States. Researchers have focused on the implementation of the new policy in the public high schools of Chicago. Chicago Public Schools have implemented changes in their curriculum since 1997. Other states and districts are moving in a similar, but Chicago is in the forefront of the college preparatory reform (Lee and Ready 2009).

High School Curriculum Reform in Chicago

The United States policy reform towards a universal college preparatory curriculum has influenced high school curricula across the nation. Lee and Ready (2009) found that New York tightened its graduation requirements in 2001, Texas in 2003, and both states now mandate that all high school students complete a college preparatory course sequence. Thirteen states now require a college preparatory curriculum, and sixteen more plan to adopt such requirements in the near future. The Chicago Public Schools (CPS) began high school curriculum reform efforts in 1997. Lee and Ready (2009) found that Chicago high school students are required to take four years of English and three years of mathematics, science, and social science, and required to take

particular courses in core subjects. Specially, Algebra I, Geometry, and Algebra II in mathematics, survey literature, American literature, European literature, and world literature in English, biology, earth science, and chemistry or physics in science, world studies, U.S. history, and one elective in social sciences. There is an increase in the number of Advanced Placement courses offered in the upper grades. Remedial courses are no longer common; instead there are support classes to help students meet the academic expectations.

Numerous students in Chicago Public Schools enter high school unable to succeed in the ninth grade college preparatory courses. Lee and Ready (2009) found that to meet the students' needs they instituted a policy that requires additional support classes in reading and mathematics for incoming ninth graders who score below national norms on standardized tests in those subjects at the end of eighth grade. Students are enrolled in the support courses in addition to the regular ninth grade English and mathematics courses. The low performing students receive additional support to acquire the necessary skills to complete grade level coursework in mathematics or English. In the Chicago Public Schools students receive credit for the support courses, but the courses do not count toward graduation requirements. The support classes take the place of high school electives. College preparatory curriculum has been available to some students in many high schools, but the curriculum reform brings universality offering college preparatory courses to all students. This means that all students in these public high schools must follow the same curriculum (Lee & Ready 2009).

Researchers have found a various results in the curriculum reform of Chicago Public Schools. Lee and Ready (2009) found that one positive finding is that the policy

has been broadly implemented. Students are all receiving college preparatory coursework can lead to positive future outcomes. As of 2000 in English and 1997 in mathematics, close to 100 percent of Chicago ninth graders have been enrolled in Algebra I and survey literature compared to ten years back less than half of the city's students took these courses in ninth grade. This shows that students are taking more rigorous coursework. In addition, Lee and Ready (2009) found that the dropout rate did not increase. This is a significant finding because requirements and expectations for students in the Chicago Public Schools significant increased. The schools are low performing; however the students have high expectations and are not surrendering.

College Preparatory Curriculum in Public High Schools

Economic globalization demands for greater investments in human capital development, which raises the historical question of the relationship between students' academic preparation in high school and their future economic roles. Changes in the world economies, increased demand for college, and consistent findings from research about the high school curriculum have led policy makers to request more rigor in what all students in the United States should learn in high school in preparation for higher education and the workforce. Lee and Ready (2009) found that from all of the students that graduate from high school many do so without the high level skills needed for higher education and the contemporary workforce. For this reason reform efforts are implementing college preparatory courses for all students to expose more all students to a rigorous coursework. Policy makers concluded that the skills students necessary to succeed in the workforce are no different from the competencies needed to succeed in college and that undemanding coursework is insufficient to prepare students for a

successful life experience after high school. Policy reforms recommend that high schools offer only college preparatory courses and eliminate remedial courses. All high school students regardless of their academic records and higher education or career plans will follow a college preparatory curriculum. Research indicates this is a necessary reform practice (Lee and Ready 2009).

High school students need rigorous and relevant curriculum. Dianda (2009) found that schools that have high graduation rates demand intellectually challenging work, preparing students to work independently and meet the skills and content demands of higher education and challenging jobs. In this environment teachers make strong efforts to link the curriculum to students' lives and interests through strategies such as project based learning, community service, internships, career and technical education, and experiences outside of school that make the curriculum more authentic for students. This is important because high school students who complete the A-G requirements usually have additional credits which are elective courses. Students can use their electives to begin focusing on their career or higher educational plans. Dianda (2009) found that high schools establish relationships with colleges offering dual enrollment programs and providing the opportunity for students to work where they can apply the skills they are learning in high school. This environment provides students with the opportunity to explore options and successfully transition out of high school into higher education programs or careers. Providing students with rigorous and relevant coursework in addition to career and higher educational exploration can have positive outcomes.

Preparation for Higher Education

High schools provide students with the preparation needed for higher education. Roderick, Nagaoka, and Coca (2009) focus on the importance of improving college access and readiness for low income and minority students in public high schools. In the United States, college aspirations of all high school students regardless of ethnicity and SES have increased. However, the students are not all prepared for the expectations of higher education and informed on the admissions requirements. High school students need information about the exact sets of knowledge and skills needed to be admitted and perform in college. Roderick, Nagaoka, and Coca (2009) identified four important sets of skills which include content knowledge and basic skills, core academic skills, non-cognitive skills, and the ability to effectively research and apply to college. Researchers found that these particular skills are necessary to apply and perform in college. Public high schools must provide these skills to their students.

To help students attain college experiences high schools and teachers need clear indicators of college readiness and clear performance standards for those indicators. The standards must be set at the performance level necessary for high school students to have a high probability of gaining access to four year colleges and must allow schools and districts to assess where their students currently stand and to measure their progress. The standards must contain clear guidance about what students need to do to improve. Roderick, Nagaoka, and Coca (2009) found in 2006, the final report of the Commission on the Future of Higher Education made high school reform a central component in improving access to and success in college; Secretary Margaret Spellings' Action Plan for Higher Education that same year committed the U.S. Department of Education to strengthening K-12 preparation and aligning high school standards with college

expectations. High schools must begin to view the higher education performance of their graduates as a measurement of their own performance. The new economy demands higher skills. High school graduates who have no higher education experience face challenges in the near future with the labor market. High school reform is focused on college readiness and access.

Common policy reforms for high schools promoting college readiness align high school requirements with college readiness indicators. Roderick, Nagaoka, and Coca (2009) found high school curricula and graduation requirements are being aligned with college readiness standards, more rigorous coursework, and increased rigor of state exit examinations to meet college entrance requirements. The curriculum reform practices will provide students with a challenge. On the other hand, the students will be adequately prepared for the challenges of higher education and the workforce. To continue research on these indicators researchers link high school and higher education performance. Roderick, Nagaoka, and Coca (2009) found that some school districts are beginning to have the data to track their students into college. To meet the growing emphasis in educational policy on building strong indicator and accountability systems around college readiness and enrollment, the Department of Education is investing in building data sets that connect high school and higher education performance and has committed itself to developing college readiness indicators based on student performance on the National Assessment of Educational Progress (NAEP). High schools will become accountable for the preparation of their students.

Students' higher education aspirations have changed. Students recognize their economic reality. Roderick, Nagaoka, and Coca (2009) found that the share of tenth

graders who stated that they hoped to earn a bachelor's degree or higher doubled, from 40 percent in 1980 to 80 percent in 2002. The rising aspirations are common across different ethnic groups, with low-income students registering the greatest increases. The number of high school graduates making an immediate transition into college has been rising among all ethnic groups. Roderick, Nagaoka, and Coca (2009) found that significant ethnic and income gaps remain, but all groups have seen dramatic increases in college enrollment after graduation. Enrollment increased in four-year institutions more than in two year colleges. This could be a result of students graduating high school with the minimum admissions requirements of four year colleges. Researchers estimate that four-year college enrollment will increase by approximately 16 percent by 2015.

Rising college enrollment has not led to significant increases in the number of African American and Latino students who earn four year college degrees. Roderick, Nagaoka, and Coca (2009) found that from 1980 to 2005 the number of students who attended some college increased among all racial and ethnic groups. The number of African American students who attended some college increased 18 percent, but the four-year college completion rate for African Americans who completed a bachelor's degree increased by less than 6 percent. In 2005 17.8 percent of African American young adults earned a bachelor's degree, and 10.5 percent of Latino/a young adults had completed a bachelor's degree or higher in 2005. Greater emphasis must be placed on completing higher education programs not only attending the programs. Students must determine their ultimate career goals as early as possible to academically prepare for that career or a related field. This effective preparation style will improve the students' ability to find

employment in a desired field. The student will also spend less time in a higher education program.

To improve college educational attainment students must do more than enroll into college. Similar to the transition from middle school to high school a key competent of a successful transition is preparation. The students who enter college should be taught how to successfully compete their higher education program. This will lead to the students saving money and time as well as successfully transitioning into the workforce. Students need reforms to improve the likelihood of completing higher education problems and college completion rates among students who enroll. Roderick, Nagaoka, and Coca (2009) found that the amount of time it takes for students to complete a degree increased. This demonstrates that more students are entering higher education program, but are not completing them on time. Students need to learn effective methods to improve completion times.

In education the issue exists in the gap between rising aspirations and college completion. Roderick, Nagaoka, and Coca (2009) found a strategy to improve college access and performance must be to ensure that students leave high school with the academic skills, coursework, and qualifications they need. High school students who graduate high school with higher test scores, grades, and rigorous coursework are more likely to enroll in and graduate from four-year colleges. A significant finding is that 62 percent of African Americans and 63 percent of Latinos who enrolled in college were placed into a developmental college course, compared with 36 percent of whites. In addition, 63 percent of students in the lowest socioeconomic range took a developmental course in college compared with only 25 percent of students in the highest range. The

findings demonstrate the need for better preparation for high school students. It is important for students to enter higher education programs and career with proficient or advanced skills. Without the necessary skills students will continue to fall behind.

Reform efforts are creating standards to measure college readiness. The difference is important because high school courses, such as algebra, can teach content by using memorization techniques instead of engaging students in solving problems that develop both deeper knowledge of the content and more general logic and analytic thinking skills. Roderick, Nagaoka, and Coca (2009) found that core academic skills are appreciated by colleges and recognized by professors and students as the weakest areas of preparation in high school. Analytical thinking, reading, writing skills are generally required in a college environment. Roderick, Nagaoka, and Coca (2009) found that core academic skills and content knowledge are commonly recognized as college readiness skills. In addition, researchers have identified skills that determine educational achievement but are not measured readily by standardized tests or directly taught as content as non-cognitive skills. Non-cognitive skills include behaviors that reflect greater student self-awareness, self monitoring, and self control. Completing higher education programs in college requires behavioral, problem solving, and coping skills to successfully manage new environments and the new expectations.

Colleges generally review students' course work and achievement test results to determine admissions into a particular college. Colleges use the students' coursework to determine whether the applicants have experience with content that prepares them for introductory college courses. Roderick, Nagaoka, and Coca (2009) that colleges use achievement tests as standardized indicators of students' ability, basic skills, knowledge,

and core academic skills. Colleges use multiple indicators to determine college readiness. Reform policy strategies focused on coursework and test scores. Roderick, Nagaoka, and Coca (2009) found that many districts have raised high school graduation requirements, provided access to more students in college preparatory coursework, and aligned state curricular standards to college demands. In addition, districts have adopted minimum proficiency testing and accountability linked to performance on standardized tests to ensure that students who graduate from high school meet minimum standards of performance. Coursework and achievement testing in high school are important in selecting college applicants.

Are Students Ready for Higher Education

Researchers believe students are college ready if they meet the minimum entrance requirements for a four-year college. In California this means that the students have completed the A-G requirements. By completing these college preparatory courses students demonstrate basic proficiency skills. Roderick, Nagaoka, and Coca (2009) specified college readiness as meaning that students had basic literacy skills, graduated high school, and passed the minimum coursework requirements of four-year colleges. According to this criteria about one third of 2002 graduates met minimum requirement. Moreover, 23 percent of African American and 20 percent of Latino graduates were considered college ready compared with 40 percent of White students. Consistent finding suggest that African American and Latino/a students are performing lower than white students. Providing information to African American and Latino populations is essential.

College measures to determine if students are college ready are useful because they incorporate indicators such as course taking and achievement testing. Roderick, Nagaoka, and Coca (2009) found that course taking is influenced by policy and high school students are showing increased progress here. In public schools across the United States students are taking more advanced coursework in high school and states are increasing graduation requirements. Roderick, Nagaoka, and Coca (2009) found that in 2004 the average American senior was taking approximately a year more each of mathematics, science, and foreign language than seniors in 1982 and more than one year more of mathematics above the level of Algebra I. An increased number of high school graduates have taken this core curriculum. This increases the number of students who are college ready as determined by this criterion. The students are completing more advanced courses, so other indicators of college readiness must be reviewed. It would be unfair to all students to use this as the only measure.

Students are meeting and exceeding the minimum coursework. Roderick, Nagaoka, and Coca (2009) found significant gaps in the number of minority and white students and in the number of students at different socioeconomic levels who take advanced college preparatory courses. Generally, students who from low socioeconomic levels attend schools where A.P. and honors courses are scarce. On the other hand, students from high socioeconomic status levels attend high schools with a more rigorous high school curriculum. For instance, in 2003, high school graduates of high socioeconomic status were more than three times more likely to have taken an A.P. course than students of low socioeconomic status. In addition, only 16 percent of African American and one-quarter of Latino graduates had taken an A.P. course, compared with

33 percent of white graduates. The students are not receiving equal access to coursework. Achievement performance of high school graduates significantly and consistently changes across race and ethnicity (Roderick, Nagaoka, & Coca, 2009).

Achievement Exams are used to determine whether students are college ready. Roderick, Nagaoka, and Coca (2009) found that ACT developed benchmarks of college readiness by comparing students' scores on subject matter ACT tests with their grades in introductory college classes. The ACT benchmarks indicate the minimum ACT score students would need to have a 50 percent likelihood of getting a B or better in an introductory college class and a 75 percent likelihood of getting a C or better. For example, 69 percent of all test takers meet ACT benchmarks in English, but only 43 percent do so in mathematics. In mathematics 49 percent of whites, 25 percent of Latinos, and 12 percent of African Americans meet the benchmarks. ACT's benchmarks show how college readiness can be defined based on linking measured proficiency to college outcomes. However, college entrance examinations such as ACT may not be the most useful way to assess college readiness because except in states that have adopted the ACT as their high school accountability test, students who take these exams have already decided to go to college (Roderick, Nagaoka, & Coca, 2009).

Student performance on high school exit exams can be used to determine if students are college ready. Roderick, Nagaoka, and Coca (2009) found that policy organizations, such as Achieve, have argued that aligning the content of high school exit exams with college expectations would be an important step in focusing high schools on college readiness. The high school exit exam would require modifications because the current exit exams would not be effective. The issue with this recommendation is that

high school exit exams are usually given to tenth grade students. Therefore, the skills students learn after tenth grade would not be included. In addition, the LAUSD's class of 2011 had 60 percent of the 10th graders pass both portions of the exam on their first try. This shows that a large percentage of students will need additional tries to complete the test, so administering the test in eleventh or twelfth grade would be an option which can have negative effects on the graduation rates. High school exit exams may indicate whether students have acquired basic proficiency skills be admitted to a four year college.

Focusing on basic skills is important in reducing college remediation. Roderick, Nagaoka, and Coca (2009) found more than 41 percent of high school graduates with senior year test scores in the lowest range were placed in remedial reading in college. This shows that high school students can be identified through different standardized testing intervention can occur early. This would prevent the amount of students in college remediation courses. High school exit examinations can be a tool to measure college readiness, but only if research demonstrates that students who pass these exams do well in college. Roderick, Nagaoka, and Coca (2009) found research on high school exit exams has focused on whether they influence graduation and labor market outcomes, with findings indicating that adding requirements of passing an exit examination is linked with greater high school dropout rates. The high school exit exams are another example of the inadequate preparation of high school students. Achievement testing must be used for prevention and intervention programs to keep students on track to graduation

Workforce Preparation

Workforce preparation in public high schools is a secondary goal for both schools and students. Public high schools are focusing on preparing high school students for

higher education, and students are receiving less vocational schooling. Balfanz (2009) found that vocational schooling, or career and technical education (CTE), is not a dominant feature in public high schools. For instance, less than 3 percent of students attend vocational schools, and the number of vocational credits students earn decreased from an average of 4.4 credits in 1982 to 3.5 credits in 2004.

Prestigious organizations including Achieve and the ACT have advanced the position that fundamentally the same set of knowledge, skills, and capacities is needed to succeed in college and the workforce. Balfanz (2009) found college readiness leads to workforce preparation. Other researchers state that to distort the difference leads to a narrow academic focus in high school and the loss of valuable knowledge, skills, and outlooks rooted in effective career preparation. College-going rates and labor market outcomes for students who receive a General Educational Development (GED) provide support for the position that the narrowest of academic preparation is neither the best preparation for college nor rewarded in the labor market. The GED is exists to capture the knowledge and skills equivalent to those recognized by a high school diploma and is benchmarked so that 40 percent of high school seniors fail it. As such, the GED would seem to be a reasonably rigorous exam of academic knowledge. However, students who successfully complete the GED do not do as well as high school graduates either in college or in the labor market. This shows that success in both higher education and the workforce depends on more than just the achievement of high school preparation.

Consequences of Not Completing High School

High school dropouts face many challenges in their near future. Dianda (2009) found that high school graduates earn 43 percent more than non-graduates, and college

graduates earn more than 150 percent more than high school dropouts. In a life time the total income difference between high school graduates and dropouts is estimated to be \$260,000. In addition, Dianda (2009) found that female dropouts earn \$120,000 to \$244,000 less than female high school graduates, and male non-graduates earn \$117,000 to \$322,000 less than male graduates.

Students who do not complete high school have trouble finding jobs because they do not have required skills and they lack a diploma. They are more likely to be unemployed, or out of the labor force. Dianda (2009) found in 2003 53 percent of high school dropouts were employed, nearly 40 percent were out of the labor force, and 7 percent were unemployed. Once high school dropouts find employment they are more likely to offer low wages and benefits. Students who drop out of high school are half as likely to have jobs that provide pension plans or health insurance. They are employed fewer weeks per year compared to high school graduates.

When high school students drop out of high school they are generally unaware of the potential economic and social consequences of dropping out of high school. According to McLauren (2004) *not naming* constitutes an active refusal to create reflective citizens and it is a means of silencing students by public schools. Not naming leads to damaging outcomes, particularly for low income and minority students. To not name is to systemically alienate, cut off from home, from heritage and from lived experience and ultimately severs these students from their educational process. McLauren (2004) describes how an administrative policy of not naming can restrict information provided to potential dropouts concerning the severe economic and social consequences of dropping out of high school. When students are discharged from school

in New York State, crucial conditions are not named, thereby denying students what amounts to informed consent. Discharged students are guaranteed an exit interview which in most cases involved an attendance officer who asked students what they planned to do, and the requested a meeting with parent/guardian to sign official documents. The officer handed the students a list of GED/outreach programs.

The students left, often eager to find work, get a GED, go to a private business school, or join the military. Informed conversations about the consequences of the students' decision are not legally mandated. As they left, the adolescents did not learn that over 50 percent of Black high school dropouts suffer unemployment in cities like New York City, that 48 percent of New Yorkers who sit for the Graduate Equivalency Diploma test fail, that private trade schools, including cosmetology, beautician and business schools have been charged with unethical recruitment practices, exploitation of students, earning more from students who drop out than those who stay, not providing promised jobs, and having on average a 70 percent dropout rate. Also, that the military during peacetime refuses to accept females with no high school diploma, and only reluctantly accepts males, who suffer an extreme less than honorable discharge rate within six months of enlistment.

Dropping out of high school has numerous possible negative effects on an individual, so it is important educators help students meet graduation requirements. For instance, according to Gentle-Genitty (2009) dropouts face lower earnings and less employment opportunities. Over the course of a high school dropout's lifetime he/she earns about \$260,000 less than a high school graduate. If United States high schools and colleges raise the graduation rates of Hispanic, African American, and Native American

students to the levels of white students by 2020, the potential increase in personal income would add more than \$310 billion to the U.S. economy. Increasing the graduation rate and college matriculation of male students in the United States by just 5 percent could lead to combined savings and revenue of almost \$8 billion each year by reducing crime-related costs. For educators, the task of increasing high school graduation rates requires a serious look at which students experience trouble in ninth grade, the reasons for their difficulty, and what the research evidence reveals about how to help them stay on the pathway to graduation (Gentle-Genitty 2009).

CHAPTER 3: PROJECT AUDIENCE AND IMPLEMENTATION FACTORS

Introduction

The purpose of the project is to develop a comprehensive high school transition program curriculum that targets students in ninth grade and will address the issues that high school students face today regarding the ninth transition. If high school students are assisted in the transition into high school, the number of students dropping out of high school will decrease. As found in the literature review there is a significant difference between the eighth and ninth grade expectations. The program is a group that will assess why high school students drop out of high school and struggle during ninth grade. Furthermore, the group provides more than a high school transition orientation to students at risk determined by their performance on their first or second report card, testing performance, and past academic experiences. In addition, to making a strong effort to encourage the importance of the ninth grade transition, this program curriculum will ascertain ways to address the many concerns and questions high school students have regarding their future in high school.

Development of Project

The program presented is a comprehensive high school transition program to decrease the high prevalence of students dropping out of high school. Black (2004) found a disconcerting mismatch between school policies and practices and ninth grade students' developmental needs. Most instruction is teacher centered, with teachers lecturing and students taking notes and completing assignments. Ability grouping and tracking are common practices with 40 to 50 minute classes, and most high schools offering little guidance to help ninth graders adjust academically and socially. Many

students end up believing that school is pointless. Each lesson in the program was developed to help students become familiar with high school expectations and opportunities (Black 2004).

Students in high schools today need an effective transition system with continuous planning with teacher involvement. During my internship at I found that many seniors who were credit deficient began falling behind in ninth grade. Some students were unaware that the classes they failed had to be retaken. School with effective transition programs use study teams of teachers and school leaders to plan and revise their transition initiatives. The teams focus on using data to understand students' deficiencies and on employing proven practices to close achievement gaps. When schools have an organized approach to transition, teachers will support helping students to learn essential academic concepts. Most schools look at student achievement to measure progress in order to make needed changes in their initiatives. Transition initiatives involve middle grades and high school leaders and teachers paying attention to instruction and working together to bridge communication gaps from one school to another. Schools must have high expectations for students who are performing below grade level.

Successful schools set high standards, upgrade the curriculum and expect all students to do at least grade level work. These schools have found that struggling students will never meet grade level standards unless they are taught to those standards, given challenging assignments and expected to perform at that level. Successful schools help students do higher level work and require them to redo work, stay after school to complete unfinished homework, and get extra help if they are not meeting grade level

standards. Schools must engage students in challenging and meaningful assignments. Such assignments require more teacher planning and greater use of real world problems and lessons that teach academic knowledge and skills. Schools need to set extra help and extra time to meet high standards. Teachers at effective schools make it known that they believe students can do high level work. Students at these schools believe their teachers will be available to help them meet high standards. Many schools have discovered that extra-time and extra-help programs work best when teachers assist students in mastering the content and standards formerly reserved for the “best” students. This help often occurs in out-of-school time. Many schools tell parents the truth about the level of effort the school and the students will have to make to get students to meet at least grade-level standards. It is important to emphasize with parents the necessity for students to be better prepared to meet higher standards in high school. Successful schools help parents understand their role in getting students to meet higher standards. Parents must be willing for their children to spend additional time at school as needed to catch up, flexible scheduling. Some students may need longer blocks of time to master rigorous content. Successful schools see a flexible schedule as a resource and take steps to give students more quality learning time.

As research has indicated, transition programs can benefit from new research to enhance the effectiveness of the programs available. According to Mac Iver (1990), a high school transition program includes a variety of activities that (1) provide students and parents with information about the new school, (2) provide students with social support during the transition, and (3) bring middle school and high school personnel together to learn about one another's curriculum and requirements. Thus, it is vital for a

transition program to include activities that will provide incoming students social support activities that give students the opportunity to get to know and develop positive relationships with older students and other incoming students (Hertzog et al., 1996; Mac Iver, 1990).

Intended Audience

This curriculum is intended for any adolescent between the ages of 12-16 years old currently or recently transitioned into high school. The parent of these students will play a major in their adolescents experience through intended audience of my project are educators, parents, and students.

The purpose of this project is to develop a comprehensive transition program curriculum that targets adolescents between the ages of 13 and 18 addressing the issues that high school students face today regarding dropping out of high school. The format for this project is as follows: Chapter one provided background information regarding the prevalence of high school dropouts. Chapter two presented a review of the literature regarding the ninth grade transition, curriculum and the preparation for post high school education and the workforce. This section, chapter 3, addressed some of the present programs that have been successful and the ones that have not, as well as what differentiates this curriculum from past and present curriculum.

Personal Qualifications

The facilitator of the group should be an individual trained to address high school requirements, college preparation, A-G requirements, standardized testing, and other key areas in education such as a school counselor. The project is designed for a trained facilitator such as a school counselor to collaborate with students at risk of becoming

credit deficient, students searching for information regarding career, and academic planning. The facilitator of this ninth grade transition group should have a Pupil Personnel Services Credential. Educators with a Pupil Personnel Services Credential have experience facilitating groups. The facilitator needs training in groups to have a basic understanding of the skills necessary to facilitate a group. Jacobs, Masson, Harvill, and Schimmel (2011) found that basic skills group facilitators should have include: active listening, reflection, clarification and questioning, summarizing, linking, mini-lecturing and information giving, encouraging and supporting, tone setting, modeling and self-disclosure, use of eyes, use of voice, use of the leader's energy, identifying allies, and multicultural understanding. A facilitator with insufficient knowledge of facilitating groups will likely encounter a greater number of problems while running a group. A trained facilitator would have the basic skills necessary to run a group.

Environment and Equipment

The necessary items are included in the appendix (see attached). The program should be held in a classroom or conference room. The facilitator needs an area where the students can discuss the group topics.

Project Outline

The first session of the program will give the students an understanding of why they were selected to participate in the program. The students will also complete a post-test to identify how much they already know about high school. The students will discuss confidentiality and the importance of it.

The second session is will help students identify high school graduation requirements specific to the student's current school. Students will discuss the difference

between high school and previous grades. The students learn about high school exit exams and identify resources available (tutoring). The reason this is important is because after researching the topic research suggest that students receive help understanding the organization and structure of the school.

The third session will be about two colleges and four-year universities. The students will learn about the options available to students such as Community Colleges, California State University, and University of California (If the student is interested in schools outside of California or the program is being implemented outside of California further research will be necessary). The students will identify the A-G requirements, discuss the SAT, SAT II, ACT, discusses the IGETC requirements, identify degree options, discuss financial aid, and identify major options. The reason this is important in a high school transition program is because students will understand the opportunities available to them and how their ninth grade year has a significant effect on these opportunities.

The fourth session will focus on careers. The students will research and explore different career options. Students will research the necessary coursework for their career choice. Students will identify the different salaries per career and discuss work experience. The reason this is important because student can identify the relationship between high school and their future careers. Students can identify what to study in order to fulfill their future goals.

The fifth session is on organizational skills. The facilitator and students will discuss why it is important to be organized, identify the two components to being organized, discuss the two organization strategies, differentiate between being neat and

organized, and identify the ways in which to become organized, identify what hinders organization, and explain the benefits of being organized. The reason is why this is important in a transition program is because some student who enter high with inadequate preparation will be expected to take additional classes to help them meet grade level standards and by being well organized the skills will help the students successes.

The last session will conclude the program. The students will complete a post-test to measure if the student learned the information needed. Students will describe what short term and long-term goals are. Students will identify attainable goals short and long term goals. Finally summarize everything learned in the program. The purpose of this is to help students understand the program.

CHAPTER 4: CONCLUSION

Summary

Students in public high schools continue to struggle. Public high schools are challenged with keeping high school students on track for graduation. Public high schools must help students be successful in high school, so students can proceed to accomplish further goals. Some students are inadequately prepared for high school. High school success depends on earning credits. Ninth grade students need specific academic skills to succeed in high school. Neild (2009) found that students at smaller schools experienced greater learning compared with students attending high schools with more than 2,000 students. The beginning of high school creates anxiety for students. Earning credits in high school is essential to successful completion of high school (Neild, 2009).

High school students need rigorous and relevant curriculum. High schools provide students with the preparation needed for higher education. Public high schools must provide these skills to their students. The high school exit exams are another example of the inadequate preparation of high school students. Public high schools are focusing on preparing high school students for higher education, and students are receiving less vocational schooling.

If high school students are assisted in the transition into high school, the number of students dropping out of high school will decrease. The project will assess why high school students drop out of high school and struggle during ninth grade. The group will help students identify high school graduation requirements specific to the student's current school. Students will discuss the difference between high school and previous

grades. High school students are expected to earn a specific amount of credit to graduate high school. During elementary and middle school were students are preparing for the high school experience. During high school students should have the adequate preparation to succeed.

Evaluation

The ninth grade transition project was evaluated by Nancy Linares, M.S., PPS Credential, Christina Cuevas, M.S., PPS Credential, and Jacqueline Estrada, M.S., LCSW. Nancy Linares is a High School Counselor at Vaughn International Studies Academy. Christina Cuevas is a Middle School Counselor at Vaughn Middle School for International Studies and Technology. Jacqueline Estrada is a Clinical Supervisor at Penny Lane Centers.

The reason I selected Nancy Linares as an evaluator was because of her experience as a High School Counselor. Nancy Linares is familiar with working with incoming ninth graders. Furthermore, Nancy Linares has experiences working with students in grade levels ninth through twelfth. Nancy has experience working with students who become credit deficient in high school, students who would like to advance into higher education, and other students with a variety of educational needs. After reviewing my project Nancy Linares provided me with useful feedback. Nancy Linares suggested that the group meetings with the students should alternate class periods. For example, the first group session can be during first period, the second group session can be during second period, etc. I believe that a facilitator who implements this program should alternate class periods this way. In addition, Nancy Linares suggested that the

group should not include more than eight students because the students involved in the program have more educational needs.

The reason I selected Christina Cuevas as an evaluator was because of her experience as a Middle School Counselor. Christina Cuevas is familiar with working with incoming ninth graders. Furthermore, Christina Cuevas has experiences working with students in grade levels sixth through eighth as well as experience working with high school students. Christina has experience working with students who are challenged by completing assignments, being organized, performing below grade level, and other students with a variety of educational needs. After reviewing my project Christina Cuevas provided me with useful feedback. Christina Cuevas suggested that the group meetings with the students should not occur during class periods where the students are struggling. For example, if the student is failing math he should not be excused from this class to participate in the group counseling. I believe that a facilitator who implements this program should consider this when scheduling appropriate meeting times. In addition, Christina Cuevas suggested that the facilitator should consult ongoing with the group members' teachers and caregivers in order to gain a greater understanding of each student's educational needs.

The reason I selected Jacqueline Estrada as an evaluator was because of her experience as a Clinical Supervisor for therapist providing individual and group therapy to children and adolescents in a mental health setting. Jacqueline Estrada is familiar with working with children and adolescents who participate in therapy and have educational needs such as an Individualized Education Program. Furthermore, Jacqueline Estrada has experience working with children and adolescents who perform below grade level due to

their mental health needs. Jacqueline Estrada has experience working with children and adolescents who are challenged by mental health needs, family struggles, and legal issues. After reviewing my project Jacqueline Estrada provided me with useful feedback. Jacqueline Estrada suggested that the group meetings with the students should be focused on empowering students and teaching them to advocate for themselves. For example, a facilitator can teach a student to ask for help when needed instead of waiting for someone to help him. I believe that a facilitator who implements this program should consider this when working with students. In addition, Jacqueline Estrada suggested that the facilitator should be aware of any other professionals currently working with a particular student such as a therapist, social worker, psychologist, or probation officer in order to collaborate with those individuals to provide the most efficient services to the student.

Future Work/Research

In conclusion, I found that to increase the high school graduation rates in public schools across the United States there needs to be an improvement in the transition to high school. Further research is necessary to address the issue of poor preparation. Graduating from high school provides adolescents with an opportunity to do well in life. Graduating from high school offers an individual an opportunity to do well in life. There are numerous benefits associated with graduating from high school such as increased employment opportunities and an opportunity to advance into higher education. As Tyler and Lofstrom (2010) found a high school graduate contributes to society through tax revenue, less spending on public assistance, and less crime. So, more high school graduates one can predict that society can substantially improve.

Students across the United States drop out of high school at high rates. Tyler and Lofstrom (2010) estimated that current graduation rates are in the 75 to 78 percent range, with white student rates at 84 percent, Hispanic rates at 72 percent, and black student rates at about 65 percent. This demonstrates a continuing need to address the high school dropout dilemma including the ninth grade transition as a way to increase successful graduation rates. To help students graduate from high school it is important to find effective intervention and prevention strategies. Students need to graduate from high school with the necessary skills to succeed in the workforce.

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APPENDIX A

Introduction to the Ninth Grade Transition Program

Objectives:

1. Understand the purpose of the Ninth Grade Transition Program
2. Understand the need for confidentiality
3. Distinguish differences between eighth and ninth grade (middle school vs. high school)
4. Identify why ninth grade is an important year in high school

Activities:

1. Introduction of the Ninth Grade Transition Program
2. Introduction of group members and facilitator
3. Discuss confidentiality
4. Complete a pre-test (p. 61)
5. Complete a Venn diagram (p. 62)
6. Review each group member's Venn diagram
7. Discuss the importance of the ninth grade

Introduction:

The Ninth Grade Transition Program was developed to prevent high school students from dropping out of high school by giving them a strong start and a greater understanding of high school expectations. The program is a psycho educational group with six sessions. The program was developed to help students understand what their high school experience will be like. After researching the topic of high school students dropping out findings suggest there is a need to help students navigate through the high school setting.

Introduction of group members:

Each member including the facilitator should introduce themselves. As a conversation started each group members should state their name, grade, and three things about themselves; one should be false. The group members should take turns and guess which of the three things shared by the member is false. Each group member should have the opportunity to share.

Confidentiality:

ASCA, American School Counselor Association, states that counseling relationships require an atmosphere of trust and confidence between students and their professional school counselors. A student has the right to privacy and confidentiality. Students should be informed that exceptions to confidentiality exist in which counselors must inform others of information they learned in counseling relationships in order to protect students themselves or others.

Complete a pre-test (p.61):

Venn diagram (p. 62):

To measure the current understanding of the importance of the ninth grade the students will complete a compare and contrast Venn diagram to list similarities and differences between the eighth and ninth grade. The students will work independently and discuss their findings as a group.

Why is ninth grade an important year in high school?

The reason ninth grade is an important year is because students begin to earn course credits towards graduation. High school students are expected to earn a specific amount of credit to graduate high school. The students must also prepare to take a high school exit exam. During elementary and middle school is students is preparing for the high school experience. However, sometimes a student might not be prepared for the academic and social expectations of high school.

Pre-Test

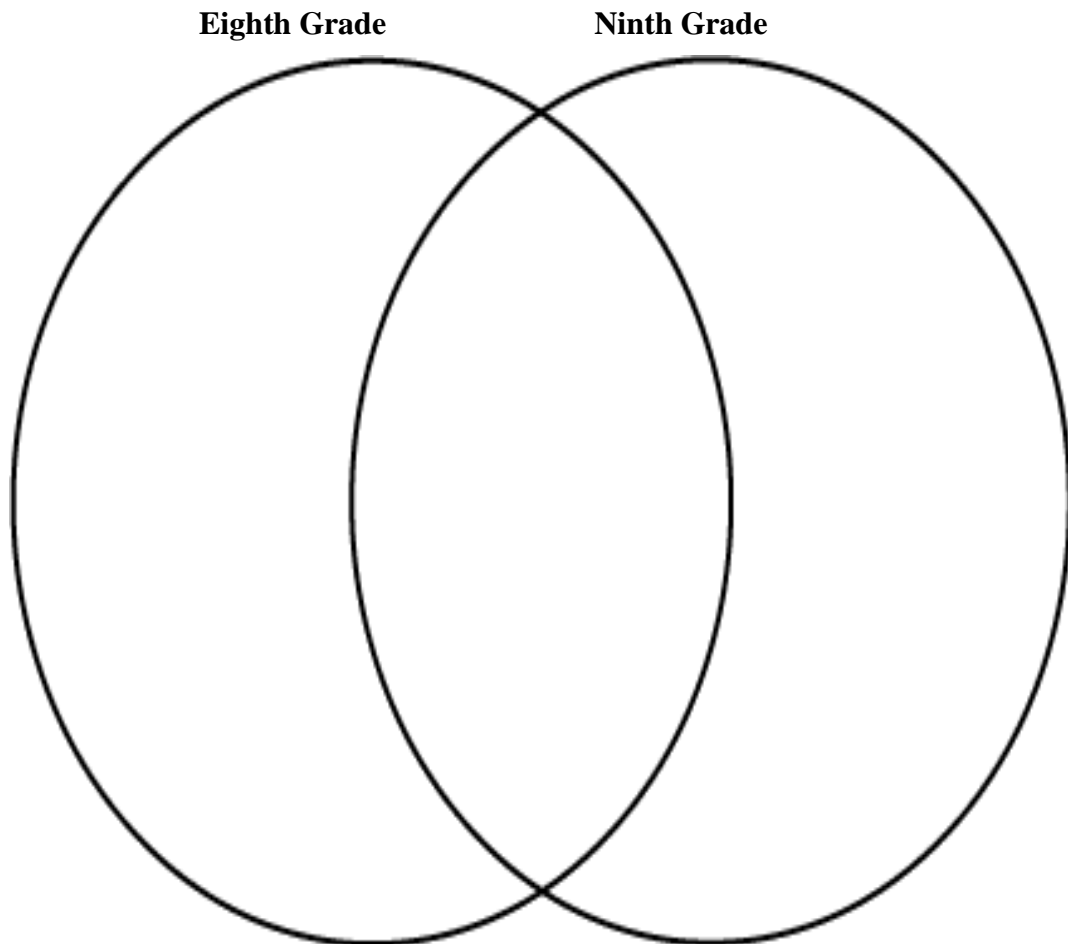
Students agree or disagree with the given statements based on a five-level Likert scale

(1) Strongly disagree (2) Disagree (3) Neither agree nor disagree (4) Agree (5) Strongly agree

1. ____ I know how many credits are necessary to complete high school
2. ____ I know where to find resources to help me meet graduation requirements
3. ____ I know why ninth grade is an important high school year
4. ____ I will take core classes during ninth grade (English 9, Algebra 1, LOTE, etc.)
5. ____ I must pass the CAHSEE to graduate high school
6. ____ I know where to find information on the SAT and ACT
7. ____ I understand the A-G requirements
8. ____ Any class I earn zero credits in I will have to make up
9. ____ I know I can take college courses in high school
10. ____ I know a (C) or better is required when taking A-G courses

Venn-Diagram

Directions: In the two outer areas list the characteristics of eighth and ninth grade. In the middle area list their shared characteristics.



APPENDIX B

High School Graduation Requirements

Objectives:

1. Identify high school graduation requirements specific to the student's current school
2. High school versus middle school
3. Discuss high school exit exams
4. Identify resources available such as tutoring

Activities:

1. Discuss high graduation requirements specific to the student's school.
2. Discuss the importance of taking specific courses in each subject.
3. Discuss the differences between high school and middle school.
4. Discuss the high school exit exam.
5. Discuss available resources.

Graduation Requirements:

According to the California Department of Education high school graduation requirements include:

- Three courses in English.
- Two courses in mathematics, including one year of Algebra I beginning in 2003-04
- Two courses in science, including biological and physical sciences.
- Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics, and a one-semester course in economics.
- One course in visual or performing arts or foreign language. For the purposes of satisfying the requirement specified in this subparagraph, a course in American Sign Language shall be deemed a course in foreign language.
- Two courses in physical education, unless the pupil has been exempted.

Courses in the subjects specified, each course having duration of one year, unless otherwise specified.

High graduation requirements can vary from high school to high school. Depending when and where the Ninth Grade Transition Curriculum is being implemented it is important verify specific requirements of the high school.

What is the difference between high school and middle school?

High school and middle school have many differences. Recognizing these differences plays a vital role in the successful completion of high school. The primary difference between high school and middle school is that during the first year in high school, 9th grade, students begin to earn credits necessary to earn a high school diploma. This is different compared to middle school where students are often promoted to the next grade regardless of the previous year success. This is not the only difference.

The next difference between middle school and high school is that in high school a student will have the opportunity to begin attempting A-G courses. This begins during ninth grade for students in enrolled in courses such as Algebra 1, Biology, and LOTE (e.g. Spanish, French, Chinese, etc.).

High School Exam:

In California, student will need to complete the California High School Exit Examination (CAHSEE). In California, all high school students must pass a test to earn a high school diploma. The test is called the CAHSEE. Some students with disabilities do not have to pass this test. California created the test to improve student achievement in high schools. The test helps to ensure that students graduate from high school with grade level skills in reading, writing, and math.

Students first take this test in grade ten. If they do not pass the test in grade ten, they have more chances to take the test. In grade eleven, they can take the test two times. In grade twelve, they have up to five times to take the test.

High graduation requirements can vary from high school to high school. Depending when and where the Ninth Grade Transition Curriculum is being implemented it is important verify specific requirements of the high school.

Resources:

The facilitator should encourage and link the students to additional support services. The resources can include individual therapy and tutoring. The facilitator should lead a discussion with the students to address the benefits of utilizing these services. Facilitator should refer students to school and/or community resources.

APPENDIX C

Higher Education

Objectives:

1. Discuss the options available to students such as Community Colleges, California State University, and University of California (If the student is interested in schools outside of California or the program is being implemented outside of California further research will be necessary)
2. Identify the A-G requirements
3. Discuss the SAT, SAT II, ACT
4. Discuss the IGETC requirements
5. Identify degree options and major options

Activities:

1. Discuss higher education.
2. Discuss California Community Colleges, California State University, and University of California.
3. Discuss IGETC
4. Discuss Majors
5. Discuss Standardized Testing
6. Discuss the A-G requirements

What is Higher Education?

Higher education refers to a level of education that is provided at academies, universities, colleges, vocational universities, community colleges, liberal arts colleges, institutes of technology and certain other collegiate-level institutions, such as vocational schools, trade schools, and career colleges, that award academic degrees or professional certifications.

What California Colleges/Universities are available to me as a resident?

Here in California there are three major college systems, in addition to private school. There are the California Community Colleges, California State Universities, and Universities of California. The 1960 Education Plan: A Master Plan for Higher Education in California provided universal access for California residents. The University of California (UC) system admits the top 1/8 of California residents. These universities are research focused and offer doctoral degrees. Next, the California State University (CSU) system admits the top 1/3 of California residents offering masters and bachelor degrees. The California Community College (CCC) system is focused on academic/career preparation, vocational degrees, and 2 years of undergraduate education.

IGETC (p.67):

According to the Santa Monica College website, the Intersegmental General Education Transfer Curriculum (IGETC) is a general education program that community colleges transfer students may use to fulfill lower-division general education requirements in either the UC or the CSU system without the need, after transfer, to take additional lower-division general education courses. The IGETC pattern is most useful for students who want to keep their options open before making a final decision about transferring to a particular UC or CSU campus.

Completion of IGETC does **NOT** guarantee admission, nor is it required for admission. Courses completed at a California Community College will be applied to the subject area in which they were listed by the institution where the work was completed. Coursework from other United States regionally accredited institutions may be used on IGETC. Coursework must be evaluated by a counselor.

All courses must be completed with a grade of C (2.0) or higher. A “Credit” or “Pass” that is defined by institutional policy as being equivalent to a grade of C (2.0) or higher may be applied to meet IGETC requirements. Course credit earned on the basis of acceptable scores on Advanced Placement (AP) or International Baccalaureate (IB) exams can be applied toward IGETC certification.

Majors (p. 68) and Standardized testing (p.70):

Facilitator should lead a discussion with the group using the information provided on p. 68 and p. 70. Facilitator should highlight the importance and impact of selecting a major and preparing for standardized testing.

A-G Requirements (p.73):

Facilitator should lead a discussion with the group using the information provided on p. 73. Facilitator should highlight the importance and impact of successfully completing the A-G requirements.

Los Angeles Mission College
IGETC ADVISING FORM - CONSULT WITH COUNSELOR
Intersegmental General Education Transfer Curriculum

For transfer to the CSU / UC
 Systems and AA degree (2008-
 2009) ****THIS FORM SUBJECT
 TO CHANGE EACH YEAR****

I. ENGLISH COMPOSITION 2-3 COURSES/ 6-9 UNITS
 CSU transfer – complete all 3 groups. UC transfer – complete groups A and B only.
 A. English Composition: English 101
 B. Critical Thinking/ English Composition: English 102, Philos 5
 C. Oral Communication (CSU only): Speech 101, 102

Other College _____ Advanced Placement (Area IA only) _____
II. MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING 1 COURSE/ 3 UNITS

Math 227, 238, 245, 260, 265, 266, 267, 270, 275
 Other College _____ Advanced Placement _____

III. ARTS AND HUMANITIES 3 COURSES/ 9 UNITS

Choose 1 course from A, 1 course from B, and a third course from A or B
 A. Art: Art 101, 102, 103, 109, 201, 300, 501, 502, Cinema 3, Music 111
 B. Humanities: Anthro 104, Chicano 37, English 208, French 3,4, Human 1, 2, 3, 30, 31, 54, Italian 3, Ling 1, Philos 1, 20, 21, 33, Spanish 3, 4, 5, 6, 10

Other College _____ Advanced Placement _____
IV. SOCIAL AND BEHAVIORAL SCIENCES 3 COURSES/ 9 UNITS

Choose 3 courses from at least two different disciplines
 Anthro 102, 104, 121, Afro Am 2, 4*, Chicano 2, 7*, 8#, 47, Child Dev 1, Econ 1, 2, 10, Geog 2, 7, 14,
 Hist 1,2, 11*, 12#, 43*, 44#, 86, Ling 1, Pol Sci 1, 2, 5, 7, 8, 9, Psy 1, 2, 11, 12, 14, 41, 52, Soc 1, 2, 11, 28 * History 11, 43, Afro Am 4
 and Chicano 7 combined: max credit, one course
 # History 12, 44 and Chicano 8 combined: max credit, one course

Other College _____ Advanced Placement _____
V. PHYSICAL AND BIOLOGICAL SCIENCES 2 COURSES/ 7 UNITS

Choose 2 courses, 1 course from A, 1 course from B. **At least 1 course must include a lab**
 A. Physical Science: Astron 1, 5, Chem 51, 52, 65, 101, 102, Geog 1, 15, Geology 1, Ocean 1,

Phys Sc 1, 14, Physics 6, 7
 B. Biological Sciences: Anatomy 1, Anthro 101, Bio 3, 6, 7, 40, Env Sci 2, Micro 1, 20, Physiol 1

Other College _____ Advanced Placement _____
FOREIGN LANGUAGE PROFICIENCY (UC ONLY) 1 COURSE/ 5 UNITS

Proficiency in any foreign language can be met by passing 2 years of a foreign language in high school with a grade of C or better, 2 years attendance at a foreign junior high or high school, proving competency by an acceptable exam, or choosing one of the following courses: Chinese 2, French 2, Italian 2, Japan 2, Spanish 2

If proficiency was met in high school, transcript must be provided (no units granted for HS coursework).

Other College _____ Advanced Placement _____
CSU GRADUATION REQUIREMENT (NOT part of IGETC American Institutions) 2 COURSES/ 6 UNITS

CSU transfer ONLY – Choose 1 course from A, 1 course from B
 A. Chicano 8, Econ 10, History 11, 12, 44
 B. Pol Sci 1

Other College _____ Advanced Placement _____

Major Prep Courses:
Electives:
TOTAL

List of Majors Offered at UCLA

COLLEGE OF LETTERS AND SCIENCE

African Languages
Afro-American Studies
American Indian Studies
American Literature and Culture
Ancient Near Eastern Civilizations
Anthropology
Arabic
Art History
Asian American Studies
Asian Humanities
Asian Religions
Astrophysics
Atmospheric, Oceanic, and Environmental Science
Biochemistry
Biology
Biophysics
Business Economics1
Central and East European Languages and Cultures
Chemistry
Chemistry, General2
Chemistry/Materials Science
Chicana and Chicano Studies
Chinese
Classical Civilization
Cognitive Science1
Communication Studies3
Comparative Literature
Computational and Systems Biology1
Earth and Environmental Science
East Asian Studies
Ecology, Behavior, and Evolution
Economics1
English
Environmental Science

European Studies
French
French and Linguistics
Geography
Geography/Environmental Studies
Geology
Geology/Engineering
Geology
Geology/Paleobiology
Geophysics/Applied
Geophysics
Geophysics/Geophysics and Space Physics
German
Global Studies1
Greek
Greek and Latin
Hebrew
History1
Iranian Studies
Italian
Italian and Special Fields
Japanese
Jewish Studies
Korean
Latin
Latin American Studies
Linguistics
Linguistics, Applied
Linguistics and Anthropology
Linguistics and Asian Languages and Cultures
Linguistics and Computer Science
Linguistics and English
Linguistics and French
Linguistics and Italian
Linguistics and Philosophy
Linguistics and Psychology
Linguistics and Scandinavian Languages
Linguistics and Spanish
Marine Biology
Mathematics
Mathematics, Applied
Mathematics/Applied Science
Mathematics/Atmospheric and Oceanic Sciences
Mathematics/Economics
Mathematics for Teaching
Mathematics of Computation

Microbiology, Immunology, and Molecular Genetics1
Middle Eastern and North African Studies
Molecular, Cell, and Developmental Biology
Music History
Neuroscience
Philosophy
Physics
Physiological Science
Political Science1
Portuguese
Psychobiology1
Psychology1
Religion, Study of
Russian Language and Literature
Russian Studies
Scandinavian Languages and Cultures
Sociology1
Southeast Asian Studies
Spanish
Spanish and Community and Culture
Spanish and Linguistics
Spanish and Portuguese
Statistics
Women's Studies
Individual Field of Concentration2
Undeclared-Humanities4
Undeclared-Life Science4
Undeclared-Physical Science4
Undeclared-Social Science4

SCHOOL OF THE ARTS AND ARCHITECTURE

Architectural Studies3
Art
Design|Media Arts
Ethnomusicology
[Jazz Studies, World Music]
Music
World Arts and Cultures
[Dance, World Arts and Culture]
Individual Field of Concentration2

**HENRY SAMUELI
SCHOOL OF
ENGINEERING AND
APPLIED SCIENCE**

Aerospace Engineering
Bioengineering
Chemical Engineering
Civil Engineering
Computer Science
Computer Science and
Engineering
Electrical Engineering
Materials Engineering
Mechanical Engineering
Undeclared-Engineering⁴

**SCHOOL
OF NURSING**

Nursing—
Generic/Prelicensure
Nursing—Postlicensure

**SCHOOL OF
THEATER, FILM AND
TELEVISION**

Film and Television³
Theater
Individual Field of
Concentration²

**UNDERGRADUATE
MINORS**

Accounting
African Studies
Afro-American Studies
American Indian Studies
Anthropology
Applied Development
Psychology
Arabic and Islamic Studies
Armenian Studies
Art History
Asian American Studies
Asian Humanities
Asian Languages
Atmospheric and Oceanic
Studies
Biomedical Research
Central and East European
Studies
Chicana and Chicano Studies
Civic Engagement
Classical Civilization
Cognitive Science
Comparative Literature
Conservation Biology

Disability Studies
Education Studies
English
Environmental Engineering
Environmental Systems and
Society
Film, Television, and Digital
Media
French
Geochemistry
Geography
Geography/Environmental
Studies
Geology
Geophysics and Planetary
Physics
Geospatial Information
Systems and
Technologies
German
Germanic Languages
Gerontology
Global Studies
Greek
Hebrew and Jewish Studies
History of Science and
Medicine
Human Complex Systems
Italian
Labor and Workplace Studies
Language, Interaction, and
Culture
Language Teaching
Latin
Latin American Studies
Lesbian, Gay, Bisexual, and
Transgender
Studies
Linguistics
Mathematics
Mexican Studies
Middle Eastern and North
African Studies
Museum Studies
Music History
Naval Science
Near Eastern Languages and
Cultures
Neuroscience
Philosophy
Political Science
Portuguese
Public Affairs
Public Health
Russian Language
Russian Literature

Russian Studies
Scandinavian
Social Thought
Society and Genetics
South Asian Studies
Southeast Asian Studies
Spanish
Spanish Linguistics
Statistics
Theater
Urban and Regional Studies
Women's Studies

UC Examination Requirement

All applicants must submit scores from the following tests:

The *ACT Assessment* plus *Writing or the SAT Reasoning Test*. The critical reading, writing and mathematics scores on the SAT must be from the same sitting. If you take the ACT, you will be asked to report your scores on each section of the test as well as your composite score.

Two SAT Subject Tests

These must be in two different areas, chosen from the following: English, history and social studies, mathematics (Level 2 only), science or language other than English.

CSU Examination Requirement

The grades you earn in high school are the most important factor in CSU admission decisions. Your high school grade point average (G.P.A.) is calculated using your grades in all your college prep A-G classes completed after the 9th grade.

Test scores are required unless you have a grade point average above 3.0 and are a resident of California. The CSU uses a calculation called an eligibility index (See p. 74) that combines your high school grade point average with the score you earn on either the SAT or ACT tests. Even if you have a GPA above 3.0, it is useful to take either an SAT or ACT as the score may indicate if you do not need to take English and math placement tests after you are admitted and before you enroll at the CSU. The eligibility index for out-of-state students is higher and admission requirements for international students are somewhat different.

While SAT/ACT test scores are not required to establish the admission eligibility of California residents with high school grade point averages of 3.00 or above (nonresidents 3.61 or above), impacted campuses and impacted first-time freshmen enrollment categories often include test scores among the supplemental criteria required of all applicants to those campuses and enrollment categories.

If you have your high school GPA and the results of your SAT or ACT test, then you can calculate your eligibility index. From there you can quickly see whether you meet the minimum admission standards. Remember, some campuses have higher standards for particular majors or those students who live outside the local campus area.

Which Test Should I Take?

California State University campuses use either the ACT or the SAT in the calculation of your eligibility index. The fact that you can submit either test may surprise you since you may have only heard about one test or the other.

We cannot easily advise you about which test to take, but there are some differences between the ACT and SAT. Speak with your high school counselor to determine which test would be a better measure of your strengths and preparation for university studies.

ACT

The ACT covers four areas: English, mathematics, reading, and science. The ACT Composite score is used for admission to the CSU. The ACT also offers, as an option, the Writing Test. The CSU does not require the score from the Writing Test for admission purposes.

For more information about the ACT and to register for the test and send scores, please go to www.act.org.

SAT

The SAT consists of three sections: Critical Reading, Math, and Writing. Scores from Critical Reading and Math are added and used for admission to the CSU. Scores from the Writing section will not be used for admission purposes to the CSU.

Visit www.collegeboard.com to learn more about the SAT tests and to register online to take the SAT test.

**Eligibility Index Table for Residents of California or
Graduates of California High Schools**

GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score
<i>3.0 and above qualifies for any score</i>								
2.99	10	510	2.66	17	780	2.33	23	1040
2.98	10	520	2.65	17	780	2.32	23	1050
2.97	10	530	2.64	17	790	2.31	24	1060
2.96	11	540	2.63	17	800	2.30	24	1060
2.95	11	540	2.62	17	810	2.29	24	1070
2.94	11	550	2.61	18	820	2.28	24	1080
2.93	11	560	2.60	18	820	2.27	24	1090
2.92	11	570	2.59	18	830	2.26	25	1100
2.91	12	580	2.58	18	840	2.25	25	1100
2.90	12	580	2.57	18	850	2.24	25	1110
2.89	12	590	2.56	18	860	2.23	25	1120
2.88	12	600	2.55	19	860	2.22	25	1130
2.87	12	610	2.54	19	870	2.21	26	1140
2.86	13	620	2.53	19	880	2.20	26	1140
2.85	13	620	2.52	19	890	2.19	26	1150
2.84	13	630	2.51	20	900	2.18	26	1160
2.83	13	640	2.50	20	900	2.17	26	1170
2.82	13	650	2.49	20	910	2.16	27	1180
2.81	14	660	2.48	20	920	2.15	27	1180
2.80	14	660	2.47	20	930	2.14	27	1190
2.79	14	670	2.46	21	940	2.13	27	1200
2.78	14	680	2.45	21	940	2.12	27	1210
2.77	14	690	2.44	21	950	2.11	28	1220
2.76	15	700	2.43	21	960	2.10	28	1220
2.75	15	700	2.42	21	970	2.09	28	1230
2.74	15	710	2.41	22	980	2.08	28	1240
2.73	15	720	2.40	22	980	2.07	28	1250
2.72	15	730	2.39	22	990	2.06	29	1260
2.71	16	740	2.38	22	1000	2.05	29	1260
2.70	16	740	2.37	22	1010	2.04	29	1270
2.69	16	750	2.36	23	1020	2.03	29	1280
2.68	16	760	2.35	23	1020	2.02	29	1290
2.67	16	770	2.34	23	1030	2.01	30	1300
						2.00	30	1300

Below 2.0 does not qualify for regular admission

For admissions purposes, the CSU uses only the SAT scores for mathematics and critical reading.

Required "A-G" Courses

A) History/Social Science – 2 years required

Two years of history/social science, including one year of world history, cultures and geography; and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.

B) English – 4 years required

Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.

C) Mathematics – 3 years required, 4 years recommended

Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.

D) Laboratory Science – 2 years required, 3 years recommended

Two years of laboratory science providing fundamental knowledge in at least two of these three foundational subjects: biology, chemistry and physics. Advanced laboratory science classes that have biology, chemistry or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement, as may approved engineering courses or the final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects. e l Language Other than English – 2 years required, 3 years recommended

Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.

E) Visual and Performing Arts (VPA) – 1 year required

A single yearlong approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.

F) College-Preparatory Electives – 1 year required

One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: engineering, technology, visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language).

APPENDIX D

Careers

Objectives:

1. Students will research and explore different career options
2. Students will research the necessary coursework for their career choice
3. Students will identify the different salaries per career
4. Discuss work experience

Activities:

1. Discuss career options.
2. Discuss career planning.
3. Discuss work life balance.

Career Options:

The facilitator should lead a discussion on career options. Facilitator should ask open ended questions to each student to understand how the student selected a career. Each member should share their career choice with the group, and the members should share reasons why that career is their choice.

Career Planning:

Career planning is a lifelong process, which includes choosing an occupation, getting a job, growing in our job, possibly changing careers, and eventually retiring. The group will focus on their career choices and the process one goes through in selecting an occupation. This may happen once in our lifetimes, but it is more likely to happen several times as we first define and then redefine ourselves and our goals.

Learning about each career:

The facilitator will encourage the group members to take action. The small steps students can take towards learning about their careers includes investigating sources of additional training and education, developing a job search strategy, writing your resume, gathering company information, composing cover letters, and preparing for job interviews. The facilitator should lead the group in a discussion to prepare students to take steps like the examples included.

APPENDIX E

Organizational Skills

Objectives:

1. Identify the components to being organized
2. Differentiate between being neat and organized
3. Identify the ways in which to become organized
4. Identify what hinders organization

Activities:

1. Discuss why it is important to be organized
2. Discuss organization strategies
3. Explain the benefits of being organized

Importance of Organization:

The facilitator should lead the group in a discussion about being organized. The facilitator will ask questions such as: Why is it important to be organized?, What does it mean to be organized?, What's the difference between being neat and organized? The facilitator will help the students understand what being organized means and why it is important.

Organization Strategies:

The facilitator will share different ideas with the group about being organized. The facilitator will ask group members to discuss different ways to be organized. Facilitator will share strategies to become organized such as:

- Organize personal space such as a bedroom
- Putting items back where they belong
- Using a calendar
- Using a planner
- Writing things down on a list
- Taking the time to organize
- Follow through
- Setting a time frame in which each task has to be done through out the day
- Combine similar activities
- Multitask
- Delegate responsibilities
- Make more decisions

Benefits of being organized:

The facilitator will share different ideas with the group about the benefits of being organized. The facilitator will ask group members to discuss different benefits of being organized.

APPENDIX F

Goal Setting

Objectives:

1. Describe what short term goals are
2. Describe what long term goals are
3. Identify short term goals
4. Identify long term goals
5. Summarize the Ninth Grade Transition curriculum

Activities:

1. Discuss how to identify attainable goals
2. Discuss short and long term goals
3. Complete a post test (p. 78)

Attainable Goals:

The facilitator will share different ideas with the group about the identifying and setting attainable goals. The facilitator will ask group members to share and discuss different benefits of being organized.

Discuss short and long term goals:

The facilitator will share different ideas with the group about short and long term goals. The facilitator will ask group members to share and discuss different short term and long term goals. Facilitator will share ideas to help the group members set goals such as:

- Deciding what you want.
- Starting small.
- Setting goals in small increments with times, dates, amounts, and some details.
- Being positive when stating goals.
- Planning goals and not procrastinating.
- Remembering to overcome fears.
- Writing it down.

Hand out (p. 77) as a resource and complete post test (p. 78):

APPENDIX G

Don't Fall Behind

Every High School Year Is Important

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
History/Social Science	Red	Red	Red	
English	Red	Red	Red	Blue
Mathematics	Red	Red	Blue	
Laboratory Science	Red	Red		
*Language other than English	Red	Blue		
*Visual and Performing Arts	Red			
College Preparatory Electives	Blue			
Physical Education	Red	Red		

*Red – Courses required for High School Graduation

*Blue – Courses required for meeting the A-G Requirements

**Courses taken to meet high school graduation requirements can also meet A-G Requirements (See Counselor for More details)

See a School Counselor

Do you need tutoring for a class?

Have you been absent more than 3 days in a row?

Can I earn college credits in high school?

Can I earn credit for working?

What's the difference between meeting minimum high school graduation requirements and minimum four-year college admissions requirements?

Post-Test

Students agree or disagree with the given statements based on a five-level Likert scale

(1) Strongly disagree (2) Disagree (3) Neither agree nor disagree (4) Agree (5) Strongly agree

1. ____ I know how many credits are necessary to complete high school
2. ____ I know where to find resources to help me meet graduation requirements
3. ____ I know why ninth grade is an important high school year
4. ____ I will take core classes during ninth grade (English 9, Algebra 1, LOTE, etc.)
5. ____ I must pass the CAHSEE to graduate high school
6. ____ I know where to find information on the SAT and ACT
7. ____ I understand the A-G requirements
8. ____ Any class I earn zero credits in I will have to make up
9. ____ I know I can take college courses in high school
10. ____ I know a (C) or better is required when taking A-G courses