



A PROJECT EVALUATION TO JOYA SCHOLARS COLLEGE APP ACADEMY

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Introduction

Joya Scholars is an organization that is located in the Garnet Neighborhood in the city of Fullerton, California. The area is made up of five small blocks, which are made up of more than 1,200 low-income children from the immigrant working class. Within this community, there had been no college graduates to emerge from the Garnet Neighborhood in over a decade. Today, because of Joya Scholars, there are now students enrolled in colleges like the University of Irvine, the University of California in Irvine, the California State University in Fullerton, and the University of California in Riverside. They have other programs that are to help promote college readiness. Joya Scholars' overall mission is to *inspire and prepare students from low-income communities in Fullerton to succeed through higher education.*

Their mentoring program is where junior high and high school students are partnered with volunteer mentors to create relational change. They have a tutoring program that offers homework help in various subjects for both junior high and high school students, as well as SAT prep helping them to achieve a good SAT score. Their parent academy is a 10-week course that helps equip them with the tools to create college success for their students. Their College Apps Academy helps them to be college-ready by helping with FAFSA, scholarship opportunities, and the college application process.

Joya Scholars' main goal is to support first-generation students and low-income students. A first-generation student is defined as "a student whose parent(s) did not complete a four-year college or university degree, and they are usually from a low-income household." They are the first in the family that will be getting a degree in college. In addition to that, many students cannot afford to pay for programs that can help them navigate college applications. Joya Scholars - College Application Academy offers their program for free and is also being offered virtually for other students who are far from the place they held their session.

The specific project being evaluated is their College Applications Academy. This program more specifically focuses on guiding high school seniors through the college application process. These processes include but are not limited to the Free Application for Federal Student Aid (FAFSA), applications and personal insight questions for the University of California, the Common App (for California State Universities), and California Community College applications. The College Application Academy provides high school seniors and now is also being offered to juniors “with one-on-one support in navigating each step of the college application process, including the application itself, personal statement, financial aid and FAFSA, scholarship opportunities, college resources, and more.” In which they held their meetings weekly on Wednesdays from 3:30-5:30 pm at the Topaz Elementary School. Each session usually lasts for 2 hours and students are given assignments for them to be familiarized with the lesson and information being taught during each session.

For the Garnet College Application Academy this year, the regular attendance they have for this program is estimated to be 8-10 students. The students involved in this program are juniors and seniors that go to Valencia High School or El Dorado High School and they are mostly first-generation students. The way students find out about this program is through word of mouth by their relatives and friends and often by their teachers. Moreover, these students live in the area or nearby the area where the program is being held. Thus, this makes it easier for the students to have access to join the program that Joya Scholars offers.

Assessment Implementation and Data

Framing

The assessment process began with a framework session between the project evaluation team, Dr. Katrina Greene, McKenzie Justus, Ruthie Montesines, and Garrett Griffin, as well as the Joya Scholars organization practitioners, Christian Esteban and Lisset Magdeleno. The framework session involved a formal introduction between both teams and mainly the project evaluation team learning and listening about the plan and goals for the College Application Academy program. After the framing session, we were able to learn more about the community we would be assessing, the project's mission, the project's objectives, and the project's implementation process, as well as what they felt needed to be assessed to help improve their program. We constructed a research instrument that was based upon what we had learned were the main points of interest that the practitioners wanted to know about their project.

The three domains that were emphasized were impact, recruitment/retention, and effectiveness. Impact means that we were assessing the impact that the College Application Academy has had thus far on the students, either revolving college or beyond that as well. Recruitment/Recommendation focuses on assessing the College Application Academy's ability to recruit more attendees, and how to continue to keep the attendees going to the project. Effectiveness assesses how effective the project has been in getting the students ready for their college application process and college itself. We used these three domains to construct our research instrument. The research instrument consists of 10 questions, giving each domain between 2-4 sets of questions in relation to each domain. For instance, the question, "What have you learned from the college sessions up to now?" corresponds to the domain impact. The question, "What motivates you to continue to come to the College Application Academy program?" relates to the domain recruitment/retention. The question, "How have your expectations been met or unmet by attending this program?". After the research instrument was

finished, it was sent through our team correspondent, Griffin, to Magdeleno before the interviews to ensure that it was what the organization was looking for. After it was approved, the interview process then took place.

Implementation

The research was more traditional with small aspects of participatory evaluation as well as a SPICED model. The reason it isn't fully participatory or SPICED is because of the limited time the team had in collecting data. So, there wasn't enough time to establish more relationships with more stakeholders and community members. However, it had aspects of collaboration because our team and the organization leaders worked together, actively listening to do the assessment. Our team used a mixed-methods approach to collect data that involved both objectivities as well as subjectivity. The quantitative method we implemented was a small Likert scale questionnaire that had similar questions to the ones that were asked in the interviews. The qualitative method we used was interviews and observations. There are 8 students within the program, and 6 of the 8 were interviewed. The two who were not interviewed, with one there was a language barrier and with the other, the student was too new to the program to make it an effective interview. The first three interviews were with Evelyn, Sarah, and Franklin on November 11, 2021, each interview took roughly 10 to 15 minutes. We started the interviews at 3:30 and ended at 5:10. The last three interviews were with James, Alex, and Ethan. These interviews took place on November 17, 2021. They lasted between 10 to 15 minutes. We started at 3:15 and ended at 4:15. Those who were interviewed were participants of the program, all 6 were first-generation students in their senior year of high school. From the interviews, our data is now organized by the three domains that the initial framework curated for the research

instrument. So, the patterns found are separated by impact, retention/recruitment, and effectiveness.

Impact

First, our data findings will detail the different patterns found between different students' responses in regards to the questions related to impact. One part of the College Application Academy curriculum was guiding the students through the FAFSA process. Every student that we interviewed answered something related to learning more about FAFSA. For example, Evelyn explained that “[she] learned a lot about FAFSA”. Similarly, James stated that he learned how “[he] can get aid and grants”. As well, Alex mentioned learning about “financial aid like FAFSA”. The students were recognizing that FAFSA was an important part of their lessons during the College Application Academy meetings.

Students before being involved with the Joya Scholars program either did not have the motivation to go to college in general, let alone 4-year universities. For example, Alex talked about how “[he] was in middle school [he]was thinking [he] should not study or go to the cheapest thing” and that the College Application program helped him, “not [be] scared to continue applying bc [he] wants to go to college now and transfer to 4 years”. Evelyn explained that without the program she “wouldn’t have a chance to get into the program she wanted”. She had explained that she wanted to go into the medical field and Joya Scholars was helping put that into fruition. Students are beginning to realize they can go to college, maybe even 4-year universities.

The PIQs have helped students realize more about themselves. Alex believes that through the PIQs “You can figure out more of who you are”. For example, James said that the PIQs have helped him realize that “he has been [encouraging] other people to make a difference and change

- community building”. Moreover, Alex recognizes that it feels like “they are new experiences because you reflect on it like wow I really did this” in relation to what he has done with his life up until now. The PIQs have helped students to reflect on their lives.

Recruitment/Retention

Every student in the program had a relationship with someone who had previously been in the College Application Academy. Franklin explained that “[his] sister joined before...”. As well, Sarah said, “[she] saw her sister go through the program”. And James told us that, “[his] brother and friends” were in the program. The main way that students are learning about Joya Scholars is through people they have relationships with, word of mouth.

The students in the program feel supported by the College Application Academy staff. For instance, Evelyn explained that she “wanted to enter the medical field and to do that [she] can't do [that] alone.” As well, Sarah feels “the support system you get from [the] program”. Similarly, James feels like, “It is like a support system”. Not to mention in the observations we did during one of the sessions, the team noticed that it didn’t just help they were getting from the staff but one another as well. In the observation notes, it was noticed that *[the students] talk amongst each other and compare, share what they are interested in, and are connecting*. This shows that the program is collaborative and supportive not only between staff and students but amongst the peers themselves.

Time is something to consider in relation to the program. One of the students, Ethan explained that the students, “use their own time to come here” and that there are times when he would feel like, “it is a waste of time”. Another student, James said something very similar in that, “it is a little bit time consuming”. The students feel as if it takes time and effort to attend the sessions.

Effectiveness

The College Application Academy program has helped students prepare for the college application process. Evelyn describes that they have, “helped guide [her] through the process”. Franklin explains that “[He] didn’t know most of the stuff that went into college readiness but it’s been really helpful with navigating and extra help”. Sarah said that the program “has helped with not being worried about how to manage my time. It makes [her] feel prepared.” These students feel more prepared for the application and are a resource for them in applying to college.

The students feel like the staff is very helpful throughout the college application process. Evelyn states that “[the staff are] pretty helpful [in answering] questions about careers, writing PIQs, and filling out forms”. James explains that they “guide students step by step”. Alex illustrates that “they’re patient and explain things thoroughly”. The students feel that the College Application Academy staff are organized and do well at helping them fully understand the different concepts within applying to college.

Results/Analysis

The next section will illustrate the analysis process categorized by each domain. The three domains that will be analyzed are impact, recruitment/retention, and effectiveness.

Impact

Impact is one domain that there was data analysis related to how the students were affected within and beyond the program. There was a reflection of students recognizing there is a necessity in learning about FAFSA and how to apply for financial aid. This relates to the students being impacted within the program. The evaluative conclusion is that the students are being impacted by the program's curriculum and students feel that they are being guided through the FAFSA process is important. This shows that the College Application Academy program's objective for getting the students to understand the importance of FAFSA and being a resource throughout the financial aid process is being met.

Another recurring answer was that the students were applying to colleges, not just community colleges but 4-year universities. This reflects the idea that students are applying to colleges they didn't think they could before the College application Academy. Students are recognizing they have a chance to further their education, and may even get the chance to go to a 4-year university. This reflection is related to the impact that the program has had on their students. It leads to the evaluative conclusion that the College Application Academy is impacting students to feel like they can attain high education. Even more so, the students feel impacted to apply to schools that they didn't believe they would have a chance of getting into. The College Application Academy is meeting its objective of encouraging students to see the importance of college, as well as making the students feel as though they have a chance to get into college.

Personal Insight Questions were one aspect of the program that impacted the students beyond the program. The students felt like these questions allowed them to reflect on what they

have done in their lives thus far. This reflects on the idea that the students are having self-reflection. This relates to the impact outside of the curriculum that programs curriculum. The evaluative conclusion is that the College Application Academy is allowing room for the students to have thoughtful contemplation of their own lives and helping give them a sense of pride in what they have accomplished so far in life. The College Application Academy program is meeting expectations beyond just impacting the students through the application process by impacting the students to have a personal reflection.

Recruitment/Retention

Students are hearing about Joya Scholars through word of mouth and as well because of siblings or family members being in the program and seeing it be successful years before them. This reflects that students are being introduced to Joys Scholars through friends and/or family members, not necessarily through the schools they attend. This relates to how the College Application is gaining students, their recruitment. The evaluative conclusion is that the participants are learning about the College Application Academy from people they have relationships with that went through the program before them, whether that be a friend, sister, brother, etc. The program can recruit people through word-of-mouth and family members, however, there is little to no evidence that they heard about the program through the schools themselves.

Students in the program talked about how they felt supported by the staff members and that it felt like a support system. This illustrates that the participants are feeling like they are in a supportive environment. This relates to the program's retention because students feel motivated to continue to come because of the environment that Joya Scholar brings. The evaluative conclusion is that the students value the community and support that the College Application

Academy program gives them which leads them to continue to come. The College Application Academy is meeting the objective of continuing to keep the students from leaving.

The program is a long course that does take up the students' time. The students expressed that the program can be time-consuming. This reflects that there is a time barrier that causes students' effort to come to the meetings regularly. This relates to the concept of retention, because students may not want to continue coming if they do not see value in the time they spend at the College Application Academy program. The evaluative conclusion is that the students feel that something that would cause them and others to not continue to come to meetings is time. The students need to feel as though it is time well spent when at the program rather than doing something else with that time.

Effectiveness

The participants in the program talked about how they liked that the College Application Academy helped them through the process. This reflects that the students feel more, and are beginning to learn more things than they did about college. The program has been a great resource to the students. This relates to the concept of effectiveness. The evaluative judgment is that the Joya Scholars program has been effective in making sure the students feel prepared about FAFSA, the college application process, and college in general. The College Application Academy has met its objective of being a resource to these students for college readiness. The College Application Academy program has been helpful and guided students throughout the college application process. This reflects that the College Application Academy program has helped to explain the process of college applications. This relates to the program's effectiveness. The program has been effective in its intentions of making the GARnet students college-ready.

The College Application Academy has met its objective in making the students prepared for college.

Realistic Recommendations

In light of the evaluation determined by patterns in our research, we would like to present some recommendations that can inform what the College Applications Academy should maintain and what should be improved. The program is meeting its goal of preparing students for college, both in financial readiness and educational confidence for their college applications. However, there are also areas for growth that can guide the program to prepare students even better for college and their future goals.

The first recommendation for the College Applications Academy is to continue providing a clear, step-by-step process of the FAFSA. Students attending the weekly meetings have reported that having adequate financial aid information has helped maintain financial security for college. Thus, we believe it is important to continue to include resources and information guiding students through the FAFSA process.

Students who attend the College Applications Academy have been encouraged to recognize the possibilities of applying to college. This encouragement to go to college is a powerful aspect of the College Applications Academy and should be continued. Our recommendation is to continue to build students' confidence in applying for college by showing them it is possible. One concrete way to do this is to invite CAA Alumni to speak during a session to a new group of high school seniors. Their stories of how they got into a good college can seriously increase new attendees' confidence by demonstrating that it has been done before.

When the students see their possibilities in front of them, they will be much more likely to reach for them and try new things.

Another positive reflection from the students is that the College Applications Academy helps them answer questions about college applications, financial aid, and careers. This suggests that the curriculum is effective in its goals to teach the process of college applications. Our recommendation then is that the curriculum should remain structurally and thematically the same going forward because it has proven to be effective to the students. One suggestion to further strengthen the curriculum is to integrate frequently asked questions into the topics presented each week. For example, if multiple students ask a question about how to fill out a particular portion of their college applications, the next year's curriculum can integrate it into an existing topic. With this, the curriculum continues to evolve and change based on what students have questions on every year.

In our assessment of effectiveness and impact, the College Applications Academy meets every expectation with excellence. The program as a whole changes the outcome of the students who participate in positive ways and encourages them to pursue their dreams in college. While the program works well for those in it, there are ways that the CAA program can improve its recruitment and retention of students who do not know about the program.

The first recommendation for recruitment that we have is to increase the awareness of a college applications program to students in local high schools. In our interviews, we discovered that many students come from either Valencia High School or El Dorado High School. A possibility that will attract students to the College Applications Academy is to strengthen existing partnerships with both of these schools to gain more attraction to the program directly from the schools. This may also help Joya Scholars to build even more of a relationship with the local

schools than what they currently have. The word-of-mouth referral that students give to friends and family is the main way students find out about Joya Scholars. If more can hear about the programs Joya Scholars offers, this interpersonal sharing may exponentially increase.

Attending the College Applications Academy meetings can be a heavy time commitment to benefit from the program. The minimum time needed to participate in CAA is two hours a week, without considering the time it takes to complete applications and other work. Since some students recognized this as a barrier to entry, CAA could consider ways to increase incentives for spending time with Joya Scholars programs. A simple recommendation would be to have fun activities, food, or some form of compensation. This would provide an initial attraction for wanting to join the program.

Moreover, a more in-depth recommendation would be to provide a certificate, perhaps in partnership with the student's high school, certifying their completion of the College Applications Academy. This would help with motivation and hopefully provide students with a sense of accomplishment for dedicating their time to the program. An alternative meeting time for CAA could also be a good consideration if the program grows beyond its current limits. More options to attend can help solve scheduling issues that students report. Acknowledging that program staff and costs to host another program are limiting factors, it would still be worth considering if it results in more students benefiting from the long-term changes of attending CAA meetings.

Appendix 1

Research Instrument

Impact

- 1) What have you learned from any college app sessions up to now?
- 2) Explain how you have used this information?
- 3) How have the lessons from the college apps program helped with your preparation for college?
- 4) In what way has the college apps program supported your overall growth as a first generation student?

Retention/Recruitment

- 1) What motivated you to join the college apps program?
- 2) What motivates you to continue coming to the college apps program?
- 3) Would you recommend Joya Scholars programs to your friends and classmates? If so, why would/wouldn't you recommend it?
- 4) What do you think keeps others from coming to the college apps program?

Effectiveness

- 1) What are you expecting to gain from this program?
- 2) How have your expectations been met or unmet by attending the program?
- 3) In what ways do you feel the PIQs and learning objectives will help you in applying for colleges?
- 4) Do you feel the PIQs and learning objectives have helped you beyond applying for college? In what ways?

Additional Questions:

- What is your name and what year are you in?
- What Highschool do you go to?
- How many from their HS go to this program?
- Are you involved in any other JOYA programs?

Appendix 2

NAME _____ DATE _____

Instructions: Indicate your level of agreement with the statements listed below in #1-6

Joya Scholars Survey

IMPACT

1. The college application program has helped me feel more confident in my preparation for college.

- ☐ strongly agree
☐ agree
☐ disagree
☐ strongly disagree

2. I feel supported by the college application staff.

- ☐ strongly agree
☐ agree
☐ disagree
☐ strongly disagree

RETENTION

3. I am motivated to come to every college application session.

- ☐ strongly agree
☐ agree
☐ disagree
☐ strongly disagree

4. I would recommend the college application program to anyone.

- ☐ strongly agree
☐ agree
☐ disagree
☐ strongly disagree

EFFECTIVENESS

5. I feel like I can use the college application skills I have learned beyond this program.	☐ strongly agree ☐ agree ☐ disagree ☐ strongly disagree
6. I feel like the information learned from the college application program is useful.	☐ strongly agree ☐ agree ☐ disagree ☐ strongly disagree

ADDITIONAL INFORMATION/COMMENTS

Appendix 3

FIELD OBSERVATIONS

Observation #1

First Session (Online)

November 11, 2021

Mckenzie's Notes

Observation Notes:

- Powerpoint presentation style
 - Formal tone, classroom type style
 - On zoom - the cameras were off
 - Financial aid process = topic
 - 7 students (in previous notes said 8 students attend)
 - Step by step process that Lisset goes through
 - Constantly asking is students have questions to make sure students understand (after every slide)
 - Start time: 3:35 to individual work time : 4:13
 - Lisset comments that the students are “feeling a bit quiet today” - possibly because of zoom or the team
 - Samantha turned on camera during interview
-
- Joyaween? What is that?
 - 5 students attended the virtual meeting. Emely, Danni, Francisco, Angela, and Edgar. Lisset seems to know them on a name basis. How many at in-person meetings on a regular basis? Lisset lead the meeting and another leader is there named Kimberly
 - Samantha and Ruben joined the meeting later: Ruben had his camera on during the meeting
 - Below are points of what the slides show:
 - Began a PowerPoint slide with information about the financial aid process
 - Flow chart of financial aid process
 - Expected family contribution: shows estimates of school costs and then estimate of how to pay for it. EFC from FAFSA.
 - Tip 1: Which parent to include? Info on who the parents should be on forms
 - Tip 2: What is my household size? Explains how to fill household size on forms. Lisset used herself as an example of household size

- Tip 3: Whose info do I include? Different from student and parent financials. IRS Data Retrieval tool if parents/student has SSN
- Shows tax form to show how to fill out financial information. Line number included
- Tip 5: How do I select colleges? List California school first for CalGrant, put on campus for options
- Tip 6: Use the help and hints - FAFSA has a tab that shows help to fill out form
- Put all 0s for SSN if parents have no SSN - lets through the document but after an error message. Must also print a signature page and mail it in
- Individual work time allows students to fill out these forms on their own, with assistance from Lisset and Kimberly. Also, PIQ first drafts are due and collected today
- Students do not have their cameras on while on Zoom. Our observation team and Lisset kept them on but Kimberly also turned hers off
- Graphics and flowcharts are used often to show what to do
- Made sure to affirm that FAFSA was not a risk to parents without SSN
- ASTRA Club? What is that?

Ruthie's Notes

Observation Notes:

- Recap of what happened in the past meeting
- Right on time (what is said in the schedule)
- Two of Joya's mentor were present
- 8-10 students showed up
- Financial Aid Process (beginning) - focus of the meeting
- Student Aid Report by January
- Expected Family Contribution
- Breakdown of the Estimated Cost of Attendance
- Tuition does not change
- All dependent students

(Technical Issues connecting to Zoom)

Observation #2

November 17, 2021

Second Session (In Person)

Garrett's Notes

Observation Notes:

- When we came into the classroom, Kimberly took our temperature and had us use hand sanitizer before doing anything else

- Lisset had a meeting from 4-4:30 and had to step out
- Pizza is left by the front counter as well for participants to enjoy
- The beginning of the meeting is relaxed and students talk amongst each other. To me it seems like they are friends
- The room is used for ESL so there are lots of course materials and computers sitting around
- The room is a large modular style building that comfortably fits the students
- The screen to present the material on is pretty small. A technical limitation but a small one (has not been a complaint of students in interviews)
- Short presentation today, dedicated to a work day since UC/CSU applications are due soon
- Office hours available on Friday and Monday, available by text from Tuesday on
- All students were paying attention, they show signs of interest in the material
- Questions: none about the CSU app
- Two finished, one almost finished with CSU app. None other answered
- At least 4 students interested in applying for UCs and are working on it
- Two need to finish their UC app
- Kimberly and Ruben noted that the students are stronger and brighter than they feel
- Recognition of emotional stress and need, addressed throughout the program
- The student's work time is not entirely individual. Students talk with each other and interact with their applications. This collaboration seems to build support beyond the CAA staff and students

Personal reflection on session: (subjective)

- It was a short session because it reviewed the UC and CSU application process that they were working on all program long. They listened to what they had to go through and supported them along the way since it will be the last meeting until they have to submit.
- I particularly liked how they made themselves available to students through office hours and even phone when they were not meeting weekly for CAA. This is a very helpful support line that, even if not all the students use, will assist in emergency or difficult situations approaching the deadlines. I had this kind of support in high school for my applications and it helped me out significantly.
- The end of the presentation when they took some time to support their students emotionally and reassured them was important. CAA does not only care about the task/project of improving college applications and acceptances in the Garnet area, but also the people who are a part of their program holistically.
- Having support from other students makes CAA unique from a mentorship program where the work is 1-on-1. They can talk amongst each other and compare, share what they are interested in, and connect with each other. I imagine that this helps to build community or foster what is already there within the JOYA Scholars program.

Appendix 4

INTERVIEWS

Franklin

(15 mins)

Mckenzie's Notes:

Impact

- 1) What have you learned from any college app sessions up to now?

Learning about fafsa and college apps and what colleges expect from us. How to out-compete competitors. Go beyond in order to have a higher chance to join the college of our dreams.

- 2) Explain how you have used this information?

Helpful for me because I'm almost going to be an adult. Mom expects me to do the application by herself for fafsa and college applications. Expects to do everything by themselves. Didn't know most of what went into fafsa or application so was lost. Can navigate with extra help to make the process smoother and easier. Differences in applying for community colleges or UCs? Or overall different. UCs require more academics. Require a certain GPA and community colleges are easier because they are for everyone.

- 3) How have the lessons from the college apps program helped with your preparation for college?

Really helpful. Didn't know most of the stuff. Application was scary when first looking at them. Got easier to read and understand what colleges are looking for. Lacking: sometimes the presentation is too fast. Understand but wish there was more explanation or go over a bit more information

- 4) In what way has the college apps program supported your overall growth as a first generation student?

Fourth person to go to college. Program is for everyone, extra help if you need it if you have trouble applying for college or a UC. Even if you know everything it can benefit you to know what they expect and how to get into a college with a higher chance of actually succeeding at getting into one

Retention/Recruitment

- 1) What motivated you to join the college apps program?

Motivation is to --- since I want to join a university, my dream school is UCI. Feels like can help in achieving in going to dream school

- 2) What motivates you to continue coming to the college apps program?

Find it confusing at some parts because sometimes overthink it. Need clarification to see if doing it right. Such as application, overthink application or question. Need help

on that. With clarification can help to feel confident about what I'm reading. What was difficult? I feel like all of them because I need help with understanding it a bit better but the thing that really confuses me is the university application (questions) since I'm not confident in writing. Felt like I did something wrong. Even though writing seems okay I just need clarification to see if my writing is going in the right direction.

Has JOYA helped in building confidence?

Yes, because I wasn't good at math and feel more confident because of tutoring.

Years working with her helped me grow as a person.

- 3) Would you recommend Joya Scholars programs to your friends and classmates? If so, why would/wouldn't you recommend it?

Yes, I would recommend it. Offering tutoring and mentoring is very helpful.

Mentoring - better relationship with the mentor. College apps - can build confidence with questions and writing PIQs. More of an understanding of how to do FAFSA as well as applications for college

Community building or individual?

Feel like all of them because it's a community building as well as collaborating with other people too. One friend went to JOYA for help on a single subject which can be individual building

- 4) What do you think keeps others from coming to the college apps program?

Did not answer this question

Effectiveness

- 1) What are you expecting to gain from this program?

Expecting to build myself up in the education aspect because right now not really doing good in some subjects. Feel very uninterested right now but as taking a difficult math class subject can be difficult and don't feel confident in myself. Tutoring can get better at subject while feeling more confident and more understanding of the subject so it can be easier to focus in class and to build more of myself

- 2) How have your expectations been met or unmet by attending the program?

Feel like did meet expectation since helping to get grades up and helping trying to understand where I'm at as a student. Helping me to find something better in a college instead of going to a basic school. Interested in searching colleges that are for me. Technology major. Wanted to join UCI but since JOYA does college trips and investigating colleges that cater to us by major and demographic, been searching into other colleges too to find what college best suits me who wants to be in a technology major

- 3) In what ways do you feel the PIQs and learning objectives will help you in applying for colleges?

Did not answer this question

- 4) Do you feel the PIQs and learning objectives have helped you beyond applying for college? In what ways?

Yes. Helps understand where the questions are coming from.

How did you find out about the program?

They came to middle school in 7th grade so I first saw them there.

Ruthie's Notes

Impact

- 1) What have you learned from any college app sessions up to now?

- Reinforcement
- Application Process
- Drafting PIQs
- Examples PIQS (weak and strong)
- How to go about PIQs

- 2) Explain how you have used this information?

- Cal state not yet UCs
- Less worried
- More prepared and more informed what college is like
- College experiences and applying
- One on one they offer
- Small question they are there to answer them
- Siblings also used this program

- 3) How have the lessons from the college apps program helped with your preparation for college?

- Step by step process which makes it easier to understand
- Less to worry about before the deadline

- 4) In what way has the college apps program supported your overall growth as a first generation student?

- Some of them are not first gen students
- Got the chance to know the college app program through relatives (sisters, brothers, and cousins)
- Better understand of college / motivated to pursue a higher education

Retention/Recruitment

- 1) What motivated you to join the college apps program?

- Relatives did the program before
- Needs help understanding how college apps works
- Not doing anything after school so might as well do something beneficial for the future

- 2) What motivates you to continue coming to the college apps program?

- Just need help navigating on how college app works
- Since parents does not know how to help them, they need someone to help them with the process

3) Would you recommend Joya Scholars programs to your friends and classmates? If so, why would/wouldn't you recommend it?

- Yes, because it helped them with their journey going to college
- They use the JC route
- Wisdom from the classes
- The process is helpful for them to see what colleges or universities are looking for

4) What do you think keeps others from coming to the college apps program?

- Not a lot of students needs help doing college app
- Only students who needs to navigate through the college app wants to join
- Some are tired to go to the after school program
- Lack of advertisement
- It was just an invite one person to another (not all knows about it)

Effectiveness

1) What are you expecting to gain from this program?

- Understanding of how college app works
- To be well prepared for college
- To not be scared to go to college
- To have confidence on what I am going to do in college

2) How have your expectations been met or unmet by attending the program?

- All expectation have been met (the one on ones are super helpful)
- They make sure we know step by step
- They always answer the questions we have
- They make sure that we understand everything clearly

3) In what ways do you feel the PIQs and learning objectives will help you in applying for colleges?

- Students love that the programs has goals and objectives for the program
- Students can tell what to do in preparation for college

4) Do you feel the PIQs and learning objectives have helped you beyond applying for college? In what ways?

- Yes, they have a target goal which helps them to focus one thing at a time
- Yes, just makes me feel confident in applying for college
- Yes, so I can see what things I need to work on and not rush when the deadline is near

Sarah
Senior

(10 minutes)

Impact

- 1) What have you learned from any college app sessions up to now?

Yes, a lot of it has been reinforcing what I have been learning throughout the years with Joya scholars. At school I am in another program that supports higher education. College apps has helped me in the college application process

- 2) Explain how you have used this information?

PIQs : She shows us examples of strong and weak PIQs. We participate and she helps explain how we go about writing the PIQs

- 3) How have the lessons from the college apps program helped with your preparation for college?

I have only started my cal state PIQs, it has helped with not being worried about how to manage my time with and having due dates for them. It makes me feel more prepared.

- 4) In what way has the college apps program supported your overall growth as a first generation student?

Did not answer

Retention/Recruitment

- 1) What motivated you to join the college apps program?

Personally I saw my sister go through the program and it opened my eyes to seeing where my sister is at. Even if she knows a lot there are things she cant help me with. And also just the support system you get from this program

- 2) What motivates you to continue coming to the college apps program?

Did not answer

- 3) Would you recommend Joya Scholars programs to your friends and classmates? If so, why would/wouldn't you recommend it?

Yes, I would. Some of my friends havent joined yet because they want to go to the JC route. But I think that you can still get some type of wisdom and everyones journey is different and in the end its going to be okay

- 4) What do you think keeps others from coming to the college apps program?

I think partly it might be fear that youre getting older and moving forward. Not having support from parents, having a ride is important. As well as self esteem and not believing you can get into college in general

Effectiveness

- 1) What are you expecting to gain from this program?

Overall, I want to be prepared and see what college is like. Feeling more informed about the college experience and applying for colleges

- 2) How have your expectations been met or unmet by attending the program?

I think they have definitely been met, I think it is really helpful having someone right there. The way they walk around and help answer small questions right away.

- 3) In what ways do you feel the PIQs and learning objectives will help you in applying for colleges?

Did not answer

- 4) Do you feel the PIQs and learning objectives have helped you beyond applying for college? In what ways?

Did not answer

Anything else to share:

I think it is really cool that it is starting to get recognition because there was only one location in Garnet and now there is one in maple. Especially having this help outside of school is really helpful

Evelyn

Senior

2 students from _____

7 minutes

Impact

- 1) What have you learned from any college app sessions up to now?

I learned a lot about the Fafsa and the career I want to get into. Lisset helped me declare what career I want to go into, otherwise I wouldn't have a chance to get into the program I want

- 2) Explain how you have used this information?

I had a different path until I found out what way I want to enter college

- 3) How have the lessons from the college apps program helped with your preparation for college?

It has helped me a lot because I didn't know a lot of stuff to do. It has helped guide me throughout the process. Having someone in me with the room, has helped me with answering questions

- 4) In what way has the college apps program supported your overall growth as a first generation student?

Being there and always having an answer to my questions. If they don't have an answer, they'll do research and get back to me

Retention/Recruitment

- 1) What motivated you to join the college apps program?
I want to have a bright future. I want to enter the medical field and to do that I cant do this alone
- 2) What motivates you to continue coming to the college apps program?
To learn a lot about the colleges before I just dive into it head first
- 3) Would you recommend Joya Scholars programs to your friends and classmates? If so, why would/wouldn't you recommend it?
Yes I would, because it is pretty helpful and answers questions about careers or filling out forms
- 4) What do you think keeps others from coming to the college apps program?
--- didnt really answer this question

Franklin

Senior

4 students from El Dorado

15 minutes

Impact

- 1) What have you learned from any college app sessions up to now?
We have been learning about Fafsa and what colleges expect from us. How to compete, how to go beyond in order to have a chance at going to the college of our dreams
Anything lacking: I didn't know most of this stuff. The applications are very scary to look at, but it has gotten easier to read it and learn what colleges are looking at. Sometimes the presentations go a bit too fast. I wish there could be a bit more information
- 2) Explain how you have used this information?
This is helpful for me because since I am going to be an adult my mom expects me to do it all by myself so I am expected to do it all by myself. As well, I didnt know most of the stuff that went into college readiness but its been really helpful with navigating and extra help
Differences in applying from different applications: It has been different applying from community college vs UC, UC requires more academic, and a certain gpa
- 3) How have the lessons from the college apps program helped with your preparation for college?
Did not answer the question
- 4) In what way has the college apps program supported your overall growth as a first generation student?

4th person to go into college. Is this program for only first gen: it can be for anyone, it is extra help if you need it because it can benefit anyone even if you know everything

Retention/Recruitment

- 1) What motivated you to join the college apps program?

My sister joined it before me and learning through the other JOYA students that were juniors

Since I want to join a university : my dream school is UCI, i feel like this can help me a lot better in achieving my dream school

- 2) What motivates you to continue coming to the college apps program?

I find it confusing at some parts because sometimes I overthink it. So I just need some clarification to see if I am doing it right. Like the applications, so I kind of need help with that. But with their clarifications it helps me feel more confident.

What kind of clarifications? WHAT WAS REALLY difficult?

Since I kind of need help with understanding it a bit better all of it, but what confuses me is the questions that they give on the college applications because I am not confident in my writing.

- 3) Would you recommend Joya Scholars programs to your friends and classmates? If so, why would/wouldn't you recommend it?

Did not answer

- 4) What do you think keeps others from coming to the college apps program?

Did not answer

Effectiveness

- 1) What are you expecting to gain from this program?
- 2) How have your expectations been met or unmet by attending the program?
- 3) In what ways do you feel the PIQs and learning objectives will help you in applying for colleges?
- 4) Do you feel the PIQs and learning objectives have helped you beyond applying for college? In what ways?

Interview Transcripts:

-Alex, interviewee

-El Dorado HS

-Tutoring sessions and CAA

-No idea how to start process and helped step by step, no idea to find information about demographics

without that help wouldn't know how to get help, lead in right direction, knows what to do now

-Filling out and applying everything that they taught me, any question that I have they answer for me so i use that information to write in what i need to fill out

-They have given me a sense of security i haven't been stressing over it as much as others said they would thats really good

given me more options more variety to research for colleges, financial aid

-want to be a mechanic automotive science helped lead to more options to lead toward that career

-they've helped me by making me feel more confident about it i'm not really scared about it helped me be aware of distance financial problems because i struggle with financial problems think of every opportunity and be ahead

they really helped me with that

-i didn't want to be a person that just didn't go to college i really wanted to be something and not struggle as much as my parteens did because they came from somewhere else wanted a career and to be stable

-i wanna pursue what i like to do most which is cars and all that and the more i come here i usually think im tired and don't want to go but i think i should really go because they help with this and that they are really nice too

-yes i would because they are really open they really help you nad they have all the resources that you need, they're patient and explain things thoroughly

-procrastination or people that are not motivated don't think they are good enough or smart enough to go to college or think not enough money or it is expensive

-yes when i was in middle school i was thinking i should not study or go to cheapest thing so my parents would not have to struggle with financial situation but when i showed up they led to applying for scholarships and financial aid and stuff like that

-i'm expecting to be able to be successful in the way that i applied to coleg ena all of the financial aid i can get hopefully accepted and not scared to continue applying bc i want to go to college and transfer to 4 year

-they have been met because and surpassed because not expecting so much help thinking some kind of program and not dedicated to actually helping through participating here and here but actually really helped not like didn't

care helped fill out information

-feel like they help personal feeling about yourself and finding yourself a bit more they are helpful in the way you

feel ... finding yourself and while reflecting on things that have happened to you and answering it you show someone

else a bit about yourself and apply to college or whatever else. win win situation

-yes because you can figure out more of who you are like oh ive done so many things but these are beyond the normal

they are new experiences to you because you reflect on its like wow i did this

-Evelyn, interviewee (repeat)

-Valencia HS, 2 others go to CAA

-tutoring, mom goes to parent academy

-learned a lot about it i didn't know we had to the whole fafsa thing if our sibling is in college the taxes

are automatically transferred i didn't know that

-I use it to the best of my ability and take advantage of it, try to get it done in time

-I was able to learn more about the process it takes to apply to college it wasn't easy and a lot of steps had to be

taken

-they were there for me and they would encourage me they would help me out whenever i had questions about the

application

-i had an older sister and she was also a part of college aps and

-probably my future

-yes because it is helpful especially to get into a university or college

-some people are just busy and don't go because of their schedule. mom gives a ride to meeting

-knowledge

-they have been met in application just have a few things to finish up

-csuf, csula, csusd

-figured out [nursing field] was something interested in after taking a course

-learned something about myself that i didn't know because no one asks those kind of questions

-yea because you see what you are capable of

-Ethan, interviewee

-El Dorado HS, walks and is very close

-no oldest in my family but i learned from a couple people in the neighborhood about the program

-just learned what I needed and how to apply for college application and also financial aid

-i just used it to apply to cal state schools uc schools ad i use it to fill out my financial aid application

-helped me to be a little more reasonable about my decisions when it comes to my future it helps prepare me so

I know what comes in the future

-in between to be honest didn't see the reason why before joya thought it was another reason to take away my time

but after joya saw a reason to join college

-i feel like it has prepared me more and gave knowledge since my mom hasn't gone to college

-mom is the reason why i feel like i should and why i should strive

-more information every week and that information helps me

-yes

-because it does help you you could think of why it wouldn't but it does

-use your own time in order to come here

-they say it is a waste of time

-sometimes can see it as a waste of time

-prevent?

-no not really

-looking to gain more information for college readiness

-they've been met by what i expected to be talked about was talked about

-unmet?

-not really

-give a little more background to what you feel about certain things

-i don't really feel thy help as much but I still do them