
Chapter 11 At-a-Glance

Chapter 11 contains information on how you can help to inspire and encourage your students to set high goals for themselves once they have met the challenge of graduating from high school. Applying to college and paying for it are two of the principal roadblocks to greater participation of Hispanics in post-secondary education. As educators, you can help in both of these realms, but your main contributions consist of having high expectations for your students and helping them to believe in their potential.

Students who succeed in attaining their educational goals almost always cite the importance of a “mentor/advisor” who took a personal interest in them and guided them. Remember that most of your migrant students have parents—many of whom have less than a sixth-grade education—who are unfamiliar with the many educational opportunities available in the U.S.

There is information on another national program called CAMP (College Assistance Migrant Program, page 217), an option that provides your students with a great deal of support during their freshman year in college. Attending community college is an increasingly appealing option for many migrant students who can take courses and work their way through this more affordable alternative.

There is a translated document called “Your Child Can Go to College!” (pages 226-227). It is a simple explanation for parents that outlines ways in which they can support their children’s aspirations to attend college.

The final section of Chapter 11 includes a list of scholarships that are targeted to boost the participation of Hispanics in post-secondary education. There is a great deal of attention being paid to Hispanics recently as the educational establishment strives to increase the opportunities available to this under-represented group of students.



In order for migrant students to succeed, they and their families need knowledge of available educational opportunities and support from high school and postsecondary staff in identifying and overcoming obstacles.

—Susan Morse

CHAPTER 11:

Postsecondary Options: How Teachers Can Help

To succeed in college, migrant students must (1) complete high school with adequate preparation for college, (2) apply and be accepted to college, (3) find scholarships or other funding to attend, and (4) progress through college to graduation. Being a migrant complicates these basic steps because of frequent moves, poverty, gaps in previous schooling, and language barriers. Migrant students also confront societal and institutional barriers due to ethnic differences and community isolation. Despite these challenges, some migrant students attend and graduate from colleges and universities.

Data regarding migrant college entrance and completion rates are limited because few programs track students beyond high school graduation. Far more information is available about Hispanic students in general. These studies are relevant because most migrants are Hispanics. One study revealed Hispanic enrollment in higher education doubled between 1984 and 1995, the largest gain among the four major ethnic minority groups. But only 45 percent of these students enrolled in four-year institutions. Hispanics are still under-represented (by about 50 percent) in postsecondary institutions overall (Carter & Wilson, 1997).

Despite steady gains in the number of postsecondary degrees conferred, Hispanics remain under-represented in this category also. In 1993, while Hispanics comprised about ten percent of the U.S. population, they earned only 5.9 percent of associate degrees, 3.9 percent of bachelor's degrees, 2.9 percent of master's degrees, and four percent of professional degrees (Carter & Wilson, 1996).

Some of the most valuable lessons teachers can impart beyond academic knowledge are those of motivation, inspiration, determination, resilience, desire, and a love of learning. A student equipped with these character traits, along with the help of someone who can sort through the complexities of postsecondary opportunities, has a chance of realizing all that a bright future has to offer.

Teachers often know their students better and are more accessible to them than anyone in the school system. Many teachers have navigated the maze of postsecondary options for themselves and their own children. By extending a hand to students whose parents may not have had these experiences, they are providing young people the opportunity to fulfill their potentials.

Options and Resources to Explore

Following is a list of options and resources to explore as you and your student travel across content areas on your journey beyond high school walls.

1. Compare and contrast post-secondary options such as college, military, on-the-job training programs, vocational/technical school
 - cost
 - financial assistance available
 - location
 - size and resources
 - length of study
 - degree/certification
 - employment outlook
 - salary range
 - promotional ladder
 - fringe benefits
 - travel
2. Examine “Program of Study” (small appliance repair, social work, computer programming, landscaping, etc.) entrance requirements, cost, length of study, resulting degree, certification process
3. Administer interest inventory/aptitude analysis
4. Explore fields of interest using the Internet, media, and other technological resources
5. Organize job shadowing experiences
6. Practice job-seeking skills—classified ads, applications, telephoning, résumés, reference letters, interviews, personal appearance, follow-up, leaving a job
7. Invite guest speakers and practitioners (including parents) to your class/school
8. Establish relationships with local Chamber of Commerce, civic groups, and business partnerships
9. Institute a career mentoring program
10. Coordinate a job fair
11. Arrange field trips to postsecondary programs
12. Senior Portfolio: essay, letter of recommendation, résumé, test scores, transcript, etc.
13. Performance-based individual and group career presentations

College Assistance Migrant Program (CAMP)

CAMP provides discretionary grants to institutions of higher education (IHE) or other non-profit organizations in cooperation with an IHE to offer tutoring, counseling, health services, assistance with special admissions, and some financial assistance to enable migrant youth to successfully complete the first year of postsecondary education. Students are also assisted with obtaining financial aid to help with the remainder of their undergraduate academic careers.

New CAMP programs are constantly being added, so please check with the Office of Migrant Education for an updated list (202-260-1164).

Projects and Contacts for 1999-2000

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2. Promoting Leadership Qualities

Youth Leadership Institutes

Whether the program is a six-week residential summer model or one offering ongoing seminars and periodic weekend retreats, these Institutes provide intensive, challenging, activity-based experiences for tomorrow's leaders. Emphasis is placed on exploring values, goals, strategies, and timelines for pursuing future education and training opportunities. Career interests are also explored. Many Institutes involve students in a community service project. Preparatory and follow-up projects and activities in the home district are generally a strong component of Leadership Institutes, providing students with support and direction throughout the school year.

Summer College Residential Programs

These programs on college campuses are funded by the migrant education program, other federal programs, or university resources. Chances for success increase because migrant middle and high school students live on college campuses far from home and engage in college activities and courses.

In some regions, an advisor facilitates applications and scholarships to colleges.

Business Partnerships

The potential for supportive interactions with community partners is limitless. Businesses have a very real stake in the quality of education students destined for the job market receive. By thinking outside of the activities in which business partners have been traditionally involved, innovative, unorthodox ways to involve partners surface. Partners may assist in somewhat traditional ways by providing funds for various activities or particular students in need. They may become involved in direct assistance such as tutoring, guest speaking, hosting a job shadowing or OJT placement, or conducting practice interviews. With their daily involvement in business and commerce, these individuals offer students a window to the future through the eyes of various professions. Some such programs are offered through local industry councils, 4-H Clubs, or summer youth grants.

3. Postsecondary Educational Options

Vocational/Technical Schools

For students wishing to enter the work force relatively soon after graduation, these job skill-oriented programs show tangible results.

Students specialize in studying a work skill such as welding, nursing, computers, paint & body work, etc. Many students complete their program of studies within a year, receive official certification, and are placed in jobs by the school's student services department. While vocational/technical programs are skill-oriented, students must possess a reading level of approximately eighth grade in order to read the technical manuals that accompany the classroom lecture and hands-on experience. In addition to skill-specific instruction, students strengthen other skills such as language, grammar, mathematics, and com-

puter literacy, which is often an integral component of vocational/technical programs. In addition, advisors are generally provided to help students prepare for a future beyond school walls. They are available to help students pursue further education, secure financial resources, or enter the job force.



Community or Junior College

This option is for students wishing to attend a smaller, short-term postsecondary school with the

possibility of being prepared to enter the work force within two years or apply to a four-year institution as a transfer student.

Many states offer preparation of comparable quality to the first two years of education at colleges and universities through their community and junior college programs. Students wishing to make the transition to postsecondary less dramatic may choose to begin at a community college. These systems are generally smaller, presenting less bureaucracy and more personalized services. Few community colleges provide housing, enabling students to continue living at home, which is generally less expensive.

Costs at junior colleges are significantly less than at universities, sometimes as much as one third of the cost per credit hour. Many programs provide automatic acceptance of all local high school graduates. Regardless of acceptance, students must still be assessed for placement in the appropriate program of study. Some English language learners who have yet to fully acquire English may be placed in non-credit-earning remedial classes or labs at the beginning of their college education.

Professor/student ratio is much smaller than at major universities where many freshman classes are offered in large lecture halls. In a smaller setting, students are apt to receive more attention, assistance, and personalized instruction. For second language learners still acquiring the English skills, this setting has proven to be a successful transition from the protective environment of high school to the free, liberal setting of college.

For students wishing to earn a two-year college diploma and then enter the job force, the Associate of Science, A.S., degree may be appropriate. Students generally specialize in a program of study focused on a particular career skill, such as business procedures, hospitality, police academy, computer analysis, etc. While the importance and use of basic skills, such as communication and computation, are always stressed, the curriculum is presented through the lens of the specialty area being pursued.

Other students prepare to enter the university for their junior and senior years after completing community college. These students spend the first two years studying advanced levels of English, math, social and physical science, and other general coursework. They will not specialize until their junior year.

College or University

For students wishing to complete a four-year degree, enrollment in a college or university, or as a transfer student after attending community college, are both viable options. University entrance requirements may be more rigorous and less flexible than those for community colleges, thus the application process should begin early. A well-rounded college preparatory high school curriculum is integral to the foundation that helps determine success at the university level. Students who are promising candidates for four-year colleges are those who successfully completed advanced math and science courses in high school, earned college credits through Advanced Placement and Honors* courses, and are well on their way to being bilingual.

** Many high school teachers serving as guides or mentors for ELL students will want to promote the placement of these students in Advanced Placement (AP) and Honors courses whenever appropriate. Their limited English proficiency should not exclude them from the opportunity to earn college credits while attending high school. Many of these students received a high level of education in their native countries and need some primary language support and instructional and assessment modifications (see Chapter 3) in order to ensure that the content is comprehensible to them.*

Planning for Postsecondary Education during High School

You are just starting your high school career and probably thinking, “Gosh, four more years before graduation. I have plenty of time to think about what I want to do when I finish high school.” Before you know it, four years will have gone by. If you do not start preparing for your post-high-school years, you might later discover that you have to backtrack. Now is the best time to strategize about how you will get from Point A to Point B. What you do for the next four years will impact whether you get accepted into college or not. You need to start building your “track record” as early as possible. Following are some suggestions:

1. Make an appointment to meet with your guidance counselor and let him/her know of your plans to attend college. Inquire about the high school course requirements for a college track student.
2. Establish a year-by-year plan of action for grades 9–12. Know which classes are required for graduation from high school as well as entrance to college. Include this plan in your newly created file.
3. Start getting involved in extracurricular activities, such as clubs, student government, athletics, community organization, church groups, etc. Participate in activities you enjoy.
4. If you don't read for enjoyment, start reading. It will help build your vocabulary and reading comprehension. This will be very important when it's time to take college entrance exams.
5. Don't forget career exploration.

Source: Stepping On Up

Planning for Postsecondary Education during High School

Grade 10

1. Meet with your guidance counselor to review your plan of action and make sure you are on track.
2. Talk to university/college representatives at your school's college fair.
3. Continue adding to your file copies of test scores, report cards, letters of appreciation, recommendation, or achievement.
4. Continue your involvement in activities and career exploration.
5. Take the PSAT for practice.

Grade 11

1. Meet with your guidance counselor to review your progress.
2. Register for and take the SAT/ACT exams for practice.
3. Gather information on the colleges/universities you would consider.
5. Start researching for grants, loans, and scholarships available federally, statewide, and locally. Make a list of all those for which you could apply. Include deadlines on your list.
6. Retake the PSAT exam if you would like to be considered for the National Merit Scholarship Program. The National Merit Scholarship Program gives scholarships to top-ranking students in the nation.

Grade 12

1. Meet with your guidance counselor to review your progress.
2. Establish a timeline indicating deadlines for ACT/SAT exams, college/university applications, financial aid application, and scholarships. Make sure you meet the deadlines.
3. Narrow your college/university choices to three or four and apply. Most colleges/universities have an application fee ranging from \$15.00 to \$25.00. However, the fee can be waived if you qualify.
4. The file you established during your high school year should be beneficial when it comes to completing the paperwork for college.
5. Continue adding to your file copies of all the paperwork you complete or submit to colleges/universities.
6. Communication between you and the colleges/universities you are applying to is of utmost importance. Be persistent and call them if you do not hear from them about your admissions status or financial aid status.
7. Remember college admissions and financial aid are separate processes.
8. If you are accepted to more than one college/university, the biggest decision is to choose the one you will attend.

Planning for Technical/Vocational School

If you think college is not for you, then you might want to consider a technical/vocational school. There are many careers one can pursue, such as auto mechanics, nursing, drafting, court reporting, etc. Programs of study available at technical/vocational schools vary from a couple of months to a couple of years. You can begin some programs while completing your junior and senior year of high school. This allows you to simultaneously earn a high school diploma and a certificate for a trade.

Grade 9

1. Meet with your guidance counselor and inquire about your interest in pursuing a vocational track. Find out if your school offers the option of entering a technical/vocational program of study during your junior year.
2. Establish a year-by-year plan of action for grades 9–12 of the classes required. Include the plan of action in your newly created file.
3. Get involved in clubs such as FHA/HERO, HOSA, FBLA, and VICA. Each club has a special focus on careers.

Grade 10

1. Meet with your guidance counselor to review your plan of action and make sure you are on track.
2. Continue your involvement in activities and career exploration.
3. If your school has the option to start a vocational/technical program of study, make sure you register for it before the end of the school year.

Grade 11

1. Meet with your guidance counselor to review your progress.
2. If available, start a vocational/technical program of study.

Grade 12

1. Meet with your guidance counselor to review your progress.
2. If your program of study is offered at various vocational/technical schools, apply to more than one because sometimes there are waiting lists.
3. Explore financial aid, including the Pell Grant, work study, scholarships, and loans available for your program of study. Meet all application deadlines.
4. Inquire about various agencies/programs, such as JTPA, JTPA/Migrant, and Equity. Learn how they can help you while you are enrolled at a technical/vocational school and after your completion.
5. Make arrangements to take entrance exams required by the vocational/technical schools.
6. Visit vocational/technical schools. Talk to individuals enrolled in the program of study of your choice.

Fernando's Story

Fernando is the oldest of five children. He came to the U.S. with his parents from Mexico in search of work in the 1980s. His parents established a migration pattern between Texas and Michigan and then back to Mexico. Fernando's four siblings were raised on the farm with grandparents until the family had earned enough to bring all members to a small agricultural community in central Florida. Fernando had not received formal ESL services until he entered ninth grade. Already a strong, disciplined, accomplished student, Fernando blossomed even further as he gained proficiency in English with the targeted assistance of the ESL teacher.

In Fernando's case, his teacher recognized, encouraged, and channeled Fernando's talents toward a productive future. His teacher provided the information and opportunities to foster exploration and growth. There were times when Fernando experienced difficulties with his schedule due to migration and occasions when he was placed in low-level courses due to his lack of English proficiency. But with the help of his teacher, he worked through difficulties and obtained a rigorous college preparatory high school education and overall experience.

It was after leaving the small, supportive setting of high school that Fernando's real problems began. Although he and his family began the lengthy procedure of petitioning for citizenship years ago, by the time Fernando graduated with honors from the largest high school in the district, he was still undocumented.

Fernando's teacher had him address a civic group that, after hearing of Fernando's situation, undertook the generous project of funding his education at the local community college over the next two years. Fernando was

not banned from attending the state-sponsored school. However, despite the fact that he had attended high school in the same district for the previous four years and that he and his family had contributed to the community in numerous ways, Fernando was charged \$2,500.00 per semester as an out-of-state student. While the civic group continued to support Fernando, his teacher stayed in communication with the generous donors, keeping them well-advised of Fernando's accomplishments and plans.

Fernando married Esmeralda, a former migrant born in Texas. She was a junior studying elementary education at the local university. Fernando needed to secure employment before he went in front of the immigration board. His teacher hired him as a part-time peer advisor in the after-school program. He worked 19 hours a week serving as a tutor, role model, and educational reinforcement for migrant middle school youth while completing his bachelor's degree.

Fernando completed his degree and has worked as an accountant ever since. He currently works in the accounting department for one of the largest employers in a several county area—a citrus juice producing plant where he used to sort and pack fruit. When asked about influential forces in his life, Fernando often cites his teacher. He may have had the potential, the talent, even the desire, but it was his teacher who provided the support, guidance, and know-how enabling him to realize his potential.

***** You know many Fernandos, whether you realize it or not. You are in a powerful position, one you can use to positively intervene in the life of a young person who may not otherwise realize his or her potential.***

Teachers Should be Prepared to Go the Extra Mile:

- Be available and non-judgmental
- Regularly check student's class schedule against graduation requirements
- Track credits and grade point average (GPA) each grading period
- Encourage challenging, college preparatory course of study
- Promote participation in extra-curricular activities and community service projects
- Provide modeling and concrete examples of life skills that will prove useful in the future
- Funnel information regarding postsecondary opportunities to students, using material as the vehicle in content lessons
- Communicate the importance of postsecondary preparation to students' parents, beginning at an early age
- Promote the accomplishments of ESL students throughout the academic and larger community
- Sponsor fund raising activities to establish scholarships
- Seek and promote scholarship opportunities
- Seek and promote other public and private funding sources for student's postsecondary endeavors

Your Child Can Go to College!

I thought that I might get a job and help my family right away. My mom said, “No, you go to school.”

—Florida A & M University student

Your child is thinking about college. GOOD! Going to college will help your child to have a good life. Jobs in the United States are changing very quickly. For most good jobs, your child will need more than a high school education.

Here’s how you can help

1) Check on high school courses

Help your child work with teachers and counselors to complete the courses needed to enter and succeed in college. Your child will need courses in English, math, science, and social studies. Foreign languages and computer science will also be helpful. Encourage your child to earn good grades.

2) Attend workshops/parent meetings

Many schools offer training for parents on college education for their children. If you learn of such a program, attend.

3) Learn about colleges

Whom do you know who has gone to college? Ask for their ideas. Is there a college campus nearby that you might visit with your child? It need not be the one the child is thinking about entering. Walk around the campus. Go into the library and administration building. You and your child can get a better idea of college.

4) Talk

Ask your child about college plans. Show that you are interested in those plans.

5) Listen

Probably the most important help you can give is to listen to your child’s thoughts. Your child knows college is a very big step. Your support is valuable.

Finances

Yes, finances are a big concern. But, if your child is a citizen of the U.S. or has legal residency, he or she can probably get help.

1) College money

Both federal and state governments help students with college costs. Colleges often have their own money to assist students. Private funds also can help—especially if a student is still in the process of obtaining a visa.

2) Applications

You and your child will need to fill out applications for financial aid. For federal aid, you should apply as soon as possible after January 1st of the year your child will enter college. The college financial office and high school guidance office will have applications. You may need to fill out other applications for funding.

3) Questions

Ask your child’s guidance counselor for help.

Yes, your child can go to college!

- Your child will be able to study for a career.
- Your child will be able to support a family.
- Your child will be able to help the community.

My father always taught me how important it was to receive an education, any type of education, to live a decent life.

—Stanford University student

¡Su Hijo/a Puede Ir a La Universidad!

Pensé que podría encontrar un trabajo y ponerme a ayudar a mi familia. Mi madre dijo, “No, usted va a la escuela.”

—Estudiante de la Universidad de A & M, Florida

Su hijo/a está pensando en la universidad. ¡MUY BIEN! Ir a la universidad le permitirá tener una vida más agradable. Los trabajos en los Estados Unidos están cambiando muy rápido. Para la mayoría de los trabajos, su hijo/a necesitará más que la escuela secundaria o preparatoria.

Usted puede ayudar así

1) Infórmese de las clases de la escuela secundaria (preparatoria)

Ayude a su hijo/a a trabajar con los maestros y consejeros para completar los cursos necesarios para entrar y tener éxito en la universidad. Va a necesitar cursos de inglés, matemáticas, ciencias, y estudios sociales. Idiomas extranjeros y computadoras también ayudarán. Anímele a sacar buenas notas.

2) Asista a cursillos y reuniones de padres

Muchas escuelas ofrecen entrenamiento para padres sobre educación universitaria para los hijos. Si se entera de tales programas, asista.

3) Infórmese de universidades

¿A quién conoce que fue a una universidad? Hágale preguntas. ¿Hay una universidad cerca que pueda visitar con su hijo/a? No tiene que ser el que ha elegido. Caminen por el campus. Visiten la biblioteca y las oficinas de la administración. Pueden formarse una idea de lo que es una universidad.

4) Hable

Pregúntele a su hijo/a sobre sus planes para la universidad. Muestre interés en esos planes.

5) Escuche

Probablemente la ayuda más importante que pueda prestar es escuchar las ideas de su hijo/a. Él/Ella sabe que la universidad es un paso muy importante. Su apoyo es valioso.

Finanzas

Sí, las finanzas son una preocupación grande. Pero, si su hijo/a es ciudadano de los Estados Unidos o tiene residencia legal, probablemente podrá conseguir ayuda.

1) Dinero para la universidad

El gobierno federal y el del estado ayudan a estudiantes con los costos de la universidad. A menudo, las universidades tienen su propio dinero para asistir a estudiantes. Fondos privados también pueden ayudar—especialmente si un alumno no ha podido conseguir una visa.

2) Solicitudes

Usted y su hijo/a necesitarán rellenar solicitudes para la ayuda financiera. Para la ayuda federal deben hacer la solicitud tan pronto como sea posible después del primero de enero del año de entrada en la universidad. La oficina de finanzas de la universidad y la de consejeros de la escuela secundaria tendrán formularios. Puede necesitar otros formularios para otros fondos.

3) Preguntas

Pídale ayuda al consejero de su hijo/a.

¡Sí, su hijo/a puede ir a la universidad!

- Será capaz de estudiar una carrera.
- Será capaz de apoyar a una familia.
- Será capaz de ayudar a la comunidad.

Mi padre siempre me enseñó lo importante que era recibir una educación, cualquier clase, para vivir una vida decente.

—Estudiante en la Universidad de Stanford

Student Financial Aid Information

A lot of attention is being paid at the federal and state levels to boosting the school retention and achievement of Hispanic students. Among those efforts are increased federal grants to “Hispanic-serving colleges and universities.” These schools enroll at least 25 percent Hispanics at either the graduate or undergraduate level. To find out which schools have been particularly successful with recruiting and educating Hispanics, log onto the website for the Hispanic Association of Colleges and Universities at **www.hacu.net**.

In order to most effectively plan your search, contact the necessary organizations up to a year in advance. Your first step should be to decide on a few schools and contact their financial aid offices, asking about any scholarships or financial aid they offer to minority students. Be sure to explore all financial aid and scholarship possibilities, not just those opportunities targeted specifically towards minorities.

The federal government has several major financial aid packages, work-study programs, and grants. You may contact their educational hotline at (800) 433-3243. Or log on to their website at **www.ed.gov/finaid.html**.

To find out about the scholarships that target migrant students, check out the website at the Geneseo Migrant Center: **www.migrant.net/scholarships.htm**.

The following is a partial list of financial aid resources specifically for Hispanic students pursuing postsecondary education or graduate studies. Additional information about financial aid opportunities can be obtained from a comprehensive list of scholarships and financial aid links at **www.aspira.org**.

American Geological Institute
(Minority Participation Program Scholarships)
4220 King Street, Alexandria, VA 22302
(703) 379-2480
Contact: Anita Williams
Amount: \$500-\$1,500
Deadline: February 1st
Level: Undergraduate, Graduate
Field: Earth, Space or Marine Sciences
Website: www.agiweb.org

American Institute of Certified Public Accountants
(Minority Scholarship Program)
1211 Avenue of the Americas
New York, NY 10036-8775
(212) 596-6200
Contact: Gregory Johnson
Amount: Up to \$2,000 per year
Deadline: July 1; Dec.1
Level: Undergraduate, Graduate
Field: Accounting
Eligibility: Undergraduate study at accredited colleges and universities, U.S. citizen or legal resident.

American Institute of Architects Foundation
(Minority Scholarship Foundation)
1735 New York Avenue NW
Washington, D.C. 20006
(202) 626-7349
Amount: Varies
Deadline: Dec 1 for nomination; Jan 15 for application
Level: Undergraduate
Field: Architecture

Beca Foundation General Scholarship
Beca Foundation
1070 South Commerce Street, Suite B
San Marcos, California 92069
(619) 489-6978

Hacer Scholarship Program
McDonald's Corporation
Dept. 12
Attn: Manager, Education and Hispanic
Communications
1 McDonald's Plaza
Oak Brook, Illinois 60521
(626) 798-9335 or 1-800-736-5219
Amount: \$1,000-\$2,500
Deadline: March 1st
Level: Undergraduate
Field: Any
Eligibility: Enrolled as full-time student at an
eligible institution, in need of financial
assistance, and must be a U.S. citizen or
resident.

Hispanic Designers Inc. Scholarship
1000 Thomas Jefferson Street NW, Suite #310
Washington, D.C. 20007
(202) 337-9636
Contact: Peggy Edwards
Amount: \$2,500-\$5,000
Deadline: Varies
Level: Undergraduate
Field: Fashion Design
Eligibility: Open to Hispanic students who are
enrolled in an accredited fashion design
school. Must be an active student with at least
a 2.5 GPA.

Hispanic College Fund (HCF)
One Thomas Circle, NW, Suite 375
Washington, D.C. 20005
Contact: Adam Chavarria
Deadline: April 15
Level: Undergraduate
Field: Any
Eligibility: Must have been accepted or be enrolled
as a full-time undergraduate student at an
accredited institution of higher education
actively seeking an academic discipline
leading to a career in business. Different
majors acceptable. GPA of 3.0 or better.

Jose Marti Scholarship Challenge Grant Fund
Florida Department of Education
Attn: Office of Student Financial Assistance
1344 Florida Education Center
Tallahassee, Florida 32399-0400
(850) 488-4095
Contact: Mrs. Silvia Arena
Amount: \$2,000 per year
Deadline: April 1
Level: Undergraduate
Field: Any
Eligibility: Enrolled as full-time student at an
eligible institution, in need of financial
assistance, and must be a U.S. citizen or
resident.

La Sed Scholarship
Latin Americans for Social and Economic
Development
Attn: Youth Program
7150 West Vernor
Detroit, Michigan 48209
(313) 841-1430

Latin American Professional Women's
Association Scholarship Program
Latin American Professional Women's Assoc.
P.O. Box 31532
Los Angeles, California 90031
(213) 227-9060

League of United Latin American Citizens
(LULAC)
LULAC National Educational Services Center,
Inc.
(LULAC) 1133 20th Street NW, Suite 750
Washington, D.C. 20036
(202) 408-0060
Contact: Maritza Coleman, Special Program
Coordinator
Amount: Varies
Deadline: March 31
Level: Undergraduate and Graduate
Field: LNES offers a number of scholarship
opportunities for Hispanic students.
Eligibility: Call for more information.

Mexican American Women's National
Association (MANA)
1101 17th Street, NW
Washington, D.C. 20036
(202) 833-0060

National Hispanic Scholarship Fund Program
National Hispanic Scholarship Fund
Attn: Selection Committee
P.O. Box 728
San Francisco, California 94948
Amount: minimum \$500
Deadline: October 15
Level: Undergraduate, Graduate
Eligibility: Must be of Hispanic background, U.S.
citizen or permanent resident, must be
enrolled as a full-time student at a college or
university, minimum GPA of 2.5, and needs to
fill out an application.

National Association of Hispanic Journalist
(NAHJ)
Scholarship Department
1193 National Press Building
Washington, D.C. 20045
(202) 662-7145
Contact: Anna Lopez
Amount: Varies
Deadline: February 7
Eligibility: NAHJ offers scholarships to Hispanic
students who are interested in studying
journalism. Send a self-addressed, stamped
legal-size envelope with the request for an
application.

Other Scholarship Information Sources

ASPIRA's Financial Aid Resource Guide for Students Interested in the Health Professions, developed by Hilda Crespo and Nadine Cid, 1994

The Complete Scholarship Book, Student Services Inc. Sourcebooks, 1996.

Hispanic Americans Information Directory, 1994-1995 Gale Research

Minority Financial Aid Directory by Lemuel Berry; Kendall/Hunt, 1995

Financial Aid for Minorities in Education:

includes six booklets; to request a copy mail Garrett Park Press a note/letter with your name and address with money order and the copy of the publication you wish to receive. Each one costs \$5.95 plus \$1.50 for shipping and handling. The entire packet is \$30.00 plus the \$1.50 for shipping and handling. Their address is:

Garrett Park Press
P.O. Box 190B
Garrett Park, Maryland 20896
Phone: (301) 946-2553

Financial Aid for Minorities: Award Open to Students with any Major

Financial Aid for Minorities in Business and Law

Financial Aid for Minorities in Education

Financial Aid for Minorities in Engineering and Science

Financial Aid for Minorities in Health Fields

Financial Aid for Minorities in Journalism/ Mass Communications

The Scholarship Guide for Hispanics College Financial Assistance

Internet sites that may be helpful are

fastWeb
www.fastweb.com

Saludos Web—
Scholarship & Internships for Hispanics
www.saludos.com/ed.html

www.pathtoscholarships.com

References

Flores, J. L. (1994). *Facilitating Secondary Outcomes for Mexican Americans*, ERIC Digest, Clearinghouse on Rural Education and Small Schools, www.ncbe.gwu.edu

Morse, S., Hammer, P. (1998). *Migrant Students Attending College: Facilitating Their Success*, ERIC Digest, Clearinghouse on Rural Education and Small Schools, www.ncbe.gwu.edu