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WACAC Spring Conference 2007:
Wednesday, June 6 - Friday, June 8
University of San Diego – San Diego, CA

SESSION PROPOSAL

Session Title:

Session Description: (50 words or less)

This proposal is focused on a single premise: the best way to develop greater representation among underrepresented populations participating in the college admissions process is to inculcate tendencies and awareness among members of those populations from the earliest point in their education, elementary school. Further, this proposal intends to focus on the idea that students from underrepresented populations will be having a much larger percentage of actual "college ready" participants at the point of graduating high school as compared to present circumstances.

Target Audience:

- Secondary
- Post-Secondary
- Independent
- Community College
- All**

Professional Area(s):

- Student Issues
- Secondary Counseling Issues
- Post-secondary Admission Issues
- College Admission Requirements/Policies/Procedures
- National Issues and External Influences on Admission
- Professional Association Involvement
- All**

Experience Level:

Xx **All**

Type 2 format. To include a 20 min. presentation, 25 min. video, and 30 min. talk.

Measurable Learning Objectives (150 words or less):

Conference attendees will be able to categorize and prioritize concepts relevant to the beginning of a dialogue focused on developing WACAC standards for elementary school college awareness and preparation programs. Also, attendees will analyze and offer their verbal and written insight expressing whether or not an elementary program is important to the existing systemic approaches on the secondary level. Concurrent to this primary goal is the need to develop a multi-level focus, to view the development of underrepresented populations in the college admissions process as a progressive inclusion of educational practices and long term counseling/guidance strategies utilized in schools and homes that orient students from kindergarten through grade twelve so that there is an identifiable universally accepted science for the purpose of validation as well as further analysis of the issue.

Audio-Visual /Technology Needs:

- LCD Projector
- TV/VCR/DVD

Counselor Competencies Addressed:

- The possession and demonstration of exemplary counseling and communication skills.
- The ability to understand and promote student development and achievement.
- The ability to facilitate transitions and counsel students toward the realization of their full educational potential.
- The ability to recognize, appreciate and serve cultural differences and the special needs of students and families.
- The ability to develop, collect, analyze and interpret data.
- The ability to organize and integrate the pre-college guidance and counseling component into the total school guidance program.

I have reviewed the call for proposals information and understand that selections are finalized based upon overall content, completeness and adherence to the proposal submission guidelines and criteria.

Luis South
Print Name

3-2-07
Date

Luis South
Signature

The immediate measurable achievements of the College & Beyond program are:

1. The core group of 12 students who actually attended the after school program regularly from March 5, 2007 through April 13, 2007 moved from a beginning of zero students who had a self concept that included college or career as a part of their life's vision, to end up with 12 who are willing to actively communicate envisioning themselves going to college and having an identifiable career.
2. Long term improvement in students' willingness to engage in academic rigor in an after school program is more readily realized via this education counseling group process approach.
3. A community experiencing cultural divisions possibly has a route of more progressive communication exchanges via parental involvement through this process (as of LMU visit 4-14-07).
4. Efficacy in academic work performance and socialization factors in group dynamics improved among participating students.
5. Self-esteem is noticeably improved among students.
6. Fine motor skills and thinking about art concepts while engaged in producing art in small group collaborations improved (this may be my personal bias that may not be measurable beyond matching the personal bias of the students).
7. Tracking students through grade 12 would help to determine how well these students perform in school as compared to the general student population.