

GET TO THE STARTING LINE

A game about paying for community college in California when you don't have a high school diploma

Instructions: Each player is an adult without a high school diploma or GED. All players start off next to square one together. Roll the dice to determine who goes first. Players begin each turn by rolling a single dice. **First**, move your piece the number of spaces indicated on the dice, read aloud the corresponding text below, and comply with any instructions like "move back 3 spaces." **Then**, if you land on a ladder, advance to the space where you see the highest rung. **Or**, if you land on a slide, follow it down. This concludes your turn. (Remember the immigration status that you roll in the second turn; it affects play the rest of the game!)

TURN 1 Why I didn't finish high school

Roll a ... That means ...

- 1 I had a school-related reason, such as disengagement, disability, suspension, missed days, not feeling safe, or expulsion. ▲■
- 2 I needed to take care of my child or family member. ■
- 3 I needed to work. ■
- 4 I didn't have an example in my parents; they don't have high school diplomas. ●
- 5 I have at some point lived in poverty, which makes me three times more likely than affluent peers not to attain a high school diploma. ●
- 6 I wasn't proficient in reading by third grade, which makes me four times more likely than proficient peers not to complete high school. ●

TURN 2 Immigration status (keep track of your status from this turn; it affects play through the rest of the game)

- | | | |
|------------|---|--|
| Roll a ... | That means ... | Check the right spot to remember your status |
| 1, 2 or 3 | I'm an undocumented immigrant. | <input type="checkbox"/> |
| 4, 5 or 6 | I'm a legal resident or a citizen.
Move ahead an extra 2 spaces. | <input type="checkbox"/> |

TURN 3 Paying for College

Roll a ... That means ...

- 1 Even though I have financial need, I don't qualify for free tuition from the local Promise program because I didn't come directly from high school.
- 2 I qualify for free tuition via California Promise (formerly BOG), but it doesn't cover books or child care.
- 3 I would qualify for EOPS assistance to pay for books and child care — except it requires full-time enrollment and I work full time. ▲
- 4 If I am a legal resident, I pay resident tuition of \$46 per unit. *Stay on this space.* But if I am undocumented, I pay nonresident tuition of \$277 per unit (I do not qualify for support under AB 540, which was intended to aid undocumented students, because I did not graduate from high school). *Move back 3 spaces.*
- 5 I can get state financial aid but not federal aid such as a Pell Grant because I don't have a high school diploma or GED. *Move ahead 2 spaces.*
- 6 I can afford tuition but not other college expenses so I'll try to get by without books — just like seven out of 10 students nationally. ♥

TURN 4 Ability to Benefit – a method of qualifying for federal financial aid for college without a high school diploma

Roll a ... That means ...

1 or 2 I take and pass a federally approved, standardized test before I enroll in a career pathway and learn. I am eligible for federal financial aid and get extra career counseling. *Congratulations! Move ahead 10 spaces if you are a legal resident. If you are undocumented, stay where you are.* (Even though DACA students can fill out the FAFSA and receive a Student Aid Report, they are not eligible for federal financial aid.)

3 or 4 I enroll in a career pathway and then pass (and pay for or finance) the first six units myself, which makes me eligible for federal financial aid and get extra career counseling. *Congratulations! Move ahead 10 spaces if you are a legal resident. If you are undocumented, stay where you are.* (Even though DACA students can fill out the FAFSA and receive a Student Aid Report, they are not eligible for federal financial aid.)

5 or 6 I can soon take advantage of a new California-defined option to qualify for aid under Ability to Benefit, regardless of my immigration status. *(This is yet to be determined: Keep an eye out!) Stay put for now.*

TURN 6 Advantages to being in Dual Enrollment

Roll a ... That means ...

1 As a dual enrollment student, I can see counselors and tutors at both the adult school and college. *Move ahead 5 spaces.*

2 I can get help navigating the college enrollment process. *Move ahead 5 spaces.*

3 I can take college courses – if they're offered on my adult school campus – with students I already know. *Move ahead 5 spaces.*

4 I can likely take college courses for free because most colleges offer dual enrollment for free (and my immigration status doesn't affect my ability to participate in dual enrollment). *Move ahead 5 spaces.*

5 This structured transition into college builds my self-efficacy. *Move ahead 5 spaces.*

6 My college courses can count toward my HSE program. *Move ahead 5 spaces.*

TURN 5 Dual Enrollment – now available for adults in GED and HSE programs, and eligibility is now unrelated to immigration status.

Roll a ... That means ...

1, 2 or 3 I enroll in my local adult school GED/HSE program, apply to community college as a "special admission" student, and take college classes part time. *Move ahead 5 spaces.*

4, 5 or 6 I enroll in my local adult school GED/HSE program, apply to the local community college as a "special admission" student, and take college classes part time. PLUS the college and adult school have a great partnership so the college offers classes on my campus. *Move ahead 5 spaces.*

▲ Kineavy, F. (2016). *Students with Disabilities More Likely to Drop out of High Schools*. Diversity Inc.

■ Dalton, B., Glennie, E., and Ingels, S.J. (2009). *Late High School Dropouts: Characteristics, Experiences, and Changes Across Cohorts* (NCES 2009-307). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, D.C.

● U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. (2011). *Characteristics of GED Recipients in High School: 2002-06*. NCES 2012-025.

⬡ Hernandez, D. (2012). *How Third-Grade Reading Skills and Poverty Influence High School Graduation*. The Annie E. Casey Foundation, Baltimore, MD.

♥ Reddin, M. (2011). "7 in 10 Students Have Skipped Buying a Textbook Because of Its Cost, Survey Finds." *Chronicle of Higher Education*.