

Appendix A

Ideological and Programmatic Foundations of UNCG CHANCE

Program application process. CHANCE facilitates college-going expertise. Interested youth complete a short application and submit an official high school transcript. This process is supported by an online chat feature and bilingual program support specialists and socializes would-be CHANCE participants to the implicit knowledge required when applying for undergraduate programs. Bilingual program specialists equipped with Spanish and English, create opportunities for broader communication with Spanish speaking applicants and their families. Additionally, CHANCE participants who apply for admission at UNC Greensboro may use the transcript they have on-file through this program for initial review, simplifying the college application process. Applicants provide academic and career interests; these details are incorporated into session planning. CHANCE responds to participants' aspirations relative to their academic and professional goals. CHANCE simulates college life and builds on their motivation to achieve college admission. Program participants practice navigating campus, discover myriad facilities, and envision themselves as future college students.

Program structure. CHANCE provides knowledge about college and enables youth's scholar-activist identities through formal and informal opportunities. Participants participate in college preparation, leadership development, and civic engagement sessions. As a college immersion program, participants experience an introduction to residential life and navigating an institution of higher education. The formal curriculum includes essential college-going topics: class seminars across several disciplines, admissions and financial aid presentations, leadership development, team building activities, campus organizations, cultural immersion experiences, sports activities, and civic responsibilities (UNCG, 2019). The program responds to Latinx youth

diversity and cultural relevance by offering sessions tailored to a variety of participant interests and lived experiences. For example, among the broad array of sessions, one is designed to address students' families and parents while another is relevant to undocumented students. The CHANCE organizational committee integrates participant feedback for future programming.

Campus and community engagement. CHANCE, and its mission of responding to Latinx youth college access, elicits strong and encouraging participation from a range of people. UNC Greensboro faculty teach classes, alumni and special guests offer talks and lead information sessions, and current students share their experiences of applying for, being accepted, and attending college. For the most recent CHANCE session in 2019, “32 UNC Greensboro students served as mentors and more than 60 faculty, staff, and administrators from across campus engaged with campers” (UNCG, 2019). Educational equity is materially important to those involved in supporting CHANCE, evidenced by the broad range of engagement, financial support, and invested time and effort.

A distinguishing feature of CHANCE is the prioritization of community, within and beyond campus. The “civic responsibility” experiences prioritized in the program occur formally through the curriculum and informally through participants' actions and discussion contributions. Participants are encouraged to exercise agency in developing their networks while being supported by the program's structure and purpose. Structurally, CHANCE provides space and time for participants to engage with each other, staff, and faculty to “develop a peer/professional network forging positive, healthy mentorship connections focused on academic success and personal growth” (UNCG, 2019).

Appendix B

Full CHANCE 2019 Survey Instrument

Note: Bold-formatted items are those included in the present study (items 3, 4, 7, 10, 12, 16, 20, and 22).

1. Thank you for attending the 2019 UNCG CHANCE camp. In order for us to continue to grow and improve the services we provide to you, we need your honest and open feedback. This feedback will be used to improve this program for future attendees. Thank you for taking the time to assist us with making UNCG CHANCE a quality program that meets the need of future LatinX students.
2. Please rate your satisfaction with each of the 2019 UNCG CHANCE components. [On a scale of 1 – Extremely satisfied, 2 – Somewhat satisfied, 3 – Neither satisfied nor dissatisfied, 4 – Somewhat dissatisfied, 5 – Extremely dissatisfied, 6 – Not applicable/Did not participate.]
 - a. Ease of registering for CHANCE
 - b. Mock Classes
 - c. Application process and financial aid presentations
 - d. Digital media commons
 - e. Design your life
 - f. Game night
 - g. Movie night
 - h. Fiesta Latina night
 - i. Meals
 - j. Residence hall arrangements

3. **What worked well? [Open-ended]**
4. **As you think about life after high school, which mock class(es) was/were most beneficial to you? [Open-ended]**
5. What can be improved? [Open-ended]
6. Please indicate the extent to which you agree with the following: [On a scale of 1 – Strongly agree, 2 – Somewhat agree, 3 – Neither agree nor disagree, 4 – Somewhat disagree, 5 – Strongly disagree]
 - a. I felt welcomed at CHANCE
 - b. The staff was supportive
 - c. Overall, I enjoyed the CHANCE experience
7. **What did you enjoy most about this experience? [Open-ended]**
8. Was there something you wanted to know about college that was not covered during your time on campus? [Open-ended]
9. Did you learn what college is like at UNCG CHANCE? [1 – yes; 2 – no]
10. **If yes, what did you learn? [Open-ended]**
11. Did UNCG CHANCE help you feel more prepared/ready to go to college? [1 – yes; 2 – no]
12. **If yes, in what way? [Open-ended]**
13. Did UNCG CHANCE help you feel more prepared to apply for college? [1 – yes; 2 – no]
14. If yes, how so? [Open-ended]
15. Did UNCG CHANCE help you connect with other Latinx students in North Carolina? [1 – yes; 2 – no]
16. **If yes, how so? [Open-ended]**

17. Did UNCG CHANCE help you strengthen your leadership skills? [1 – yes; 2 – no]

18. If yes, in what way? [Open-ended]

19. Did UNCG help you learn more about how to support/give back to the Latinx community? [1 – yes; 2 – no]

20. If yes, in what way? [Open-ended]

21. Did your participation in UNCG CHANCE make your parent(s)/family proud? [1 – yes; 2 – no]

22. If yes, please say more about how participating in UNCG CHANCE makes your parent(s)/family proud. [Open-ended]

23. After participating in UNCG CHANCE, please indicate your confidence for the following items: [1 – Not at all confident; 2 – slightly confident; 3 – moderately confident; 4 – highly confident]

a. I feel confident about applying for college.

b. I feel confident about attending college.

24. After participating in UNCG CHANCE, please indicate your motivation for the following items: [1 – Not at all motivated; 2 – slightly motivated; 3 – moderately motivated; 4 – highly motivated]

a. I feel motivated about applying for college.

b. I feel motivated about attending college.

25. Did UNCG CHANCE allow you to explore college as an option? [1 – yes; 2 – no]

26. If yes, are you considering attending UNCG for college? [1 – yes; 2 – no]

27. If no, what college or university do you plan to attend? [Open-ended]

28. Would you recommend the UNCG CHANCE program to other Latinx high school students and their parents? [1 – yes; 2 – maybe; 3 – no]
29. Please indicate your agreement or disagreement with the following statements: [On a scale of 1 – Strongly agree, 2 – Somewhat agree, 3 – Neither agree nor disagree, 4 – Somewhat disagree, 5 – Strongly disagree]
- a. I am more confident about making my own videos after the video workshop. (1)
 - b. I am more confident about choosing reliable sources for school projects after the Library workshop on finding information. (2)
 - c. I have better knowledge about what a university Library offers to students after visiting several areas of the building. (3)
 - d. I have a better understanding of how primary sources can be used for school projects after the session in the Special Collections area on the 2nd floor of the Library. (4)
30. Please provide any additional comments you may have about the CHANCE program.
[Open-ended]

Appendix C**Author Subjectivity Statements**

Author 1	I am a white queer woman raised in the Nuevo South and a Ph.D. student of higher education. In the Nuevo South, I have experienced gendered and classed barriers to education. Since being politicized through international higher education work and research, I orient my scholarship toward educational equity and justice. I enter this work as a scholar activist to amplify the strength and knowledge of minoritized groups and contribute to dismantling educational barriers.
Author 2	I am a Mexican woman, first-generation college student, faculty of color. My scholarship centers the experiences of communities marginalized in higher education with a greater emphasis on deconstructing and reconstructing systems and structures that maintain inequity. I come to this work from my passion for college access and success of racially minoritized students and their communities.
Author 3	I am the senior director for college completion initiatives for UNCG and direct the CHANCE program since 2017.