TALK COLLEGE!

Resources and Materials for Middle School Educators

California State GEAR-UP Initiative

December 2001

For More Information:
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WHAT'S IT ALL ABOUT?

When students develop their college aspirations early, they have time to prepare. Students who begin to think about college in middle school and even elementary school have time to plan – academically, financially, and personally – for college. They have the opportunity to make decisions about their educational futures while all options are still open to them.

The materials in this booklet have been developed to help you foster your students’ educational aspirations and to begin building their college knowledge bases. The activities and resources will assist you in introducing the idea of college into your classroom to begin preparing your students to make informed, sound decisions about their career and educational progress.

There isn’t always time to incorporate new things into the classroom. With that in mind, there is a range of ideas presented here. Some are activities and lessons that you can implement in your own classroom without additional resources (e.g., a student research project on different types of colleges). Others are broader scale activities that will require additional resources (e.g., designing a “College Day”).

The booklet is organized into three main categories: Lesson Plans, School-Wide Activities, and Supplemental Materials. The Lesson Plans are designed to give you options, no matter how much time you may have available. If your school is interested in focusing on college more broadly, the School-Wide Activities section will be quite helpful. Both of these sections rely on the Supplemental Materials that are provided at the back of the booklet. These materials include information and resources that will help you talk to your students and their parents about college.
LESSON PLANS

This section includes three separate lesson plans:

"If You Only Have One Day" is a short lesson about basic college issues, designed to be covered in one class day.

"If You Only Have Two Days" is a slightly longer lesson designed to get students thinking about college early. Using a novel or short story as a springboard, students will begin thinking about a character’s future as well as their own. In doing so, they will think about what their educational paths must look like in order to achieve those goals.

"If You Have a Week or More" outlines a research project that your students can do in order to learn about college. By collecting college materials and sharing them with their classmates, students will learn the differences between different colleges and universities and come to understand what it will take to get there.

All of the lesson plans include a summary of the California Language Arts Framework Standards that are addressed in the lesson. Most of the supplemental materials that are referenced in the lesson plan descriptions are included in the “Supplemental Materials” section of this booklet.
If You Only Have One Day

Objectives: Students will be able to identify several reasons why they should start planning for college now.

Each unit should take approximately 45-60 minutes.

<table>
<thead>
<tr>
<th>California Language Arts Framework Standards Addressed</th>
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<tr>
<td>Grade Six: Reading Comprehension 2.1 Identify the structural features of popular media and use the features to gain information.</td>
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<tr>
<td>Grade Seven: Reading Comprehension 2.2 Locate information by using a variety of consumer, workplace, and public documents.</td>
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<tr>
<td>Grade Eight: Reading Comprehension 2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents.</td>
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Materials Needed:
1. Xerox copies of Think College? Me? Now? materials (See Appendix A1. Make enough copies of Step 1 (pages 6-10), Step 2 (pages 11-15), Step 3 (pages 16-19), and Step 4 (pages 20-23) so that you can break your students into four groups and each group has responsibility for a particular step.
2. Introduction questions (Appendix A2)
3. Expert jigsaw questions (Appendix A3, A4, A5, and A6)
4. Think College? Me? Now? Combination Sheet (Appendix IV)
5. "A Final Note" chart (from Think College? Me? Now?), overhead (Appendix V)
6. Paper and pencils

 Procedures:
1. Dispsatch:
   a. Ask students to list in writing the reasons why people go to college.
   b. Share ideas.
2. Explain that most people who go to college begin planning early. Then explain that in the following activity, students will learn about the reasons why they should start thinking about college now.
3. Distribute pp. 2-6 of pamphlet to entire class (from Appendix A1). Read these four pages with the entire class. As you read, ask students to answer the following questions (Appendix A2):
   a. Why should you think about college now?
   b. What are three advantages of going to college?
   c. What are five groups of colleges?
   d. If you can't afford to pay for college, what kind of financial assistance is available?
e. What are two jobs that require a college education?
f. What things can these college graduates do that non-college graduates cannot?

4. Explain that students will learn more information about the importance of going to college and planning early.

5. Assign students to small groups of three to four.

6. Give group a section of Think College, Me? Now? to read along with questions geared towards that section. More than one group can have the same section:
   - Group one—Step 1 section “Making the Decision” (pp. 6-10).
   - Group two—Step 2 section “Getting Ready—Taking the Right Courses for College Starts Now” (pp. 11-15).
   - Group three—Step 3 section “Planning Ahead: What Does College Cost?” (pp. 16-20).
   - Group four—Step 4 section “Paying for College: Aid is Available But Start Saving, Too” (pp. 20-23).

7. Ask each group to read its section and answer the questions.

8. When each group is finished, break students into new groups of four with a representative of each previous group present. Each new group should include students who read Step 1, 2, 3, and 4.


10. Ask students to share their expertise from their section to help answer the questions on the sheet.


12. Ask students to write a paragraph or two explaining why this final note is so important given the new information they learned about college and the importance of planning early. (See Appendix A8.)

Follow-Up Activities

This activity serves as an introduction to many of the other ideas in this booklet. As a follow-up activity, you might sponsor a trip to a local college or plan a college fair, asking students to remain aware of what they have just learned. You might also invite college graduates from the community to come talk about their college experiences.

This is also an opportunity to get students talking to their parents about college. Have them share what they have learned with one or both parents. Their homework assignment can include eliciting two additional questions about college from their parents. You can investigate these questions as a class.

CALIFORNIA STATE GEAR UP PROJECT OCLA
Please call 310-425-5222 for more information.
If You Only Have Two Days

Goal of unit
To introduce students to the reasons why they should start thinking about college now.

These lessons can follow the completion of a novel or short story in which an adolescent character’s future may include a career that requires a college education. Summaries of some suggested novels are included below. Following the summaries are the careers that the main characters either did or might consider as future careers.

Summary: A young African American boy learns the pain of humiliation and anger when his father is given an unjust jail sentence for stealing a horse from a white man. Learning to read and to discover that things do not always become part of other things brings the youngest new hope. (teacher: professor)

Sandra Cisneros’ House on Mango Street (Houston, TX: Arte Publico Press, 1983).
Summary: The story describes a series of impressions and significant moments in the life of a young girl. Esperanza, who is slowly becoming a poet. This novel covers a year in her life, and follows her and a group of her friends and neighbors as they confront issues of sexuality, domestic violence, death, creativity, friendship, and racism. (lawyer, doctor, accountant, newscaster)

Summary: Having fled Cambodia four years earlier to escape the Khmer Rouge army, seventeen-year-old Sundara is torn between remaining faithful to her own people and enjoying life in her Oregon high school as a “regular” American. (doctor, scientist, engineer, nurse)

Summary: Given his lifelong assignment at the Ceremony of Twelve, Jonas becomes the receiver of memories shared by only one other in his community and discovers the terrible truth about the society in which he lives. (architect, child care worker, engineer, surveyor, inventor, physical therapist, social worker, marine biologist, computer system analyst)

Summary: In the toughest hotbed of his proud family, Manny Hernandez has his own troubles. His mom thinks he would do better at another school across town, where all the white kids go. Through his experiences, we see Manny’s courage tested. (artist, minister, police officer, writer)

Summary: After his parents die, Jeffrey Lionel Magee’s life becomes legendary, as he accomplishes athletic and other feats that amaze his contemporaries. (teacher, lawyer, architect, librarian, social worker)

Summary: A black family living in the South during the 1930s is faced with prejudice and discrimination that its children do not understand. (Cty: teacher, biologist, car mechanic, nurse)

Summary: In order to earn money for college, fourteen-year-old LaVaughn babysits for a teenaged mother. (teacher, nurse, graphic designer, commercial artist, writer)

California State School Project/CSU
Please call 310-223-622 for more information.
Day One

Objectives:
1. Students will be able to speculate about the future of a fictional character
2. Students will be able to speculate about their own futures.

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<tbody>
<tr>
<td>Grade</td>
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Materials Needed:
1. Fantasy Future Sheets (See Appendices B1 and B2)
2. Pens and pencils

Procedures:
1. Dispatch:
   a. Ask students to describe a job that requires a college education.
   b. Share ideas.
2. Remind students of a recent novel they have read in which a character demonstrates a strong interest in education, schooling, and/or reading.
3. Have students complete Fantasy Future Sheets for a fictional character with whom they are all familiar (Appendix B1).
5. Quick-write: Ask students to describe the kinds of jobs they would like to have when they grow up. What kind of education do they think these jobs require?
6. Have students complete Fantasy Future Sheet for themselves (Appendix B2).
7. Share responses.
8. Ask students to compare and contrast their Fantasy Future Sheet with those for the fictional character.
9. Explain that most fantasy futures require the completion of college and discuss what they can do now to accomplish this.
Day Two

Objectives:
1. Students will be able to determine the educational requirements for their selected careers.
2. Students will be able to create timelines between now and the achievement of their career fantasies, focusing on education.
3. Students will be able to write descriptive paragraphs about their timelines.

California Language Arts Framework Standards Addressed

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<thead>
<tr>
<th>Grade</th>
<th>Standard</th>
<th>Activity</th>
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<td>Grade Six</td>
<td>Reading Comprehension 2.1</td>
<td>Identify the structural features of popular media and use the features to obtain information.</td>
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<td>Writing Applications 2.2</td>
<td>Write expository compositions.</td>
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<td>Grade Seven</td>
<td>Reading Comprehension 2.1</td>
<td>Locate information by using a variety of consumer, workplace, and public documents.</td>
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<td>Writing Applications 2.2</td>
<td>Write responses to literature.</td>
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<tr>
<td>Grade Eight</td>
<td>Reading Comprehension 2.1</td>
<td>Compare and contrast the features and elements of consumer materials to gain meaning from documents.</td>
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Materials Needed:
1. List of careers and educational requirements (See Appendix B3).
2. Sample Educational Road Map (Appendix B4).
3. List of hints about making the future possible (Appendix B5).
4. Paper and Pens

Procedures:
1. Despatch:
   a. Ask students to complete a quick write describing the reasons they would like to have the fantasy careers they chose yesterday.
   b. Share responses.
2. Present list of careers and educational requirements (See Appendix B3).
3. Have students select their future careers from the list or one that resembles it and map out educational roadmaps for them to get to that point (Appendix B4).
4. Distribute list of hints about making the future possible (Appendix B5).
5. Ask students to each write a paragraph describing their road map.
6. In groups of four, ask students to share timelines.
7. Post road maps around room.

Follow-Up Activities

Sponsor a career day with students researching their careers and presenting information about career and/or professionals speaking about their career choices and the educational paths they followed. (See Supplemental Materials for ideas.)
If You Have A Week Or More

Goal of unit: To introduce students to college life and admissions requirements

Days One and Two

Objective: Students will be able to compose business letters requesting admissions information from a college.

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<th>California Language Arts Framework Standards Addressed</th>
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<tr>
<td>Grade Six: Writing Applications 2.3 Write research papers.</td>
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<td>Grade Seven: Writing Applications 2.3 Write research papers.</td>
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<tr>
<td>Grade Eight: Writing Applications 2.5 Write documents related to career development, including simple business letters and job applications</td>
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Materials needed:
1. "Know, Want to Know, Learned" (KWL) chart (Appendix C1)
2. List of college vocabulary terms (Appendix C2)
3. List of California colleges, including mailing information. This list should include a mixture of public and private four and two year colleges. A sample list is included in the appendices. You can also see section D1 for access to a more complete listing. (See Supplemental Materials)
4. Envelopes
5. Papers
6. Model College Contact Letter (Appendix C3)
7. Letter Evaluation Rubric (Appendix C4)

Procedures:
1. Dispatch:
   a. Post a KWL chart (Appendix C1)
   b. Ask students to fill in all the things they already know about college including how to get in to college and what college life is like.
   c. Share responses and post on an overhead
   d. Have students brainstorm things they would like to know about college.
   e. Post responses on chart.
2. Let students know that they will begin a project that will enable them to learn more about college.
3. Distribute key vocabulary words for college (Appendix C2)
4. Go over words and explain that many of them will appear in the following assignments.
5. Randomly assign students to individual colleges. Give them the college names and the contact information.
6. Ask students to write business letters to the colleges they have been assigned, requesting information about the colleges' admissions requirements and college life. They may include at least two questions from the "want to know" chart. They should also ask one question that particularly interests them.
7. Post a model letter (See Appendix C3).
8. Have students write first drafts of letter using the letter evaluation rubric (Appendix C4).
9. After peer editing, have students write second drafts and address envelopes.
10. Have students place letters in envelopes and ask them to mail them as soon as they can.
(N.B. Teachers may want to contact a few colleges themselves in case students do not receive timely responses.)

FOUR WEEKS LATER

Days Three and Four

Objectives:
1. Students will be able to gather specific information about college life from promotional materials.
2. Students will be able to compare and contrast this information with information from other colleges.

| California Language Arts Framework Standards Addressed |
|-----------------------------|-----------------------------|
| Grade                      | Standard                     | Activity                                      |
| Grade Six                   | Reading Comprehension 2.1   | Identify the structural features of popular media and use the features to gain information. |
| Grade Seven                 | Reading Comprehension 2.2   | Locate information by using a variety of consumer, workplace, and public documents.            |
| Grade Eight                 | Reading Comprehension 2.1   | Compare and contrast the features and elements of consumer materials to gain meanings from documents. |

Materials Needed:
1. College materials
2. College Comparison Chart (See Appendix C5)
3. KWL chart from Lesson One and Two (Appendix C1)
4. College Vocabulary Terms (Appendix C2)

Procedures:
1. Dispatch
   a. Ask students to complete a quick-write about the reasons people go to college.
   b. Have students share their responses with a peer.
2. Post completed KWL chart from Day One
3. Thematic group questions:
4. Remind students of key vocabulary words they may encounter in their reading (Appendix C2).
5. Ask students to read their materials and answer questions from them their “want to know” list, especially information about admissions requirements, financial aid, and college life including academics and social life.
6. Group students into groups of 4 and have them share information and complete a comparison chart (See Appendix C5).
7. Have students complete the “want to learn” section of the KWL chart.

Days Five and Six

Objective: Using the information they analyzed about their assigned colleges, students will prepare promotional posters and share their posters with their classmates.

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<tr>
<td>Grade Six</td>
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<td>Grade Eight</td>
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Materials Needed:
1. Poster boards or 8.5x11 or larger paper
2. Glue or tape
3. Scissors
4. Markers and/or color pens and pencils
5. College materials
6. College Comparison Chart (Appendix C5)

Procedures:

1. Dispatch:
   a. Ask students to complete a quick-write about what kinds of colleges they would like to attend. How does that kind of college differ from the college they researched?
   b. Share responses.
2. Ask students to create promotional posters about their assigned colleges. They should include information from Days Two and Three along with pictures.
3. Post the posters throughout the room.
4. Split the class in half.
5. Ask the first half to stand by their posters, while the other half travels through the classroom visiting the posters. They need to choose the four colleges that interest them the most and gather information about these four (See Appendix C5).
6. The tour guides will answer any questions students may have.
7. Reverse guides and travelers.
8. Share reactions to colleges and develop overall similarities and differences.

Days Seven and Eight

Objective: Students will be able to write persuasive essays advocating the colleges they selected from previous lesson.

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<td>Grade Seven</td>
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<td>Grade Eight</td>
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Materials Needed:
1. KWL chart (Appendix C1)
2. Gallery walk sheet/College Comparison Chart (Appendix C5)
3. Paper and pens
4. Persuasive Essay Evaluation Rubric (Appendix C6)

Procedures:
1. Dispatch
   a. Have students list five new things they have learned about colleges during the past several days.
   b. Discuss and add to the “learned” column on the KWL chart from Day One (Appendix C1).
2. Ask students to take out charts of their four favorite colleges (Appendix C6)
3. Have students write persuasive essays, describing the reasons why their colleges are the best. Adjust number of paragraphs and colleges described to needs of class.
4. Peer edit essays (Appendix C6).
5. Prepare second drafts.

Follow-Up Activities
1. Prepare a college handbook with the essays students wrote
2. Plan a field trip to a local college. (See Supplemental Materials)
3. Instruct college graduates to come to speak about their college experiences. (See Supplemental Materials)
4. Have your students talk to elementary school students about what they’ve learned about college. Invite students from feeder elementary schools to view students’ posters.

CALIFORNIA STATE GEAR UP PROJECT UCLA
Please call 310-825-9522 for more information
SCHOOL-WIDE ACTIVITIES

Nothing will help your students more than immersing them in a school that sends a college message at every turn. Involving other teachers, other classrooms, and other students in the creation of a college culture will do wonders in terms of showing your students not only that college is valuable, but also that it’s attainable.

This section describes activities that go beyond individual lessons. These ideas can be implemented on their own or in conjunction with the lessons described in the previous section. The Supplemental Materials will be particularly valuable as you read through this section. We have tried to provide you with ideas for contact letters, as well as information about how to contact your local universities, colleges, and college access programs.

💡 Because we know that resources can be limited, we've included some ideas (noted by a light bulb, like the one to the left) that may help you to conserve resources. Look for these “IDEAS” throughout this section, and use them to help spark some of your own ideas!

As you work toward spreading a college message in your school, above all else... Have fun!
Creating a College Day

When all students, teachers, and staff engage in conversation about preparing for college, applying to college, and attending college, the message comes through loud and clear: A College Day can be a great way to get this conversation going.

Any school-wide event will be designed with the specific needs of the school in mind. What we offer here are some suggestions for themes, events, and activities that may help you as you plan your own College Day.

Creating the Mood
- Have school personnel wear shirts, sweatshirts, or caps representing the colleges in the area or their alma maters.
- Check with a local college or university to see whether a marching band or other performing groups might be available to perform as a kick-off to the day. We’ve included some contact information in the Supplemental Materials section. (See Appendix D1.)
- Invite parents to attend. We’ve included information in this section that offers some suggestions for ways to elicit participation.
- Have all students gather together (in the auditorium, the recreation field, etc.) to kick off the day’s events and to hear a member of the school community (the principal, a college counselor) deliver a pep talk. We’ve included a sample that might help spark some ideas. (See Appendix D2.)
- Invite a graduate of your school who has attended college to speak. He or she can talk about what college can mean and what it has meant to him or her.

Throughout the Day
- Consider approaching the day as a “voyage” toward college. Students are provided with passports at the beginning of the day and they receive imprints for every activity they attend. Each imprint will be the name of a college or university.

IDEAS: Ask a local stationery business to donate stamps to use. Ask local colleges and universities to donate stickers or stamps. Have a vocational class make stamps to use. Have students devise easily drawn symbols that they can put into their passports themselves.

Noon Activity
- **College-O-Rama**: When it comes to college, there are many choices available. Middle school students typically know only of local colleges or the ones their parents attended (if they are college graduates), if they know anything at all. This event will begin to give your students the exposure to a number of institutions and let them know how to find out more.

The main component of the College-O-Rama is the presence of representatives from a variety of colleges, universities, and organizations. Students and parents will
visit various "information centers" to gather information (fact sheets, brochures, financial information) that will help them plan for college.

Consider using numerous classrooms to host centers dedicated to any of the following categories of information:
- Local universities and colleges
- Local community colleges
- Military academies
- Liberal arts colleges
- Historically black colleges and universities
- Private colleges and universities
- California State University system
- University of California system
- Universities with religious affiliations
- Financial aid resources
- Educational planning (taking the right courses in high school, etc.)
- Career planning
- Internet searching for colleges
- High school counseling

Each room is meant to introduce students and parents to a part of the wide spectrum of college choices. If videos can be obtained from colleges, they should be played to give students additional visual exposure.

IDEAS: Invite representatives from local college and university campuses to send representatives to talk to students. If they are unavailable, have teachers represent their alma maters. Each teacher can request information from these schools, which may be geographically diverse. For all of the schools that are represented, request information to distribute to students and parents (brochures, information sheets, etc.). Also ask for videos, banners, and "goodies" like stickers, pencils, or even t-shirts that can be given away as prizes.

IDEA: Invite the high school college counselor from each of the high schools to which your students are headed to have an "information center." This will allow both parents and students to become familiar with their future advisors, making it much more likely they will seek assistance from these important people in the future.

Activities
- **Mummy Wrap**: Students must answer questions relative to the college information they have been receiving all day. If they are successful, they can win up to three rolls of toilet tissue. Those students attaining the largest number of rolls after some predetermined time period may select any adult on campus to wrap as a "mummy."
- **Pie Eating Contest**: Again students must answer questions about the college information they have been collecting. The top ten respondents can enter the pie
eating contest. Entrants are wrapped in large sheets to protect their clothing. They must keep their hands behind their backs at all times. The pies should be of the gooey variety, and preferably be distinctively colored (e.g., blueberry). The person who has eaten the most pie before “time” is called, wins.

IDEA: Have parents get involved by baking the pies you’ll need for this contest.

- **Balloon Toss:** Six-person teams are formed. Each team represents one type of college that students have learned about during the day (e.g., community college on historically black college or university, a UC school, Cal State school, a military academy, etc.). The team can be named after the school itself or the school mascot (e.g., the Bruins, Trojans, Wolverines). The teams will be put into pairs. The object is to keep a balloon filled with water in play as the two teams toss the balloon back and forth. As the balloon is tossed, the teams move farther away from each other. The first team to allow the balloon to touch the ground is eliminated. The tournament continues until there is one victorious team.

IDEA: Borrow a cap and gown from a local college or university. Create a three-dimensional picture of “graduate” with a cut-out for each student’s face. Take the pictures with each student standing behind the cut-out.

- **Photo Booth:** Students can finish the day by having their picture taken wearing a mortar board and graduation gown and holding a diploma. Their passports for the day should contain a place to insert the picture.

- **Step Show:** The major black Greek-letter organizations have long been involved in a rollicking, exuberant, exciting competition known as the “Step Show.” Originally, this competition was to show off the fraternity or sorority’s pledge line. The pledges would have to sing, march, and make up little skits to amuse on-lookers. It was all great fun and usually harmless. This competition is still a major activity for these groups at institutions of all types. Consider inviting a group from one of the local universities to put on a Step Show for the students.

IDEA: Get the middle school students even more involved with this activity. Have the college performers show a team of students a few steps and the words to some easy-to-learn songs and cheers. After the collegiate Step Show is completed, the middle school Step Show can take the stage.

- **University Students:** Most universities and colleges sponsor a large number of student organizations. Many of these groups are available to perform or speak in community or school functions, often at little or no charge. They can be used during your College Day to provide positive role models of the collegiate experience to generate excitement and enthusiasm about college life to exemplify a culturally and
ethnically diverse collegiate population, or to offer information about planning for the collegiate experience. We’ve included some contact numbers in Supplemental Materials section, which should help to get you started in arranging for a visit to your school. (See Appendix D1.)

- **Writing Activities**: Have students spend some time thinking about their own preconceptions about college and their attitudes about school. You can use the Lesson Plans provided in this booklet, or have them do smaller-scale writing activities. Consider using these writing prompts to get them started:
  - When you read or hear the word “COLLEGE,” what other words come to mind?
  - Draw what you think a college looks like and then describe what’s happening there.
  - Think of what a college student looks like. Draw a picture of him or her and then write a story about what he or she is doing.
  - Look back on the college student that you drew. Did you draw yourself, a friend, or an imaginary person? Why do you think you drew that type of college student? Did you think about the college student as being male or female? African American, Latino, Asian American, white, or another ethnicity?
  - Why do you think you have stayed in school so far?
  - What was elementary school like? Do you like middle school more or less? Why?
  - What do you think high school will be like?
  - When you talk about school with your friends what do you usually talk about? Do you ever talk about college? What kinds of things do you say?
  - What do you think you’ll do when you’re finished with high school? Will you get a job? Go to college? Join the military? Why do you think you’ll do that?

**Follow-Up**

- Plan a field trip to a local college or university campus shortly after the College Day. Have students plan what they want to look for and see during the campus visit based on their College Day experiences.
- Encourage students to reflect back on the day’s events. Some of these writing prompts may help to get that conversation going:
  - What activities did you participate in during College Day? What were your favorites and why?
  - What was it like to be part of a College Day? What kinds of things did you learn?
  - What was the most surprising thing you heard today?
  - What kinds of things do students learn in college? What kinds of things do they do outside of the classroom?
  - Why do you think people go to college?

**Keeping it Organized**

Organizing a College Day is no easy task and you’ll need more than just one person to do it. If everyone on campus has a small part, the day will occur without the load of the work carried on just a few shoulders. The following is a suggested model.

---

CALIFORNIA STATE GEAR UP PROJECT UCLA
Please call 888-855-2822 for more information.
• **Get People Excited About the Idea:** Many people in your school may not have ever thought about the importance of talking about college at this stage. In order to get them excited about your project, share some important information about why college is necessary, and why early planning is essential. We’ve included a sample flyer in the Supplemental Materials section of this booklet.

• **Begin with a College Day Committee:** Identify a core group that is committed to the goal of a successful college day. This group will be responsible for overseeing the organization of the event and for reminding everyone why it’s so important.

The group should brainstorm and delineate the various groups needed to organize the entire day. These various groups should be typed up and distributed to the staff to begin identifying volunteers who will be responsible for various activities. Ask each staff member to sign up for an event committee and provide each event committee with a time line for the completion of the various tasks. Some examples of necessary committees would be:

- Opening Activity Committee
- Attendance Accountability Committee
- Noon Activity
- Booth Set-Up Committee
- Clean-Up Committee
- Food Committee
- Parking
- Guides for Visitors
- Closing Activities
- Equipment (microphones, overheads, etc.)
- Logistics
- Signs/Directions
- Security/Safety Committee

Reconvene the College Day Committee after all of the Event Committees have had a chance to meet and organize. These groups should be given general guidance about the goals of the College Day, but should also be given the opportunity to personalize their individual responsibilities. Doing so will likely make the event more meaningful to all who are involved.

It is best to meet on a regular basis (weekly is preferable) while the College Day is being planned. At the very least, communication lines should be kept open so that the College Day Committee can be certain that all necessary pieces are falling into place.
CREATING A COLLEGE CENTER

College centers are relatively common on high school campuses, but they can also be quite useful on middle school campuses as a means of reinforcing the accessibility to and importance of college to younger students. Centers can be equipped with a wealth of information for both students and parents focusing on such areas as types of college, middle school and high school prerequisites for college admission, financial planning, family support study habit and time management tips, famous alumni, and college experiences.

You do not necessarily need a dedicated classroom or office to house a College Center. You can create a mini-Center in the corner of a classroom. The following tips should be helpful, no matter what your resources allow.

Create an overview and goal statement of the purposes of a College Center. Describe what information will be available, how students will have access to the Center, how often they will be able to visit, and who will provide guidance in the center. Whether you are creating a mini-Center or a stand-alone Center, this document will be useful in gaining additional support.

IDEAS: Share your Center description with your principal. This will help him or her understand your goals and purposes, and will be useful in securing additional resources, which will be invaluable as you build the Center. Also share your Center description with local businesses, organizations, colleges and universities. Create a form letter that you can attach to the description that lets these groups know a bit more about what you are doing and what you need in order to make the Center a success. Don't be shy! Ask anyone and everyone to contribute materials and resources! We've included a sample letter that you can adapt to your school's needs. (See Appendix D3.)

Develop a list of resources that you need in order to share the appropriate information with your students. Create a game plan for obtaining these resources. If there are costs involved, make a few phone calls or send a few e-mails to determine whether you might be able to obtain donated copies. Use your professional network to determine whether your list is exhaustive and whether you might have contacts who can help you obtain more resources.

Decorate your College Center. Many colleges and universities will provide posters, banners, or pennants at little or no cost. Ask teachers and staff to donate decorations from their alma maters. Ask students what schools interest them and solicit materials from those schools. This space should be exciting and inviting and this can be accomplished on a tight budget.

Spend some time on college websites. Most colleges and universities allow you to request brochures and other information via the Internet. By doing so, you'll save on
postage and time. Request materials from as many schools as you can. The more schools your students are exposed to, the better prepared they will be when it's time to make their decisions about where to go to college.

| IDEA: Get older students involved in the process of collecting materials. Assign each student five schools from which to request information. If you do not have Internet access at your school, this is a great opportunity to have them write formal letters to the campuses. |

Invite the whole school to get involved. Make sure that your colleagues know about the work you are doing. Encourage them to visit the College Center and make use of the resources, either for their teaching or for their own professional development. Solicit their suggestions for materials to include or ways to use the College Center.

Use the College Center in conjunction with field trips to local colleges and universities. Field trips are an excellent means of sustaining the excitement about college. They help to portray the collegiate experience as educationally exciting and socially stimulating, and will help students develop realistic and positive images about college. Use the College Center as a springboard for these trips, encouraging students to do their research before any fieldtrip. They can develop questions, anticipate what they will see before the trip, and add information to the College Center resources once they return.
GETTING PARENTS INVOLVED

Parent involvement in education is important to:

* the child's self-esteem,
* the child's academic achievement,
* the child's college aspirations

Parent involvement takes many forms:
1. Creating a positive learning environment at home which means helping with homework, monitoring TV viewing, and supporting their child's academic pursuits
2. Communicating with the teacher regarding their child's progress
3. Volunteering at school
4. Working with the school regarding at-home activities that promote learning
5. Contributing to the PTA
6. Working with community organizations that increase the child's learning opportunities (i.e. going to museums, sporting events, visiting campuses, etc.)

Collaboration is key:
The school administration and teachers must extend a welcoming hand for parent involvement to work. Some parents feel uncomfortable in the school because of their own limited educational experience, lack of English-language skills, or past experience. Therefore, schools need to:
1. Invite the parent to participate.
2. Develop a range of opportunities which allow parents to participate, realizing not all parents can contribute in the same way.
3. Recognize the parent's cultural contributions as valuable.
4. Find ways to maintain open communication with the parent about their child and that child's specific learning needs.
5. Be an advocate for all the children.

What fosters parent participation?
1. Make an effort to have a variety of opportunities and types of opportunities for parents to get involved. Some activities may be more appealing to some parents than to others.
2. Use school plays and other performances as opportunities to communicate directly with parents.
3. Remember that many parents work during the day and cannot take part in regular classroom activities. To the extent possible, invite parents to a combination of daytime and evening events, so that parents with all types of schedules can take part.
4. Many of your students have younger siblings. If you are hosting an evening event, contact a local high school counselor and see if he or she can arrange for some students to provide babysitting services as part of their community service requirements.
5. If at all possible, contact parents directly. Research has shown that personalized, direct communication is much more effective than form letters sent home with students. For example, in addition, phone calls are often much more effective than written communication (though personalized letters can be quite effective).

6. Use your parents' existing networks to get in touch. Identify active parents in the community whose help you can enlist to recruit other parents.

7. If you're hosting an event that is not within walking distance for most parents, see if you can arrange bus transportation or carpools to help parents who may not have transportation readily available.

8. Keep in mind that many of your students' parents may not be fluent in English. Ask your district offices whether translators are available for your event. When you're sending out materials, provide them in more than one language if possible.

9. Food! A meal or even a snack can go a long way in making parents feel appreciated and valued.
Appendix A1
Think College? Me? Now?

Note: Original copies of this publication can be ordered from the U.S. Government Printing Office (phone: (202) 512-1800 or web site: www.gpo.gov).
Think College? Me? Now? A Handbook for Students in Middle School and Junior High School

Think College Early
“Almost 90 percent of the new jobs being created today require more than a high-school level of literacy and math skills... We must open the doors of college to all Americans.”

President William J. Clinton
A Note to Middle School and Junior High School Students from the U.S. Secretary of Education

Count yourself in. Think about going to college.

I am very glad to have this chance to encourage you to keep your education sights high as you go through your middle school or junior high school years. In this communication era, information comes to us from all sides. And you are in a time of your life when you are thinking about high school and about what you're going to do after high school.

It's a complicated time, but as I visit hundreds of schools and so many students across the country, I continue to be impressed with the way that young people are thinking it all out.

Sometimes you may worry and wonder, "How can I go to college?" I want to suggest a few things in particular. First of all, don't wait until your junior or senior year in high school to think about education after high school. The time to begin planning is now. And don't ever let the thought that you don't have the money to pay for college stand in your way. We have some laws that allow for HOPE scholarship tax credits, increases in Pell Grants, and student loans so that every child in America has a chance to pay for college for at least two years beyond high school.

Given the financial help you can get to go to college, never give up on the chance! Plan carefully and prepare by taking the courses necessary to get into college-prep and tech-prep courses in high school. Take algebra beginning in the eighth grade and build from there. Keep your personal expectations and standards high. We are counting on you.

I feel very good about this generation of young people. You might dress a little differently, look a little differently, talk a little differently from my generation, but I'm very proud of you, and I have great confidence in your future.

Yours sincerely,

Richard W. Riley
Keep Your Options Open

"Me? Think about college? Now?"

Eric Wellborn
6th-grade student

Yes, you. Yes, now. And yes, even if you’ve never really thought that college could be in your future.

This doesn’t mean that you need to know what you want to do “when you grow up.” It’s OK not to know yet. In fact, you will want to keep your options wide open.
Why should you think seriously about college now?
Because college can be the key to the kind of life you want.

A college education can take you out of a minimum-wage job and into good-paying work you enjoy. It gives you choices. Compared with folks who don’t continue their education beyond high school, people who go to college:

- Have a wider range of job possibilities and options,
- Develop lifelong learning skills, and
- Are in a better position to help their families and communities.

Even if you’re not sure what your future holds, prepare as if you’ll be going to college. What you learn will help you get the very most from life.

**TIP: “College” means**
- Public and private four-year colleges and universities,
- Two-year community colleges or junior colleges,
- Business schools,
- Proprietary schools, and
- Vocational-technical schools.
There's Money If You Need It

Think you don't have enough money to go to college? Well, think again. So many college options are available these days that you'll be able to find a college offering courses you need at prices you can afford. Really. And help is available if you and your family can't pay the total cost and you qualify for student financial aid.

Today, more than half of college students get financial aid. A great deal of financial help is available from colleges, states and, especially, the U.S. Department of Education. Look on pages 20-22 to learn about aid from the federal government.
Going to College Pays Off

The more time you spend in college, the higher your salary is likely to be. Here are some examples of how college pays off in increased earning power. All of these jobs are fine and respectable. It's just a fact that jobs that require a college education pay more, giving you more personal choices.

**Buying Groceries**
- Terry is a physical-therapy assistant (2 years of college). Terry will earn enough money to buy groceries for a week after working only 1 day.
- Pat is an aerobics instructor (no college needed). To buy the same groceries, Pat has to work 3 days.

**Buying a Mountain Bike**
- Jamie is a newspaper reporter (4 years of college). Jamie will earn enough money to buy a mountain bike after working about 1 week.
- Chris sells newspaper subscriptions (no college needed). To buy the same mountain bike, Chris will have to work about two weeks.

*Source: South Carolina Commission on Higher Education*

**Tip:**
Remember, money isn't everything when you consider a career! You need to think about your skills, likes and dislikes, and abilities. If they don't match your job, money alone won't make you happy.
Making the Decision: Going to College Is Important

"I'd like to have a cool job working with computers and graphics, but I need to go to college to learn all the right stuff."

Hugh Wyatt, 7th-grade student

Having a minimum-wage job can be great for after-school or as part-time work or starting in the job market. But is serving up fries or cleaning offices what you would choose to do eight hours a day for the next 30 or 40 years? Probably not. Unless you get more than a high-school education, though, it will be difficult for you to get more than a minimum-wage job.

In the 21st century, employers say, education beyond high school—and the skills learned then—will be essential. That when you will be entering the job market. That's you and your job skills they're talking about.
Maybe You Want
To Get Technical

Many high schools and some employers offer technical programs focused on career training linked with community colleges or technical colleges. Some of the program names to look for: “Tech-Prep,” “2+2,” “school-to-work,” or “school-to-career.” These programs coordinate high school courses with college courses, putting you on a path to a college degree. Sometimes they also give you a chance to work at real jobs.

If you’re interested in this type of technical training program, you’ll probably want to take some occupational or technical courses in high school, but you’ll also need to take the “core” courses in English, Math, Science, History, and Geography outlined on pages 12 and 13 of this handbook. Talk with your school counselor to learn about specific program opportunities and requirements.
Why College?

Getting ready for a college education requires a lot of time, effort, and careful planning by you and your parents. But college also provides information and skills that you will use for the rest of your life to help you succeed in whatever you do. Staying in school and going to college will help you:

- **Get a better job.** More and more jobs require education beyond high school. With a college education, you’ll have more jobs from which to choose.
- **Earn more money.** A person who goes to college usually earns more than a person who doesn’t. On average, over a lifetime, someone who spends two years in college earns $250,000 more than someone who doesn’t — that’s right — a quarter of a million dollars over a lifetime.
- **Get a good start in life.** College also trains you to express your thoughts clearly, make informed decisions, and use technology — all useful skills on and off the job and for life.

Tip:

If you decide on college, and if you work hard and get there, you’ll find plenty of help and financial assistance along the way.
What Kinds of Jobs Can You Get with a College Education?

One of the best things about getting a college education is that you have more jobs to choose from. As you explore possible careers, find out what kind of education is needed for them.

You might change your mind several times about the type of job you want to have. Changing your mind is not a problem – but not planning ahead is. For more information about the education needed for specific jobs, talk with your school counselor or librarian or visit a college. You might even want to talk to your neighbors and other adults (your teacher, your doctor, your clergyman) who have jobs you think are interesting.

Source: Planning and Evaluation Service, U.S. Department of Education
Two Years of College

- Dental hygienist
- Dental director
- Medical laboratory technician
- Medical laboratory technologist
- Occupational therapy assistant
- Physical therapy assistant
- Radiology technologist
- Registered nurse

Four Years of College

- Chiropractor
- Health services manager
- Occupational therapist
- Physical therapist
- Recreation administration in a hospital or nursing home

Four+ Years of College

- Dentist
- Doctor
- Medical researcher
- Medical social worker
- Pharmacist

One Field Has Many Types of Jobs

In each career field, there often are different jobs that require varying education levels. Of these, some jobs might require two years of college, others might need four years of college preparation, and still others might demand graduate work or beyond four years of college.

For example: Here are the amounts of education you need for some of the careers in the medical/health-care field.

Source: Planning and Estimation Service, U.S. Department of Education
Getting Ready
Taking the Right Courses
For College Starts Now

I started taking Spanish this year. I’ll take algebra next year. Getting ready for college is kind of like checking off things on a checklist.”

Lindsay Westerfield
7th-grade student

College probably seems a long way off. But you can get on the road toward college. This is particularly true as you select your classes and start planning the courses you’ll take in high school. Get ready by planning to take college-prep or tech-prep courses in high school. Now is the time to plan how to meet requirements to get into college.
Why it's Smart to Take Challenging Courses

Studies show that if students take algebra and geometry early — starting in the eighth and ninth grade — they are more likely to go on to college than students who don't. By taking algebra soon, you'll probably be able to enroll in chemistry, physics, and advanced math courses before you finish high school. Then you will have room in your high school schedule to take a second language, art, or Advanced Placement course. Making good grades in these kinds of tough courses can be a big plus in helping you get into college.

Here are two of the most important things you can do right now to prepare for college:

✓ Sign up for the right courses, and

✓ Work hard to do well.
What Are the Right Courses?

To prepare for college, you should take the following courses:

Mathematics, English, Science, and History or Geography. These courses make up the “core” courses you should take every year.

<table>
<thead>
<tr>
<th>Mathematics Types of Classes</th>
<th>English Types of Classes</th>
<th>Science Types of Classes</th>
<th>History or Geography Types of Classes</th>
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<tbody>
<tr>
<td>Algebra I</td>
<td>Composition</td>
<td>Biology</td>
<td>Geography</td>
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<td>Geometry</td>
<td>English Literature</td>
<td>Earth Science</td>
<td>U.S. History</td>
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<td>Algebra II</td>
<td>American Literature</td>
<td>Chemistry</td>
<td>U.S. Government</td>
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<td>Trigonometry</td>
<td>Literature</td>
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<td>Civics</td>
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</tbody>
</table>

Tip:

Take algebra soon.

Take algebra (beginning in eighth grade) and geometry (beginning in ninth grade).
You want to take algebra and geometry as soon as possible. Algebra and geometry are the foundation for many advanced math and science courses (such as chemistry and physics) that some colleges want high school students to take.

**Foreign Language**
(two years are recommended)

Language skills show that you can learn basics and you're preparing to work in the global economy. Many colleges require high school students to take at least two years of a foreign language, and some prefer three.

**Arts Courses**
(take the arts as an essential part of your education)

Arts courses broaden your understanding and appreciation of the world and develop your skills to see differences, figure out patterns, and examine how you make decisions.

**Computer Science**
(take advantage of all opportunities)

Computer technology can help you find more information and do schoolwork better and faster. Also, more and more college courses and jobs require a knowledge of computers.

**Other Challenging Courses**

**Types of classes:**

- Economics
- Psychology
- Statistics
- Astronomy
- Research Projects and Independent Projects
- Oral and Written Communication

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**Types of classes:**

- Economics
- Psychology
- Statistics
- Astronomy
- Research Projects and Independent Projects
- Oral and Written Communication
Put Together Your College Support Team

You can get plenty of help as you map your way to college. People willing to help you include your parents, teachers, counselors, and librarians. All of them can be good resources. But they won’t know you need support and encouragement unless you let them in on your plans. Tell them you’re interested in putting college in your future. Ask them to be on your college support team. Ask for their help.

Ask the folks on your college support team if they know about any programs or activities that can help you reach your college goal. You might ask specifically about:

- A **Before-school or After-school Program** that’s especially for kids who are thinking about college.
- A **Mentor Program** where you can meet regularly with a college graduate who can tell you what to expect and plan for; maybe you can help tutor a student to read in elementary school; and
- **Summer Programs, Internships, and Advanced Courses** – Are any of these a good idea for you? If so, which ones? When should you take them?
Planning Ahead: What Does College Cost?

"My two brothers and I all plan to go to college. Even though it seems like miles away from now, my mom says we shouldn't just sit back on our heels and wait. We've got to find a way to pay for all three of us kids to go to college."

Julia Sendor, 6th-grade student

Most people believe that colleges are much more expensive than they really are. Although some colleges are expensive, many colleges are within reach. Money to pay for college is available, too (see pages 20-22). If you plan ahead and work hard in school, you can get financial help even for expensive colleges. Saving for college early helps a whole lot, too.
Students enrolled at public and private colleges in 1996-97

Total college enrollment = about 14,000,000

Students at Public Colleges (2-year colleges and 4-year colleges) = 78%

Students at Private Colleges (2-year colleges and 4-year colleges) = 22%

*Private colleges include proprietary schools.
Colleges costs are made up of:

**Basic tuition and fees** – the amount of money that a college charges a student each year to enroll and receive instruction, plus other amounts a college requires a student to pay (such as athletic fees, social-activity fees, and health-care costs); and

**Room and Board**, as well as books, supplies, and transportation.

Tip:

"Room and board" means the cost of housing and food (whether you go away to college or live at home)

How much college costs depends partly on whether it's a public college or a private college. Most students in this country attend state or public colleges. If you go to a state or public college in the state where you live, you'll be charged less than a student from out of state.

About 78 percent of college students attended public colleges during the 1996-97 school year.

Private colleges tend to be more expensive than public colleges; they charge the same amount for in-state and out-of-state students.

About 22 percent of college students attended private colleges during the 1996-97 school year.
It's hard to know what college costs will be by the time you're ready to go to college, but remember:

- Some colleges cost less than other colleges.
- Lots of financial aid is available — more aid exists now than ever before.
- You and your parents have time to start saving for college.

To get an idea of how much college costs, state by state, visit [http://www.ed.gov/thinkcollege/early](http://www.ed.gov/thinkcollege/early) on the World Wide Web, or look at college guidebooks in your local libraries or bookstores.

"You can get all sorts of good information about colleges and financial aid off the Internet. Don't forget, though, that some of the Web sites out there basically are ads. Like I tell myself, 'Remember the source of the information.'"

Michael Chelen, 9th-grade student
Paying for College Aid is Available, But Start Saving, Too

“I definitely think it’s true that a good education helps pay for itself. If I spend money now, I’ll earn more money later. Then I’ll be able to pay back the money I borrow for college.”

Melissa Provenzano
12th-grade student

If you want to go to college and are willing to work hard, the money to pay for your college education will be there.
Here are ways you and your family can pay for college.

- **Savings** - you and your parents should start setting aside money for college now, if at all possible. The more you and your family save, the easier it will be to pay for college later. One way to save is to have your parents set up a tax-free Education Savings Account.

- **Federal Income-Tax Credits** - during your first two years in college, the new HOPE Scholarship tax credit can help cover college tuition by reducing the amount of federal income tax for low- and moderate-income families. If you go to college beyond the first two years, the new Lifetime Learning tax credit is available to help low- and moderate-income families pay for tuition and fees.

- **Student Financial Aid** - the U.S. Department of Education offers students three major types of aid to help pay for college:

  - **Grant**: money that does not have to be paid back. For instance, the maximum Federal Pell Grant a student can receive for the 1998-99 school year is $3,000 for families with limited means;
  - **Work-study**: a job during college to help you earn the money you need;
  - **Loan**: money available to students and their parents which, like a car loan, must be paid back.
• Serving Our Country -- providing service to our country during or after college is another way to pay for all or part of a college education. Opportunities include:

  • AmeriCorps, a community-service program that helps students earn grants or repay loans;

  • Military Academies -- the U.S. Air Force, U.S. Army, U.S. Coast Guard, U.S. Merchant Marines, and U.S. Navy offer no-cost education in exchange for a commitment to serve for a period of time; and

  • Reserve Officer Training Corps (ROTC), which offers scholarships in varying sizes to students interested in serving in the military after college.

• Other financial aid -- help with college finances is also available from other sources:

  • Many states and colleges offer financial assistance directly to individual students who need help paying for college.

  • A number of civic groups, foundations, businesses, and community organizations also provide scholarships to students who meet special requirements or achievement levels -- such as doing well in high school or displaying artistic or athletic ability.
Federal Financial Aid Information

The U.S. Department of Education provides more than $40 billion in aid for college students each year. Being from a low- or middle-income family should never keep anyone from going to college. Every year, more than half of students in college receive some kind of financial aid.

When you are ready to apply for college as a senior in high school, you and your parents can fill out an application for federal financial aid that you get from your school counselor or from the U.S. Department of Education’s Web site at:

http://www.fafsa.ed.gov

For the most up-to-date information about federal financial aid, contact the U.S. Department of Education at: 1-800-USA-LEARN, or 1-800-4FED-AID.

Also check out the “Think College Early” Web site, especially for YOU, at:

http://www.ed.gov/thinkcollege/early
A Final Note

Getting ready for and going to college is a process that's just starting for you. You're at the beginning of an exciting journey to create the life you want. So make planning for college part of your daily life.

Think College Early!
Thank You

The U.S. Department of Education thanks:

John ("J.T.") Barse
Michael Chelen
Jay Noell
Diana Phillips
Melissa Provenzano
Jill Riemer
Julia Sendor
Eric Wellborn
Lindsay Westerfield
Hugh Wyatt, and the
National Middle School Association
National Association of Secondary School Principals
For their contributions to this handbook.

The grade levels listed for contributors in the text are for the 1997-98 school year.
Appendix A2
Introduction Questions
(use with pages 2-5 of Appendix A1)

Why Start Thinking About College Now?

1. Why should you think about college now?

2. What are three advantages of going to college?
   1. 
   2. 
   3. 

3. What are five types of colleges?
   1. 
   2. 
   3. 
   4. 
   5. 

4. If you can’t afford to pay for college, what kind of financial assistance is available?

5. What are two jobs that require a college education?
   1. 
   2. 

6. What are three things that college graduates can do that non-college graduates cannot?
   1. 
   2. 
   3.
Step 1
Making the Decision: Going to College is Important

1. What kind of education will be required in the 21st century?

2. Why should students interested in technical careers start taking specialized classes in high school?

3. Explain the three advantages of going to college.

4. What kinds of jobs require a college education?

5. Why is planning ahead for college so important?

6. Does each job within a career field require the same kind of education? Explain your answer.
Step 2
Getting Ready: Taking the Right Courses for College Starts Now

1. What two math classes, when taken early, make a student more likely to go to college?

2. Why should students take these classes?

3. In what grades should students take these two classes?

4. What are two of the most important things you can do now to prepare for college?

5. What are the four major "core" courses?

6. What is a college support team?

7. Who can be on that team?

8. What are three activities that can help you reach your college goal?
Step 3: Planning Ahead: What Does College Cost?

1. What are the major costs of college?

2. What does "room and board" mean?

3. What is the main difference between a public college and a private college?

4. What are three important things to remember about paying for college?

5. What is an excellent place to get information about colleges and financial aid?
Step 4: Paying for College: Aid is Available, but Start Saving, Too

1. What are four major ways you and your family can pay for college? Describe each one.
   a. 
   b. 
   c. 

2. What are three kinds of financial aid?
   a. 
   b. 
   c. 

3. Who provides more than $40 billion in financial aid for college students?

4. What information will you need to complete when you are a high school junior or senior?
Think College? Me? Now?
Combination Sheet

1. What are three major reasons you should consider college?

2. What kinds of jobs require a college education?

3. Which two of the most important courses you should take early? Why?

4. What is a college support team?

5. What school activities can help you reach your college goal?

6. What kinds of colleges exist?

7. What kind of financial aid is available to help you pay for college?

8. What are three ways you and your family can pay for college?
A Final Note

Getting ready for and going to college is a process that's just starting for you. You're at the beginning of an exciting journey to create the life you want. So make planning for college part of your daily life.

Based on what you learned today, respond to the three sentences above in one or two paragraphs. How will you make planning for college part of your daily life?
Fictional Future Fantasy

Student Name: ____________________________

Character Name: ________________________

Pretend your character has grown up, gone to college, and gone to work full-time. Keeping that information in mind and remembering what your character was like during the novel, answer the following questions:

What job does your character have?

What kind of education did your character receive to get that job?

How did your character afford to get that training?

Where does your character live?

With whom does your character live? Alone? With a roommate? With a husband or wife?

Describe a typical day at your character’s job.
Personal Future Fantasy

Imagine that it is 20 years from now. Answer the following questions.

How old are you?

What job do you have?

What kind of education did you receive to get that job?

How did you pay for your education?

Where do you live?

With whom do you live? Alone? With a roommate? With a husband or wife?

Describe a typical day at your job.
A College Education Leads to a Bright Future!

How much education is needed for the following careers?

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Education Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountant</td>
<td>4 years of college</td>
</tr>
<tr>
<td>Nurse</td>
<td>2 years of college</td>
</tr>
<tr>
<td>Editor</td>
<td>4 years of college</td>
</tr>
<tr>
<td>Electrician</td>
<td>1 year of college</td>
</tr>
<tr>
<td>Medical Technician</td>
<td>2 years of college</td>
</tr>
<tr>
<td>Architect</td>
<td>4 years of college</td>
</tr>
<tr>
<td>Computer Programmer</td>
<td>2 years of college</td>
</tr>
<tr>
<td>Social Worker</td>
<td>4 years of college</td>
</tr>
<tr>
<td>Teacher</td>
<td>5 years of college</td>
</tr>
<tr>
<td>Lawyer</td>
<td>7 years of college</td>
</tr>
<tr>
<td>Veterinarian</td>
<td>Usually 8 or more years of college</td>
</tr>
</tbody>
</table>

*Loosely borrowed from the S.C. Commission on Higher Ed. Packet. (Copyright issues to be addressed later...)*
ROAD MAP TO MY FUTURE

Student Name: __________________________

I am in the ___ grade at __________________ School.

I plan to go to __________________________ High School.

Right now, I think I'd like to be a ________________ when I grow up.

This career interests me because:

Some of the other careers I have learned about in middle school include:

I know that education will help me reach my career goal. My career requires the following level of education:

____ High school diploma only
____ Certificate from a career/technical school or community college
____ Associate's degree from a two-year college
____ Bachelor's degree from a four-year college
____ Graduate degree

Before this assignment, I had learned about what it takes to go to college in the following ways:

To prepare for my career, I will need to do the following:

If my career requires a college degree, I will make sure I select the courses I need to go to college. Starting in grade 9, I will take college preparatory courses, including

Some of the reasons people go to college include:

I know these reasons because:

CALIFORNIA STATE GEAR UP PROJECT/CLA
Please call 310-825-5522 for more information.
Remember The Following Hints To Help You Reach Your Goals

- Remind or tell your parents, guidance counselors, homeroom teacher, and any other adult you respect that you want to go to college. Seek their advice and assistance.

- Tell your parents the name of your guidance counselor and how they can get in touch with him or her to talk about college planning.

- Make sure you are taking the right courses to get into college. Ask your guidance counselor or teacher if you're not sure.

- Do your best in school. Grades count, but don't drop a college preparatory course, such as Algebra I, just because you are having trouble. If a course is difficult, get help from a teacher or ask for a tutor.

- Get involved with extracurricular activities and enrichment programs. Pick something you like to do and go for it.

- Think about careers that interest you. Find people in those careers and ask them how their education prepared them for their jobs. Ask your parents, your friends, parents, your teachers, and other adults to help you meet people in careers that interest you.

- Visit a local college or university with your family or friends. Before visiting, have your parent call the admissions' office for information about free tours and printed materials. Ask for information about financial aid if you think you may need help paying for college.
<table>
<thead>
<tr>
<th>Things I Already Know about College</th>
<th>Things I Want to Know about College</th>
<th>Things I Learned about College</th>
</tr>
</thead>
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</table>
WORDS YOU HEAR IN COLLEGE

Education beyond high school is called higher education.

When you finish high school or college, you receive a certificate, or diploma, saying you have successfully completed school.

After high school, you can go to a small college that offers four-year degrees or a larger university that also offers graduate degrees (such as law and medical degrees).

College preparatory courses are high school courses, such as Geometry or Algebra, that help prepare you for college. Many of them are required for college admission.

After you graduate from college, you are awarded a degree. This is usually called a bachelor’s degree.

Financial Aid is available to help students pay for college. Some students receive scholarships that pay for some or all of their education or receive loans which they pay back slowly after college.

The land and buildings of a university are called a campus, just like your school campus.

Many students live on campus in buildings called dormitories. Students often eat and study there, too.

The place where college students meet to relax, have fun, and find out what's happening at school is called the Student Union.

The subject that you take most of your courses in (for example, English, Art, Engineering, etc) is your major.

Electives are courses that are not required for your major, but that you may choose to take in college because you think they are interesting.

Your schedule lists the different courses you are taking as well as when and where they meet.

The ceremony you attend to receive your high school or college diploma is called a graduation.

After you receive your college degree, you can begin your chosen job — your career — or continue on and get a graduate degree (such as a medical degree, a law degree, or a doctorate degree).

The amount of money you make in your job is salary.
Admissions Office  
California University  
2323 Main Street  
San Jose, CA 92323

October 24, 2001

Dear Admissions Officer:

My name is ___________ and I am a sixth grade student at ___________ Middle School. I am doing a report on your college as part of a college awareness project. I will share my report with my classmates orally and on a poster.

Please send me information about your college, including an application, brochures, and course catalogue. I am particularly interested in learning about college life, including programs both inside and outside of the classroom.

Please send the materials at your earliest convenience. My report is due in four weeks. My address is:

Name  
1234 Hoover Avenue  
Los Angeles, CA 90036

Thank you for your assistance.

Sincerely yours,

Your Full Name
# College Letter Editing/Evaluation Rubric

<table>
<thead>
<tr>
<th></th>
<th>Peer Edit</th>
<th>Teacher Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do you use the proper business letter format?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Do you request all the information discussed in class?</td>
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<tr>
<td>3.</td>
<td>Do you add one personal request for information?</td>
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</tr>
<tr>
<td>4.</td>
<td>Did you edit your essay to make sure all words are spelled correctly and all sentences are complete?</td>
<td></td>
</tr>
</tbody>
</table>

**Peer Edit Grade:**

**Teacher Evaluation:**

**Comments:**

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CALIFORNIA STATE GEAR UP PROJECT, L.A.  
Please call 310-925-6522 for more information.
<table>
<thead>
<tr>
<th>College A</th>
<th>Admissions Requirements</th>
<th>Academic Life - Majors, Courses</th>
<th>Social Life - Sports, Activities</th>
<th>Living on Campus - Dormitories</th>
<th>Financial Information - Scholarships, Loans</th>
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<td>College B</td>
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<tr>
<td>College E</td>
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# College Persuasive Essay Editing/Evaluation Rubric

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<th>Teacher Evaluation</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do you have a clear focus to your paper?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Do you use the most convincing details to support your position?</td>
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<tr>
<td>3.</td>
<td>Do you organize the points of your argument, ending with your strongest point?</td>
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<tr>
<td>4.</td>
<td>Does your conclusion clinch your argument?</td>
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<tr>
<td>5.</td>
<td>Did you edit your essay to make sure all words are spelled correctly and all sentences are succinct and clear (i.e., no fragments or run-ons)?</td>
<td></td>
</tr>
</tbody>
</table>

**Peer Edit Grade:**
**Teacher Evaluation:**

Comments:
## Contact Information for Colleges and Universities in California

### Southern California Universities and Colleges

<table>
<thead>
<tr>
<th>Name</th>
<th>Website</th>
<th>Phone</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC University of California, Irvine</td>
<td><a href="http://www.uci.edu">www.uci.edu</a></td>
<td>(949) 824-6703</td>
<td>204 Administration Building, Irvine, CA 92617-1075</td>
</tr>
<tr>
<td>UC University of California, Los Angeles</td>
<td><a href="http://www.ucla.edu">www.ucla.edu</a></td>
<td>(310) 825-3101</td>
<td>1147 Murphy Hall, Box 551466, Los Angeles, CA 90095-1436</td>
</tr>
<tr>
<td>UC University of California, Riverside</td>
<td><a href="http://www.ucr.edu">www.ucr.edu</a></td>
<td>(909) 787-4531</td>
<td>1120 Hinderaker Hall, Riverside, CA 92521</td>
</tr>
<tr>
<td>UC University of California, San Diego</td>
<td><a href="http://www.ucsd.edu">www.ucsd.edu</a></td>
<td>(858) 534-4831</td>
<td>9500 Gilman Drive, 0337 La Jolla, CA 92030-0337</td>
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</table>

### California State University Campuses

<table>
<thead>
<tr>
<th>Name</th>
<th>Website</th>
<th>Phone</th>
<th>Address</th>
</tr>
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<tbody>
<tr>
<td>CSU California State Polytechnic University, Pomona</td>
<td><a href="http://www.csupomona.edu">www.csupomona.edu</a></td>
<td>(909) 869-7659</td>
<td>3801 W Temple Ave Pomona, CA 91768</td>
</tr>
<tr>
<td>CSU California State University, Dominguez Hills</td>
<td><a href="http://www.csudh.edu">www.csudh.edu</a></td>
<td>(310) 243-2696</td>
<td>10600 E Victoria St, Carson, CA 90747</td>
</tr>
<tr>
<td>CSU California State University, Fullerton</td>
<td><a href="http://www.fullerton.edu">www.fullerton.edu</a></td>
<td>(714) 278-2300</td>
<td>PO Box 34090 Fullerton, CA 92834-0900</td>
</tr>
<tr>
<td>CSU California State University, Long Beach</td>
<td><a href="http://www.csulb.edu">www.csulb.edu</a></td>
<td>(562) 985-1857</td>
<td>Brophy Hall, Rm 101 1250 Bellflower Blvd Long Beach, CA 90840</td>
</tr>
<tr>
<td>CSU California State University, Los Angeles</td>
<td><a href="http://www.calstatela.edu">www.calstatela.edu</a></td>
<td>(323) 343-3901</td>
<td>Student Affairs Building 101 5151 State University Drive Los Angeles, CA 90032</td>
</tr>
<tr>
<td>CSU California State University, Northridge</td>
<td><a href="http://www.csun.edu">www.csun.edu</a></td>
<td>(818) 677-1200</td>
<td>18111 Nordhoff St Northridge, CA 91330</td>
</tr>
<tr>
<td>CSU California State University, San Bernardino</td>
<td><a href="http://www.csusb.edu">www.csusb.edu</a></td>
<td>(909) 880-5188</td>
<td>University Hall Rm 120 5500 University Parkway San Bernardino CA 92407-2397</td>
</tr>
<tr>
<td>College</td>
<td>Website</td>
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<tr>
<td>CCC Don Bosco Technical Institute</td>
<td><a href="boscom.edu">boscom.edu</a></td>
<td>(628) 940-2007</td>
<td></td>
</tr>
<tr>
<td>CCC East Los Angeles College</td>
<td><a href="laccc.edu">laccc.edu</a></td>
<td>(323) 265-8650</td>
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</tr>
<tr>
<td>CCC El Camino College</td>
<td><a href="elcamino.cc.ca.us">elcamino.cc.ca.us</a></td>
<td>(323) 365-877</td>
<td></td>
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<tr>
<td>CCC Fashion Institute of Design and Merchandising</td>
<td><a href="415.fidm.com">415.fidm.com</a></td>
<td>(213) 624-1200</td>
<td></td>
</tr>
<tr>
<td>CCC Fullerton College</td>
<td><a href="fullcoll.edu">fullcoll.edu</a></td>
<td>(714) 568-1000</td>
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<tr>
<td>CCC Glendale Community College</td>
<td><a href="glendale.cc.ca.us">glendale.cc.ca.us</a></td>
<td>(818) 240-1000</td>
<td></td>
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<tr>
<td>CCC Golden West College</td>
<td><a href="gwc.cccd.edu">gwc.cccd.edu</a></td>
<td>(714) 895-8306</td>
<td></td>
</tr>
<tr>
<td>CCC Grossmont College</td>
<td><a href="grossmont.cc.ca.us">grossmont.cc.ca.us</a></td>
<td>(619) 644-7186</td>
<td></td>
</tr>
<tr>
<td>CCC Imperial Valley College</td>
<td><a href="imperial-valley.cc.ca.us">imperial-valley.cc.ca.us</a></td>
<td>(760) 352-8320</td>
<td></td>
</tr>
<tr>
<td>CCC Grossmont-City College Community College District</td>
<td><a href="www.gc.cc.ca.us">www.gc.cc.ca.us</a></td>
<td>(949) 451-5920</td>
<td></td>
</tr>
<tr>
<td>CCC Irvine Valley College</td>
<td><a href="lvc.cc.ca.us">lvc.cc.ca.us</a></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>CCC Kelsey-Jennette College</td>
<td><a href="lbc.cc.ca.us">lbc.cc.ca.us</a></td>
<td>(562) 938-4111</td>
<td></td>
</tr>
<tr>
<td>CCC Long Beach City College</td>
<td><a href="lbcc.cc.ca.us">lbcc.cc.ca.us</a></td>
<td>(323) 953-4200</td>
<td></td>
</tr>
<tr>
<td>CCC Los Angeles City College</td>
<td><a href="laccd.edu">laccd.edu</a></td>
<td>(310) 222-8290</td>
<td></td>
</tr>
<tr>
<td>CCC Los Angeles Community College District</td>
<td><a href="laccd.edu">laccd.edu</a></td>
<td>(310) 222-8290</td>
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<tr>
<td>CCC Los Angeles Harbor College</td>
<td><a href="lacc.edu">lacc.edu</a></td>
<td>(310) 364-7798</td>
<td></td>
</tr>
<tr>
<td>CCC Los Angeles Mission College</td>
<td><a href="lamiission.cc.ca.us">lamiission.cc.ca.us</a></td>
<td>(310) 222-8290</td>
<td></td>
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</tbody>
</table>

**California State Board of Equalization**

[California State Board of Equalization](ca.gov) | 72
CCC Rancho Santiago Community College District
www.rancho.cc.ca.us
(909) 888-8011

CCC Rio Hondo College
www.righo.cc.ca.us
(562) 908-3415

CCC Riverside Community College
www.rcccd.cc.ca.us
(951) 222-8600

CCC Saddleback College
www.saddleback.cc.ca.us
(949) 562-4555

CCC San Bernardino Community College District
www.sbcdd.cc.ca.us
(909) 888-8011

CCC San Bernardino Valley College
www.sbcvc.edu
(909) 230-2400

CCC San Diego City College
www.sdc.edu
(619) 230-2400

CCC San Diego Community College District
www.sdccd.net
(619) 230-2400

CCC San Diego Mesa College
www.sdm.edu
(619) 230-2400

CCC San Diego Miramar College
www.sdm.edu
(619) 230-2400

CCC Santa Ana College
www.santaana.edu
(714) 564-8015

CCC Santa Monica College
www.smccd.edu
(310) 434-4000

CCC Santiago Canyon College
www.scccd.edu
(714) 564-4000

CCC South Orange County Community College District
www.cocc.cta.ctca.us
(714) 564-6700

CCC Southwestern College
www.swcc.cc.ca.us
(619) 421-6700

CCC Ventura College
www.vcccd.edu
(805) 654-6400

CCC Ventura County Community College District
www.vcccd.edu
(805) 654-6400

3500 Workman Mill Rd Whittier, CA 90601
4800 Magnolia Ave. Riverside, CA 92506
2500 Marguerite Parkway Mission Viejo, CA 92692
701 South Mt. Vernon Ave San Bernardino, CA 92410
1313 Twelfth Ave. San Diego, CA 92101
7230 Mesa College Dr. San Diego, CA 92111
10440 Black Mountain Rd San Diego, CA 92126
1530 West 17th Street Santa Ana, CA 92703-3398
1900 Pico Boulevard Santa Monica, CA 90406
8045 East Chapman Ave. Orange, CA 92860
300 Otay Lakes Rd. Chula Vista, CA 91910
4607 Telegraph Rd. Ventura, CA 93003
IND Pepperdine University  
www.pepperdine.edu  
(310) 456-4000

IND Pitzer College  
www.pitzer.edu  
(909) 621-8129

IND Pratt University  
www.pratt.edu  
(631) 594-2120

IND Pomona College  
www.pomona.edu  
(800) 733-7770

IND Scripps College  
www.scrippscollege.edu  
(909) 621-8149

IND Soka University  
www.soka.edu/home/htm  
(949) 472-3050

IND Southern California Institute of Architecture  
www.sciaud.edu  
(213) 613-2200

IND United States International University  
www.usiu.edu/index.htm  
(858) 635-4730

IND University of Judaism  
www.uj.edu  
(310) 476-9777

IND University of La Verne  
www.laverne.edu  
(909) 875-4585

IND University of Redlands  
www.redlands.edu  
(909) 793-2121

IND University of San Diego  
www.ucsd.edu  
(858) 245-5111

IND University of Southern California  
www.usc.edu  
(213) 740-5500

IND Vanguard University of Southern California  
www.vanguard.edu  
(714) 556-3610

IND Webster University, Irvine  
www.welsh.edu/california  
(949) 250-7855

6880

Angeles, CA 90045
24255 Pacific Coast Highway
Malibu, CA 90265
1050 N. Mills Ave. Claremont, CA 91711
7407 N. Figueroa St. Los Angeles, CA 90044
3900 Loma Linda Drive San Diego, CA 92105
333 N College Way Claremont, CA 91711
1030 Columbia Ave Claremont, CA 91711-3948
1 University Drive Aliso Viejo, CA 92656
350 Merrick Street Los Angeles, CA 90013
10455 Pohangon Road San Diego, CA 92131
15600 Mulholland Drive Bel Air, CA 90277
1590 Third Street La Verne, CA 91750
PO Box 3080 Redlands, CA 92373-0989
5998 Alcala Park San Diego, CA 92110-2492
University Park Campus Los Angeles, CA 90089-0911
55 Fair Drive Costa Mesa, CA 92626
2300 Mission Drive Suite 800
Irvine, CA 92612
560 Pacific Coast Highway
Malibu, CA 90265
1050 N. Mills Ave. Claremont, CA masses, CA 91711
7407 N. Figueroa St. Los Angeles, CA 90044
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Irvine, CA 92612
<table>
<thead>
<tr>
<th>Name</th>
<th>Web Address</th>
<th>Main Phone</th>
<th>Address</th>
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<tbody>
<tr>
<td>University of California Campuses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UC University of California, Merced</td>
<td><a href="http://www.ucmerced.edu">www.ucmerced.edu</a></td>
<td>(805) 822-</td>
<td>1234 Cheadle Hall Santa Barbara, CA 93106</td>
</tr>
<tr>
<td>UC University of California, Santa Barbara</td>
<td><a href="http://www.ucsb.edu">www.ucsb.edu</a></td>
<td>2485</td>
<td></td>
</tr>
<tr>
<td>California State University Campuses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSU California Polytechnic State University, San Luis Obispo</td>
<td><a href="http://www.calpoly.edu">www.calpoly.edu</a></td>
<td>(805) 756-2311</td>
<td>Cal Poly San Luis Obispo, CA 93407</td>
</tr>
<tr>
<td>CSU California State University, Bakersfield</td>
<td><a href="http://www.csusb.edu">www.csusb.edu</a></td>
<td>(861) 664-2014</td>
<td>9001 Stockdale Hwy Bakersfield, CA 93311-1099</td>
</tr>
<tr>
<td>CSU California State University, Channel Islands</td>
<td><a href="http://www.cscu.edu">www.cscu.edu</a></td>
<td>(559) 278-4240</td>
<td>One Way University Drive Camarillo, CA 93011-2862</td>
</tr>
<tr>
<td>CSU California State University, Fresno</td>
<td><a href="http://www.csfresno.edu">www.csfresno.edu</a></td>
<td>(831) 559-3518</td>
<td>5241 North Maple Ave Fresno, CA 93740</td>
</tr>
<tr>
<td>CSU California State University, Monterey Bay</td>
<td><a href="http://www.monterey.edu">www.monterey.edu</a></td>
<td>(831) 559-3518</td>
<td>100 Campus Center Seaside, CA 93955-8001</td>
</tr>
<tr>
<td>Community Colleges</td>
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<td></td>
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<tr>
<td>CCC Allan Hancock College</td>
<td><a href="http://www.hancock.cc.ca.us">www.hancock.cc.ca.us</a></td>
<td>(805) 922-0963</td>
<td>800 South College Drive Santa Maria, CA 93454-6389</td>
</tr>
</tbody>
</table>
CCC Bakersfield College
www.bc.cc.ca.us (661) 395-4211
CCC Barstow Community College District
www.barstow.cc.ca.us (619) 252-2411
CCC Cerro Coso Community College
www.ccc.cc.ca.us (760) 384-6100
CCC College of the Sequoias
www.sequoias.cc.ca.us (559) 730-3700
CCC Cuesta College
www.cuesta.cc.ca.us (805) 546-3128
CCC Fresno City College
www.fcc.cc.ca.us (559) 442-4600
CCC Hartnell College
www.hartnell.cc.ca.us (831) 755-6900
CCC Kern Community College District
www.kccd.cc.ca.us (209) 834-6045
CCC Merced College
www.mercd.cc.ca.us (209) 575-6667
CCC Modesto Junior College
www.yas@modjcc.cc.ca.us (209) 575-2323
CCC Monterey Peninsula College
www.mpc.edu (831) 646-4000
CCC Porterville College
www.pc.cc.ca.us (559) 791-2220
CCC Reedley College
www.rc.cc.ca.us (559) 638-3841
CCC San Joaquin Delta College
www.gjc.com (559) 651-2500
CCC Santa Barbara City College
www.sbcc.net (805) 965-0581
CCC Santa Monica State Center Community College District
www.smmccd.cc.ca.us
CCC Summit Bible College
http://www.summitbible.com/sbc83 (913) 324-3542
CCC Taft College
www.taft.cc.ca.us (661) 783-1000
1801 Panorama Drive Bakersfield, CA 93306-1298
2700 Barstow Rd. Barstow, CA 92311
3000 College Heights Blvd. Ridgecrest, CA 93555-7777
515 S. Mooney Blvd. Visalia, CA 93277
PO Box 8136 San Luis Obispo, CA 93403-8136
1161 E. University Ave Fresno, CA 93741
156 Homestead Ave Salinas, CA 93907
3600 M Street Merced, CA 95344
435 College Ave Modesto 95350
980 Fremont Street Monterey, CA 93944-4799
100 East College Ave Porterville, CA 93257
505 N. Reed Ave Reedley, CA 93654
6400 W. Mineral King Visalia, CA 93291
721 Cliff Drive Santa Barbara, CA 93109-2364
1213 McCurdy Dr. Bakersfield, CA 93306
297 Emmons Park Drive Taft, CA

California State Gear Up Project (CSGA)
Phone: 800-922-5222 for more information.
CCC West Hills Community College  www.westhills.cc.ca.us  (818) 995-0800
CCC Yosemite Community College District  http://yosemite.cc.ca.us  93003

Private Independent Colleges and Universities
IND Antioch University Santa Barbara  www.antiochsb.edu  (805) 962-8179
IND Bethany College  www.bethany.edu  (631) 438-3800
IND Fresno Pacific University  www.fresno.edu  (559) 273-3000
IND Thomas Aquinas College  www.thomasaquinas.edu  (805) 565-6000
IND Westmont College  www.wesmont.edu  (805) 508-1041

Northern California Universities and Colleges
Name  web address  main phone #  address
UC University of California, Berkeley  www.berkeley.edu  (510) 642-2715  110 Sproul Hall #5800 Berkeley, CA 94720-5800
UC University of California, Davis  www.ucdavis.edu  (530) 752-3710  178 Mrak Hall Davis, CA 95616
UC University of California, Santa Cruz  www.ucsc.edu  (831) 459-4000  1156 High Street Santa Cruz, CA 95060

California State University Campuses
CSU California Maritime Academy  www.csu.edu  (707) 654-1000  200 Maritime Academy Drive Vallejo, CA 94590
CSU California State University, Chico
www.csuchico.edu  (530) 898-4428

CSU California State University, Hayward
www.csuhayward.edu  (510) 885-2624

CSU California State University, Sacramento
www.csus.edu  (916) 278-3901

CSU California State University, Stanislaus
www.csustan.edu  (209) 668-7511

CSU Humboldt State University
www.humboldt.edu  (707) 826-4402

CSU San Francisco State University
www.sfsu.edu  (415) 338-2355

CSU San Jose State University
www.sjsu.edu  (408) 972-7500

CSU Sonoma State University
www.sonomastate.edu  (707) 664-2778

Community Colleges

CCC American River College
http://www.crrc.edu  (916) 442-8011

CCC Butte College
www.bullocc.edu  (530) 895-2361

CCC Cabrillo College
www.cabrilloc.ccsd.us  (408) 475-5100

CCC California Community Colleges
www.cccstate.ca.us

CCC Chabot College
www.chabot.edu  (510) 723-6700

CCC City College District of San Francisco
www.cc.sfcc.edu  (415) 239-3285

400 West First Street Chico, CA 95929
2555 Carlsbad Blvd, Hayward, CA 94542
Lassen Hall 6000 J Street, Sacramento, CA 95819
Siemens Hall 210 Arcata, CA 95521
Administration Building Rm 186
1800 Holloway Ave San Francisco, CA 94132
One Washington Square San Jose, CA 95129
1807 East Colfax Ave, Richfort Park, CA 94928-3609

4700 College Oak Drive
Sacramento, CA 95841
1343 Hopkins Street Berkeley, CA 94702
3536 Butte Campus Drive
Oroville, CA 95965-8303
tolton Drive Atascadero, CA 95003
25555 Hesperian Blvd, Hayward, CA 94545
7011 Koll Center Parkway, Suite
200 Pleasanton, CA 94566
3040 San Francisco, CA 94112

CALIFORNIA STATE UNIVERSITY
Please call 415-525-6722 for more information.
COC, San Jose City College  
www.sjcc.cc.ca.us  
(408) 288-3708  
2100 Macopin Ave, San Jose, CA 95128-2709
COC, San Jose/Evergreen Community College District  
www.sjcccd.cc.ca.us/
COC, Santa Rosa Junior College  
www.santarosa.edu  
(707) 527-4645  
1501 Mendocino Ave Santa Rosa, CA 95401  
PO Box 496066 Redding, CA 96066-9696
COC, Shasta College  
www.shasta.cc.ca.us  
(530) 225-4769  
5000 Rock Rd, Redding, CA 96003  
5000 Rock Rd, Redding, CA 96003
COC, Sierra College  
www.sierra.cc.ca.us  
(916) 632-7278  
1501 Mendocino Ave Santa Rosa, CA 95401  
PO Box 496066 Redding, CA 96066-9696
COC, Solano Community College  
wwwSolanoCC.edu  
(707) 864-7273  
1501 Mendocino Ave Santa Rosa, CA 95401  
PO Box 496066 Redding, CA 96066-9696
COC, Vista Community College  
www.vcccd.edu  
(760) 847-2001  
1501 Mendocino Ave Santa Rosa, CA 95401  
PO Box 496066 Redding, CA 96066-9696
COC, West Valley College  
www.westvalley.edu  
(800) 741-2306  
1501 Mendocino Ave Santa Rosa, CA 95401  
PO Box 496066 Redding, CA 96066-9696
COC, West Valley-Mission Community College District  
www.wvcmcc.edu  
(800) 741-2306  
1501 Mendocino Ave Santa Rosa, CA 95401  
PO Box 496066 Redding, CA 96066-9696
COC, Western Career College  
www.westerncc.com/  
(800) 741-2306  
1501 Mendocino Ave Santa Rosa, CA 95401  
PO Box 496066 Redding, CA 96066-9696
COC, Yuba College  
www.yuba.edu  
(530) 741-6700  
1501 Mendocino Ave Santa Rosa, CA 95401  
PO Box 496066 Redding, CA 96066-9696

Private/Independent Colleges and Universities
IND, California College of Arts and Crafts, Oakland  
www.CCA.edu  
(510) 534-3600  
5212 Broadway Oakland, CA 94612
IND, California College of Arts and Crafts, San Francisco  
www.CCA.edu  
(415) 703-9500  
1111 Eighth Street San Francisco, CA 94107-2427
IND, Farbman Institute of Integral Studies  
www.FIS.edu  
(415) 575-5150  
1453 Mission Street San Francisco, CA 94103
IND, Creaswell Polytechnic College  
www.ccp.edu  
(650) 800-000  
175 Bordeaux Drive Sunnyvale, CA 94086
SAMPLE OPENING REMARKS

Good Morning Students:

Today we are going to begin a journey into the vast world of colleges and universities that are available to you. Each of you has the capacity and capability to go to college. It will take hard work and planning but everyone who wants to go to college can achieve this goal.

Going to college can offer opportunities for a wider selection of careers, access to higher paying jobs, more knowledge about all kinds of things, and friends who you will have for life. College is for everyone. All you need to do is make it happen.

Have a wonderful journey through the world of colleges and universities as you spend the day gathering information. This journey will not end today however. We are all here to help you find out even more after today’s events are done.

Your next step will be _________ at __________. Make sure you take your passport with you! Bon Voyage!
Appreciation Letter to Request College Materials

Your School Name
Your School Address
Your Town, CA 90000

October 24, 2001

Admissions Office
California University
2323 Main Street
San Jose, CA 92323

To Whom It May Concern:

My name is ____________, and I am a teacher/counselor/administrator at Middle School. I am in the process of creating a college center at my school, and I would like to include materials that describe your college/university in this center.

I would appreciate it very much if you could send me information about College/University. I would like to receive any or all of the following:

- Admissions materials (including an application and a list of the requirements)
- Course catalogues
- Information about student life
- Information about financial aid
- Any other material that you think would be of interest to me or my students

If you have any promotional materials—such as posters, pencils, etc.—that you are able to send, they would make a wonderful addition to the center as well.

These items can be sent to me at:

Name
Your School Name
Your School Address
Your Town, CA 90000

If you are not the appropriate person for me to contact, I would appreciate it if you would forward my letter to the correct person. I look forward to receiving the materials at your earliest convenience. Thank you very much for your assistance.

Sincerely yours,

Your Full Name

CALIFORNIA STATE UNIVERSITY
Please call 310-223-5222 for more information.
Map of Colleges and Universities in California

(to be created)
Admission Requirements for California's Public Universities

Requirements for the University of California

A-G Requirements

(Each applicant must have completed the following courses in order to apply to a University of California campus.)

A. History/Social Science - 2 years required
B. English (College Prep) - 4 years required
C. Mathematics - 3 years required, 4 years recommended
D. Laboratory Science - 2 years required, 3-4 years recommended
E. Language other than English - 2 years required, 3-4 years recommended
F. Visual or Performing Arts
G. College Prep Elective

Requirements for California State University

(Each applicant must have completed the following courses in order to apply to a California State University campus.)

History and Government - 1 year
English - 4 years
Math - 3 years
Science - 1 year w/ Lab
Foreign Language - 2 years
Visual and Performing Arts - 1 year
Electives - 3 years

Requirements for Community college

18 years old
High School graduate

Transferring to the University of California

The University of California gives priority to California Community College students who have completed 60 semester or 90-quarter units, which is equivalent to junior standing. Students who go to college full-time can usually complete 60 semester or 90 quarter units in 2 years. The University of California does not accept sophomore transfers.
Contact Information for College Access Programs in California

You are not alone! There are many college access programs working to create a college-going culture. Some of them may be in or near your district. Since these organizations are often already collaborating with higher education institutions, work with them to enlist the participation of colleges in your area. Several of these organizations work with a variety of parent groups and might be able to offer available support and ideas for getting parents from your school to take part in college planning activities.

Southern CA Organizations

<table>
<thead>
<tr>
<th>Organization/Program</th>
<th>Contact Information</th>
<th>Target Population/Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAL-SOAP Los Angeles Education Coalition</td>
<td>Virginie Nettles, Project Director</td>
<td>Targets parents and students in grades 5 through college. Full State. Students and counselors disseminate information to both parents and students about preparing for college and financial aid. Presentations given to schools; PTAs and through college workshops. Referral system is key program component. This consortium of highly collaborative, working with other local organizations to expand the services offered to parents.</td>
</tr>
<tr>
<td>Council of African American Parents</td>
<td>Angela Johnson, President</td>
<td>Targets African American parents and students K-12. Provides parent workshops about financial aid, college requirements, and applying to college.</td>
</tr>
<tr>
<td>I Have a Dream</td>
<td>Lori Latorilla, Director of College Scs</td>
<td>Targets peruses and students K-12. Offers workshops to parents about preparing for college and financial aid. Psychological counseling services available.</td>
</tr>
</tbody>
</table>
Call-SOAP South Coast Consortium
(Serves primarily Whittier, El Monte and El Pueblo schools)

Smart S. Gay, Program Director
Whittier Union High School District
5401 South Fullerton Avenue
Whittier, CA 90601
Phone: 562-699-4249
Fax: 562-699-1455
e-mail: ssgay@whittier.net
Website: www.CCSC.CA.GOV/DOCS/ASCN-10-38

Call-SOAP San Diego Consortium

Linda D'Aglio, Project Director
2481 Cardinal
San Diego, CA 92123
Phone: 619-563-1380
Fax: 619-563-1380
e-mail: ldaglio@sdccd.edu
Website: www.LSAC.CA.GOV/DOC/ASCNY-38

Advocates for Valley African American Students (AVAAAS)

Marilyn Savage, Acting Chair
PO Box 28191
Encino, CA 91436
Phone: 818-701-8400
e-mail: smpilgrim@comcast.net
Website: www.AVAAAS.org

LA Radio Initiative (LARI)

Mona Rita, LARI Coordinator
2230 Main St, Ste 205
Los Angeles, CA 90065-1521
Phone: 310-794-4479
Fax: 310-665-9063
Website: www.la-radio.com

College is a Family Experience

Richard Chapleo, Consultant
4401 4th Street W.
Long Beach, CA 90804
Phone: 562-945-2955
e-mail: rchaukie@lbcc.edu

Advancement via Individual Determination (AVID)

Judy Miser, AVID Coordinator
San Diego County Office of Education
940 Linda Vista Road
San Diego, CA 92138

Targets parents and students in grades 7-12
Private consultant works with parents of students in grades 6-12, information about becoming for college.

Targets parents and students in grades 7-12
Works with parents and students around making choice to go to college and information about preparing for college.

TARGETS parents and students in grades 6-12.

Program geared towards raising achievement levels of students and building parents' knowledge of academic coaching and workshop for parents. Published newsletter.

www.California state GearUp ProdukTA
Phone: 310-322-5253 for more information.
HT Riverside EASP
Early Academic Outreach Program
Phone: 760-252-3953
Fax: 760-252-3951
e mail: eapw@sdccd.k12.ca.us

Linda A. Ariz, Director
415 West Street
San Diego, CA 92102
Phone: 619-252-3865
Fax: 619-252-3865

Email: rawcoa@sdtc.org

Eajas,筹划，规划和学术挑战
提供早期学术支持，包括个人辅导，以及必修课程的准备。

Pasadena College Institute
907 Market Street
San Diego, CA 92113
Phone: 619-252-3865
Fax: 619-252-3865

Email: rawcoa@sdtc.org

Ecole SAMP Santa Barbara Consortium
Sue Gibson, Program Director
Santa Barbara Junior High School
211 East Coast Street
Santa Barbara, CA 93101
Phone: 805-684-9980
Fax: 805-965-9335
Email: easil@santbarbara.org

WWW.USAC.CA.GOV/ASP/NH=08

L. A. County Office of Malden Education
Magalufa Social, Program Director
9000 Imperial Way
Downey, CA 90242
Phone: 626-363-1163
Fax: 626-363-1163
Email: scos_amagalufa@lacen.edu

CALIFORNIA STATE GRADUATE PROGRAMS
Please call 760-252-3000 for more information.
<table>
<thead>
<tr>
<th>Organization/Program</th>
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<th>Target Population/Program</th>
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<tbody>
<tr>
<td>Central California Organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAS-SAP Central Valley Consortium</td>
<td>Andrea Ochs, Interim Coordinator, Tokay High School, 6002 Tokay Way, PO Box 452, Tracy, CA 95378, Phone: 209-838-5387, Fax: 209-838-5387, e-mail: <a href="mailto:aochs@casac.org">aochs@casac.org</a></td>
<td>Target population is 4-12 grade students, primarily first-generation and low income. This is a multi-county program.</td>
</tr>
<tr>
<td>Parent Power</td>
<td>Dorena Evans-Schreiber, Director, School of Education, Cal State Fresno, 5160 N. Maple, Fresno, CA 93740, Phone: 559-278-2091, Fax: 559-278-2095, e-mail: <a href="mailto:deansc@csufresno.edu">deansc@csufresno.edu</a></td>
<td>Targets parents and students with learning difficulties in K-12. Programs train teachers to be effective, proactive collaborators with parents whose children have disabilities in school.</td>
</tr>
<tr>
<td>CAS-SAP Merced County Consortium</td>
<td>Greg Soto, Director, Merced College, 3603 M. Street, Merced, CA 95348, Fax: 209-385-8536</td>
<td>Targets students and parents in grades 9-12. Coordinates College-Making It Happen events and facilitators to the student life aspects of college, including dormitory stays during campus visits.</td>
</tr>
<tr>
<td>Northern California Organizations</td>
<td>Contact Information</td>
<td>Target Population/Purpose</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| Cal-SOAP North Coast Consortium   | Nancy McNair, Project Director  
College of the Redwoods  
Cal-SOAP Office  
7351 College Hill Road  
Eureka, CA 95501  
Phone: 707-476-4215  
Fax: 707-476-4411  
Email: mnkmc@co.redwoods.ca.us  
WWW.CAL-SOAP.CA.COM/NO/ASP+02-01 | Targets 5-12th grade students. |
| Cal-SOAP San Jose Consortium      | Robin Riebeek, Project Director  
San Jose State University  
Shawbird Center  
11th Street  
Campus Box 19  
San Jose, CA 95192-0455  
Phone: 408-924-9993  
Fax: 408-924-2953  
Email: rriebeek@sjosp.edu  
WWW.CAL-SOAP.CA.COM/NO/ASP+13-02 | Targets parents and students 6-12 grade; Focus on school-community family network. Works with parents to deliver academic and administrative support |
| Cal-SOAP Santa Maria Valley       | Dr. Michelle Daniels-Smith  
Santa Barbara Community College  
501 E. Embarcadero  
Santa Barbara, CA 93101  
Phone: 805-969-7237  
Email: dmcdonald@sbccmail.net  
WWW.CAL-SOAP.CA.COM/NO/ASP+11-04 | Targets parents and students 4-12 grade; Hosts series of workshops at local schools on financial aid and college information as well as coordinating College; Making it Happen events |

**Northern California Organizations**

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<th>Contact Information</th>
<th>Target Population/Purpose</th>
</tr>
</thead>
</table>
| In Family Initiative: Families and Schools  
Working Together for a Better Future | Piedad Jasso, Director  
1232 Broadway  
Suite 400  
Oakland, CA 94612 | Targets Latina parents and students in middle school  
Programs look to promote parental involvement in home-school collaboration |
Cal-SOAP East Bay Consortium
Monica Montenegro
314 East 100th Street
Oakland, CA 94606
Phone: 510-255-8257
Fax: 510-675-8281
Email: monica@cal-sap.org
Website: www.cal-sap.org

Targets parents and students in 6-12 grade. Coordinates College Making It Happen! workshops that include information re: financial aid and how school systems work.

MESA
Laura Dwyer, Special Events Coor.
MESA, University of California
300 Lakeside Drive
Oakland, CA 94612
Phone: 510-643-3060
Fax: 510-643-9768
Email: larae@calmessa.org
Website: www.calmessa.org

Targets parents and students in 1-12 grade. Educates parents about college requirements and offers parents tools to help their child academically.

North Central College (CA)
401 N. Huybott Street
San Mateo, CA 94401
Phone: 650-751-3766
Fax: 650-547-4074
Email: k.ferrell@northcentral.edu
Website: www.northcentral.edu

Targets parents and students in 3-12 grade. Offers counseling and college guidance information.

Sacramento Educational Consortium
Samuel Good
1900 Lincoln Village Drive
Sacramento, CA 95827
Phone: 916-231-2701
Fax: 916-231-2704
Email: samuel_good@sacred.com
Website: www.sacred.com

Targets students in 7-12 grade and provides college guidance information.

Sierra Real Estate Program
Larry Noyes, Director
Sacramento County Day School
2036 Latham Drive
Sacramento, CA 95864
Phone: 916-541-186
Email: larry.noyes@sierra-ca.gov
Website: www.sacred.com

Targets parents and students in 6-12. Offers summer academic programs for students and college planning information for parents.
<table>
<thead>
<tr>
<th>Statewide Organizations</th>
<th>Contact Information</th>
<th>Target Population/Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Project</td>
<td>Lupe Daniels, Director&lt;br&gt;3590 Lakeside Drive, 7th Floor&lt;br&gt;Dakota, CA 94612&lt;br&gt;Phone: 510-957-1680&lt;br&gt;Fax: 510-894-9792&lt;br&gt;Email: <a href="mailto:lupe.daniels@calgep.org">lupe.daniels@calgep.org</a></td>
<td>Targets parents and students in grades 9-12. Provides college preparation workshops for parents on financial aid, college eligibility, understanding the SAT, and understanding higher education institutions.</td>
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<tr>
<td>Parent Institute for Quality Education (PIQE)</td>
<td></td>
<td>Targets parents of students in grades K-12. Offers training for parents on communication within the family, the school system, gangs, drugs and college expansion.</td>
</tr>
</tbody>
</table>
Ideas for Extracurricular Activities

CSF (California Scholarship Federation)
Academic Decathlon
AVID (Advancement Via Individual Determination)
Conflict Mediation Programs
Debate Team
Mock Trial
Safe Rides
JSA (Junior Statesmen of America)
Key Club
JROTC
Yearbook
Newspaper
ASS (President, Class President, Vice President, Treasurer, etc.)
Band – Marching band, jazz band, etc.
Choir
Cheer, Flags, Drill team
MUN (Model United Nations)
Campus Clubs – Drama club, Chess club, Science club, etc.
SAAD (Students Against Drunk Driving)
Boy Scouts of America (Eagle Scout)
Girl Scouts of America
4-H

Sports
Playing a musical instrument

Summer Programs
Volunteering for a clean-up project – environmental, campus, park, etc.
Church or Synagogue – volunteer, summer camp counselor, etc.
Did you know...

Students whose parents have not attended college must rely on their schools for college-related information.

In California, on average, there is one counselor for every 1,000 students.

Among the highest ability students, 86% of the wealthiest students attend college, but only 60% of the poorest students attend college.

Teachers play a vital role in developing college aspirations for all students, particularly those whose parents have not attended college.