college
awareness
September 16–October 16, 2008 **month**

RESOURCE
AND
ACTIVITY
BOOK

Double
the Numbers

CONTENTS

DREAM, PLAN, ACT:
COLLEGE AWARENESS MONTH

September 16–October 16, 2008

College Awareness Month is designed to give high school students and families from DCPS and public charter schools the information they need to *dream* about college, *plan* for it and *act* on this dream. Throughout the month, a series of activities will inform students and families about available resources and opportunities to help students prepare for college.

College Awareness Month is a key strategy of the Double the Numbers coalition, which seeks to double the number of students who complete college on time and create a college-going culture in the District of Columbia. Coalition members who are organizing College Awareness Month include the Office of the State Superintendent of Education (OSSE), District of Columbia Public Schools (DCPS), the Public Charter School Board, the Association of Public Charter Schools and the District of Columbia College Success Foundation. (For a complete list of Double the Numbers Coalition members, see http://www.doublethenumbersdc.org.)

About This Activity and Resource Book

This activity and resource book is designed to support principals and administrators, teachers and school staff, counselors and college access providers, and parents and caregivers in ensuring more of DC's young people can navigate the process of getting into and succeeding in college.

In this workbook, find out more about:

- Why all of us — educators, parents and caregivers, and other members of the community — need to have a singular focus on postsecondary education;
- The individual and community benefits of a postsecondary degree;
- Key elements of a college-going culture; and
- The role of a college-going culture in increasing student achievement and postsecondary completion rates.

This workbook also includes activities, resources and research to help principals and administrators, teachers and school staff, counselors and college access providers, and parents and caregivers create a college-going culture in schools and homes. For each group, there are:

- **Short-term activities** that can be done individually, as part of a series of activities or as precursors to year-long activities.
- **Year-long activities** to plan and build a college-going culture.
- **Resources** that include tools and information to augment the recommended activities. Some resources are provided in this guide and online at www.doublethenumbersdc.org; others include an electronic link that allows you to access the resource from another Web site. You can customize many of the resources to respond to your school's or your student's needs.
- **Research** that includes relevant articles on college access and a college-going culture.

These materials are in no way exhaustive. The Double the Numbers coalition invites you to adapt and create your own activities and resources to augment the current collection. Please share your work with us by e-mailing cam@doublethenumbersdc.org. We may include them in next year's resource guide or post them on our Double the Numbers Web site to share with others engaged in this important work.

Find Out More

To find out more about College Awareness Month and Double the Numbers or to download sections of this workbook, go to http://www.doublethenumbersdc.org.

WHY FOCUS ON COLLEGE?

Increasingly, a postsecondary education is a prerequisite for success. Consider this:

- Nationally, the fastest-growing occupations between 2000 and 2010 are expected to be in fields that require a postsecondary education.[1]
- In the metropolitan DC area alone, 67 percent of new jobs require at least some postsecondary education.
- The U.S. workforce is projected to face a shortage of 12 million college-educated workers by 2020.[2]
- A 2006 analysis of DC public and public charter schools found that not enough of our students are going on to college, which will create significant disadvantages for them as individuals and for the city as a whole. Out of a class of 100 9th graders, the study found that only:
    - 43 graduate from high school within five years;
    - 29 enroll in college within 18 months of graduation;
    - Nine complete college within five years; and
    - Three from Wards 7 and 8 complete college in five years.[3]

Benefits of Postsecondary Education

The benefits of a postsecondary education for individuals, communities and the nation as a whole are tangible. College graduates, regardless of race, gender, ethnicity and socioeconomic group, are better off than their peers who do not have degrees. Even two-year degree holders are more likely to enjoy a higher quality of life than those who have only a high school diploma.

Benefits for Individuals

A college degree is one of the most valuable investments an individual can make. In general, postsecondary education leads to opportunities for social mobility, lifelong economic benefits, greater civic involvement and less dependence on public assistance.

On average, four-year college graduates:

- Earn almost twice as much as students who do not graduate college;
- Are more likely to be employed and, when unemployed, more likely to find new jobs faster than those who have only a high school diploma;
- Are financially better off than their peers who do not have degrees; and
- Enjoy more job-related benefits — such as better health care, longer vacations and better work conditions — than their peers who do not have degrees.

When compared to nongraduates, four-year college graduates:

- Enjoy increased life expectancy and better general health;
- Provide an improved quality of life for themselves and their children;
- Are more likely to become involved in civic life;
- Enjoy increased social status; and
- Are in a better position to save and contribute to savings plans at higher rates.[4]

Benefits for Communities and the Nation

According to some analysts, a nation or city cannot prosper in today's economy if most of its children do not pursue postsecondary education.[5] States and cities with large numbers of college-educated citizens enjoy greater economic benefits because these citizens:

- Make more money and pay more federal and state income taxes;
- Buy more goods and services — and therefore pay more sales taxes;
- Have lower rates of incarceration;
- Have higher rates of volunteerism;
- Have higher voter participation rates; and
- Require less government support through social service programs.

A Top Priority for DC

Although not all students may enroll in postsecondary education (i.e., a two- or four-year college or a certificate program) immediately after high school graduation, it is important that all students have access to the academic rigor and habits of mind that are necessary for success in any postsecondary endeavor, including college and careers.

With so few DC students acquiring a college education, our students are likely to experience a diminished quality of life for themselves and their families. The lack of a college-educated population also will have a significant impact on the social and economic health of the city. To respond to this growing crisis, the Double the Numbers coalition — including the mayor and city council; the chancellor of DCPS; the state superintendent; and representatives from the public charter school, college access provider, higher education and business communities — has made the creation of a college-going culture a top education goal for the city.

SOURCES

[1] Williams, Adriane, and Swail, Watson Scott (2005). *Is More Better? The Impact of Postsecondary Education on the Economic and Social Well-Being of American Society.* Washington, DC: Educational Policy Institute, Inc. Retrieved 6-12-08 from:
http://www.ecs.org/html/offsite.asp?document=http%3A%2F%2Fwww%2Eeducationalpolicy%2Eorg%2Fpdf%2Fgates%2Epdf

[2] Paul Jude Beauvais, editor. *The Fifth Freedom: Access to Postsecondary Education in America Today.* Retrieved 6-12-08 from:
http://www.aft.org/pubs reports/american_academic/issues/january07/Beauvais.pdf

[3] *Double the Numbers for College Success: A Call to Action for the District of Columbia.* Retrieved 6-12-08 from:
http://www.doublethenumbersdc.org/PDF/DoublingNumber.pdf

[4] Williams, Adriane, and Swail, Watson Scott. *Is More Better?*

[5] Georgianna, Daniel, and Jones, Robert T. "Privatizing the Benefits from Higher Education and Its Effect on Access." *American Academic – Volume Three.* Retrieved 6-12-08 from:
www.aft.org/pubs-reports/american_academic/issues/january07/Georgianna_Jones.pdf

WHAT IS A COLLEGE-GOING CULTURE?

A college-going culture is an environment that nourishes student aspirations and supports behaviors that lead students to prepare for, apply to and enroll in college and other postsecondary institutions.

A high school's college-going culture is reflected in the value it places on college attendance and its beliefs about the appropriate destinations for students after high school. In a college-going culture:

- Educators believe that all students can learn at very high levels.
- Teachers, administrators, parents and students expect students to receive the experiences they need for high achievement and college preparation.
- Students' learning is strongly tied to the expectations of those around them and the quality of their opportunities to learn.
- Adults encourage students to exert the necessary effort and persistence throughout their entire educational career, and adults work diligently to eliminate school-sanctioned alternatives to hard work and high expectations.
- High expectations are coupled with specific interventions and information that emphasize to students that college preparation is a normal part of their adolescence.

Creating a college-going culture requires a commitment from school administrators, teachers, support staff and counselors. The activities and resources on the following pages can assist you in creating a college-going culture in your school.

SOURCES

http://ucaccord.gseis.ucla.edu/research/indicators/pdfs/criticalconditions.pdf;

http://www.gseis.ucla.edu/~srmevaluationgroup/Locke%20High%20School%204%20Year%20Aggregate%20Report.pdf

PRINCIPALS AND ADMINISTRATORS

The principal has the greatest responsibility in creating a college-going culture in the school. Principals who create a college-going culture in their schools essentially create "high-impact" schools.

A study of comparable schools serving high-poverty communities discovered that those with a college-going culture had some distinct characteristics that accounted for their higher achievement.[1] Schools not committed to a college-going culture had equally distinct characteristics that accounted for their lower achievement.

High-impact high schools:	Average-impact high schools:
Are clearly focused on preparing students for life beyond high school.	Are more focused on preparing students for high school graduation.
Have a clear focus on academics in official policy documents.	Focus on rules.
Have teachers and administrators who express consistent views about achievement-related school goals.	Have much less consistency.
Have teachers who embrace external standards and assessments.	Have teachers who simply tolerate these things.

Elements of a College-Going Culture

According to McClafferty, McDonough and Nunez (2002), there are nine elements of a college-going culture:[2]

(1) Regular "college talk"

(2) Clear expectations

(3) Information and resources

(4) Quality testing and curriculum

(5) Strong faculty involvement

(6) Strong family involvement

(7) Comprehensive counseling model

(8) Proactive college partnerships

(9) Clear articulation between middle school and high school

See *Resource 3* for more information about these elements.

Short-Term Activities To Promote a College-Going Culture

1. Ensure all 11th and 12th graders prepare for and attend the College Fair on September 29, 2008, at the Convention Center. Use the advisory before the fair to help students prepare for it. *(Resource 1)*

2. Schedule a College Day. *(Resource 2)*

3. Assess the college-going culture in your school. *(Resource 4)*

4. Work with college access providers and DC College Access Program (DC-CAP) staff in your school to implement College Awareness Month.

5. Ensure all students complete their Individual Graduation Plan (IGP).

6. Invite alumni to share their lessons learned about high school and college.

7. Require every teacher to develop one lesson per semester that uses college-going as a vehicle to teach the lesson.

8. Have your librarian create a college-going section.

Year-Long Activities To Promote a College-Going Culture

1. Based on the results of the college-going culture assessment, create a committee to plan how you can develop or strengthen this culture in your school. Determine how you will measure your growth in this area.

2. Invite college access providers such as DC-CAP or Collaboratives to share what resources they bring to support your school's implementation of advisories and the development of a college-going culture in your school.

3. Have high expectations of staff, parents/caregivers and students regarding college preparation.

4. Ensure students prepare for and take the PSAT, SAT and ACT. The 2008–09 schedule is available at http://www.barronstestprep.com/ACT/exam-schedule.html.

5. Ensure that students' transcripts are correct and they are taking the correct courses in the proper sequence. *(Resource 14)*

6. Include college-preparation activities as part of your senior graduation requirements.

7. Provide professional development for teachers and staff that supports a college-going culture.

8. Partner with a local university to create a college-going culture (e.g., work together to plan college visits, co-host college fairs or provide professional development on aligning high school and college curricula). A list of DC colleges can be found at http://dc.about.com/od/colleges/tp/WashingtonDCColleges.htm.

9. Ensure all students visit a college this school year. They can do virtual tours of college at http://www.ecampustours.com/. To plan a college visit at a local college, use *Resource 5,* which contains a list of all admissions directors.

10. Create a College Wall of Fame of alumni who are enrolled in or have graduated from college, as well as seniors who apply to, get accepted in and enroll in college.

11. Ensure parents know about the DC College Savings Plan and other ways to save for college. For more information, see http://www.dccollegesavings.com/.

Resources

■ Summary of the elements of a college-going culture: *(Resource 3)*

■ Draft college-going culture implementation activities: *(Resource 6)*

■ Characteristics of schools with strong college-going cultures: http://www.newvisions.org/collegebound/cbcoaching.pdf

■ Simple, thorough, step-by-step report on how to create a college-going culture in your school: http://www.collegeboard.com/prod_downloads/collegeed/collegeEd-create-college-going-culture.pdf

Research

■ Excellent, succinct report on building a college-going culture in high schools: http://www.usc.edu/dept/chepa/working/Getting%20There%20FINAL.pdf

■ Report on college-going culture at a California high school: http://www.gseis.ucla.edu/~srmevaluationgroup/Locke%20High%20School%204%20Year%20Aggregate%20Report.pdf

■ Summary of the conditions that students in under-resourced communities require for learning and successful college preparation: http://ucaccord.gseis.ucla.edu/research/indicators/pdfs/criticalconditions.pdf

■ Report on what is necessary to create a college-going culture in urban schools serving low-income students: http://www.usc.edu/dept/chepa/working/Getting%20There%20FINAL.pdf

■ Report on ways in which education systems undermine student aspirations for college: http://www.stanford.edu/group/bridgeproject/betrayingthecollegedream.pdf

- Research on how some high schools accelerate learning for struggling students in high-poverty schools: http://www2.edtrust.org/NR/rdonlyres/6226B581-83C3-4447-9CE7-31C5694B9EF6/0/GainingTractionGainingGround.pdf
- Results of a survey of nearly 1,500 public high school graduates identifying gaps in graduates' skills and knowledge, indicating inadequate preparation in high school: http://www.achieve.org/files/pollreport_0.pdf
- Report on how well first-generation students fare in colleges: http://nces.ed.gov/pubs2001/2001153.pdf

SOURCES

[1] http://www2.edtrust.org/NR/rdonlyres/6226B581-83C3-4447-9CE7-31C5694B9EF6/0/GainingTractionGainingGround.pdf

[2] http://www.gseis.ucla.edu/~srmevaluationgroup/Locke%20High%20School%204%20Year%20Aggregate%20Report.pdf

TEACHERS AND SCHOOL STAFF

Every staff member in a school — from the principal to the janitor — plays an important role in creating a college-going culture and encouraging and preparing students for college. Therefore, all staff should be aware of and learn more about how to prepare for college so they can encourage students in this process.

Teachers play an especially important role in supporting a college-going culture because they spend more time with students than other staff members. Additionally, students' perceptions of whether college is a realistic path for them are usually established by teachers' expectations of them.

Research indicates that in schools with a college-going culture, teachers have consistently higher expectations for all students, regardless of students' prior academic performance. Additionally, teachers see themselves as preparing students not just for high school graduation but for college and beyond.[1]

Short-Term Activities To Promote a College-Going Culture

1. Have a College Day and wear your college regalia (sweatshirts, caps, etc.). Encourage students to choose a college and wear the college gear.

2. Share your personal educational journey with your students. Discuss lessons learned, successes and challenges. Use this as a means to get students to talk about their postsecondary education aspirations and anxieties. Encourage them to work with college-prep providers in the school. You may choose to use the "education journey interview" for this. *(Resource 7A)*

3. Have students interview DCPS and DC public charter school alumni and adults at school, in their family or in their community about their education journeys. Connect this activity to the aspirations and lives of the students. You may choose to use the "education journey interview" for this. *(Resource 7A)*

4. Discuss the kinds of "messages" your students are getting about their lives after high school from you, school, home, the media and the community. Explore what messages will make them know they are "college material" and how you can reinforce these messages. Create and post some of those messages in your classroom and school.

5. Create a College Corner in your classroom. Include information about college that is connected with your subject matter and interests.

6. Name your classroom after your alma mater or the top college in the subject you teach. Invite your colleagues to do the same.

7. Integrate college preparation messages in your lesson plans. For example, talk about the careers linked to your instructional subject or content.

8. Plan a mini college fair during which your students research the alma mater of various teachers or family members. Have them act as the representative of the college, tell others why it is the best school for them and explain the college experience.

9. Invite a college professor, admissions representative, current student or alumnus to speak with your students about college life.

Year-Long Activities To Promote a College-Going Culture

1. Imagine your students in college! Have high expectations of them, instill a vision of college in them, integrate college readiness in everything you do and remind students they are "college material."

2. Provide academic rigor in all coursework throughout the year. Encourage students to take Advanced Placement (AP), International Baccalaureate and honors courses. Compare your curriculum with college- and career-ready benchmarks. For college- and career-ready benchmarks and sample assignments, see http://www.achieve.org/ADPBenchmarks.

3. Implement a college readiness curriculum during advisory periods and College Awareness Month. For an example, see http://students.berkeley.edu/outreach/9-20-06-RTCD.pdf.

4. Learn about and encourage students to enroll in the High School/College Internship Program (HI/SCIP), an accelerated academic program in which qualified high school students can earn college credit while taking courses at area colleges and universities.

5. Partner with college access providers throughout the year to implement college-preparation activities such as workshops on how to prepare for and choose a college, explore careers and the required course of study, and explore college life. These activities can be done during school advisories. A list of college access providers and the schools they serve is included in *Resource 9.*

6. To better understand how to support students in their college quest, have your students complete My Needs Assessment and My College-Preparation Assessment Plan *(Resources 12 and 13).* Share the results of the survey with the college access providers and the DC College Access Program (DC-CAP) adviser and together develop a plan to help prepare your students for college.

7. Ensure all students visit a college this school year. They can do virtual tours of college at http://www.ecampustours.com/. To plan a college visit at a local college, use *Resource 5,* which contains a list of all admissions directors for local colleges and universities.

8. Work with your students to develop a Web site, public service announcement or video on college-going.

Resources

- Myths about not going to college: http://pics.collegetrends.org/myths.cfm
- Myths about choosing a major: http://www.collegeboard.com/student/csearch/majors_careers/151170.html
- Myths about being able to pay for college: http://www.collegeboard.com/student/pay/add-it-up/396.html
- Excellent tips on creating a college-going culture in your classroom (pages 10–11): http://www.thesalliemaefund.org/smfnew/pdf/initiatives/Sample_Teacher_Guide.pdf
- Simple, thorough step-by-step report on how to create a college-going culture in your school: http://www.collegeboard.com/prod_downloads/collegeed/collegeEd-create-college-going-culture.pdf

Research

- Increasing the number of students who take AP courses: http://apcentral.collegeboard.com/apc/public/program/initiatives/36935.html
- The challenges facing low-income students in their pursuit of postsecondary education: http://www.collegeboard.com/research/pdf/rdreport200_3918.pdf
- The importance of high-level math courses in helping students develop the cognitive skills needed to succeed in college and beyond: http://www.achieve.org/files/BuildingBlocksofSuccess.pdf
- Results of a survey of nearly 1,500 public high school graduates identifying gaps in graduates' skills and knowledge, indicating inadequate preparation in high school: http://www.achieve.org/files/pollreport_0.pdf

- The importance of academic rigor: http://www.pathwaystocollege.net/pdf/rigor.pdf
- An analysis of different academic and social supports to determine which ones make the greatest difference in helping low-income youth prepare for and succeed in college: http://www.bridgespangroup.org/PDF/ReclaimingtheAmericanDreamWhitePaper.pdf

For more, see the Research section for principals and administrators.

SOURCE

[1] http://www2.edtrust.org/NR/rdonlyres/6226B581-83C3-4447-9CE7-31C5694B9EF6/0/GainingTractionGainingGround.pdf

COUNSELORS AND COLLEGE ACCESS PROVIDERS

Counselors and college access providers have the unique opportunity to focus exclusively on increasing students' college access. The resources and activities in this book are designed to help counselors and college access providers support students as they explore and discover their identity and career interests and later take more specific steps to prepare for college.

SUPPORTING STUDENTS IN GRADES 9 AND 10 — EXPLORING AND DISCOVERING

Students in 9th and 10th grades have the greatest advantages in preparing for college. At these grade levels, they can think and act long term and make decisions that positively affect their postsecondary options.

To prepare for college, most 9th and 10th graders need to take time to discover more about themselves — their interests, strengths, preferences and career options. Students with clear career interests are more likely to work hard to be in good academic standing because they can connect getting good grades and meeting educational requirements to their desired careers.

Ninth and 10th graders need to take the following steps to prepare for college. They must:

- Plan the courses they need to take to graduate;
- Get good grades;
- Enroll in Advanced Placement (AP) classes;
- Enroll in college classes through the High School/College Internship Program (HI/SCIP) or other early college program;
- Visit college campuses and become more educated about colleges in general;
- Engage in community service;
- Participate in extracurricular activities; and
- Begin to take the PSAT.

Short-Term Activities To Promote a College-Going Culture

1. Help students learn about careers they may be interested in, using Web sites such as http://www.actstudent.org/wwm/index.html and https://www.nycareerzone.org/framegrabber.jsp;jsessionid=0001hx8wevMn5nXEazos9yGuBz5:-1?http://www.bls.gov/k12/index.htm.
2. Engage students in a conversation about college with the following:
   - Play a fun game of College Jeopardy. Create your own categories and questions to inspire students to commit to college. *(Resource 10)*
   - Invite upperclassmen and recent alumni to share what they did and wished they had done in these grades to prepare for the upper grades and college. Use these lessons to help students create a list of success tips for these years.
   - Rank universities based on their interests so students will see which is best suited for them. See http://www.collegeprowler.com/find/by-ranking.aspx and http://www.library.uiuc.edu/edx/rankgen.htm.
   - Review steps to prepare for college and help students create their own plans. See http://www.teri.org/pdf/loan-center/Get_Ready_For_College_english.pdf.
   - Use My After-High School Plans Student Questionnaire *(Resource 11)* to begin a conversation about postsecondary education plans.

3. Have students take an online personality assessment to discover more about themselves at http://www.personalitytype.com/quiz.asp.

4. Assist students in completing their Individual Graduation Plan (IGP).

5. Implement a college readiness curriculum during College Awareness Month and advisory periods. For an example, see http://students.berkeley.edu/outreach/9-20-06-RTCD.pdf.

Year-Long Activities To Promote a College-Going Culture

1. Have students leave a legacy for the next class by creating their own simple guide to success and college preparation.

2. Conduct virtual college tours of great colleges that students may not know about or are linked to their career interests. See http://www.campustours.com/.

3. Organize local college visits for students. Provide guidelines to help students and families organize their own visits locally and in other parts of the country. Contact the admissions offices at metro DC-area colleges. *(Resources 5 and 8)*

4. Encourage students to take the PSAT and ACT. For more information, see http://www.collegeboard.com/student/testing/psat/about.html and http://www.kaplank12.com/College/ACT/Kaplan-Programs/Classroom-Programs/CO_psat-act-prep.html.

5. Use technology and media to create youth-friendly college information for youths by youths.

Resources

- College readiness timeline and activities for 9th graders: http://www.newvisions.org/collegebound/Timelines.asp
- HI/SCIP program (contact DCPS)
- Ten most common excuses for not going to college: http://collegetools.berkeley.edu/documents/cat_1-12/College_Excuses_(1_file).doc
- Sample student poster: http://students.berkeley.edu/outreach//Documents/ucb_fwd_poster_B.pdf

See Special Section on Financial Aid (on page 18) for additional resources.

GRADES 11 AND 12 — PLANNING AND TAKING ACTION

Postsecondary education planning is more urgent for students in grades 11 and 12. Students who have been doing early planning now begin to hunker down and become even more intentional in their college preparation. They:

- Complete their IGP;
- Meet with a school counselor to ensure they are taking the right courses;
- Work hard to maintain good grades in school;
- Prepare for and take the ACT or SAT;
- Visit colleges and narrow their choices;
- Apply to colleges;
- Apply for financial aid;
- Complete community service hours;
- Seek leadership opportunities in extracurricular activities;
- Meet with their DC-CAP advisers or a college access provider;
- Attend college preparation workshops; and
- Get their parent/caregiver/mentor to support their college dream.

Those who have not done any preparatory activities have a lot of catching up to do and would benefit from doing many of the 9th and 10th grade activities. They need to be more intentional about their preparation.

Short-Term Activities To Promote a College-Going Culture

1. Ensure students attend the College Fair on Monday, September 29, 2008. *(Resource 1)*
2. Assist students in completing their IGP.
3. For those who have done no college preparation, do appropriate activities from grades 9 and 10.
4. Help students learn about possible careers at http://www.actstudent.org/wwm/index.html, https://www.nycareerzone.org/framegrabber.jsp;jsessionid=0001hx8wevMn5nXEazos9yGuBz5:-1?http://www.bls.gov/k12/index.htm, and http://www.onetcenter.org/dl_tools/IP_zips/IP-Instr-deskv.pdf. (Note: This interest profiler is long.)
5. Help students plan, using the college readiness timeline and activities for 9th–12th graders. See http://www.newvisions.org/collegebound/Timelines.asp.
6. Help students prepare for college entrance exams such as the SAT and ACT. Visit http://www.collegeboard.com/student/testing/sat/prep_one/prep_one.html and www.actstudents.org for test preparation resources.
7. Help students and families understand the financial aid and college application process by creating a customized workshop for them. Contact the Office of Higher Education Financial Services (http://osse.dc.gov) and the Get Financially Fit for College Program at Reach for Success (http://www.reach4success.org) for more information on financial aid workshops.
8. Invite and train students to become college-prep peer mentors so they can recruit and support others in this process. For more on developing peer mentors, see College Summit's Peer Leader program: http://www.collegesummit.org/students-alumni/students/college-summit-in-your-school/peer-leadership-2/.
9. Promote visual "college talk" in your school by creating a college bulletin board.

Year-Long Activities To Promote a College-Going Culture

1. To better understand how to support students in their college quest, adapt and ask your target students to fill out the My Needs Assessment and My College-Preparation Assessment Plan resources. Based on the data you gather from these completed plans, join other college access providers to develop a plan to further prepare students for college. You can use and adapt these tools with individual classes or small groups. *(Resources 12 and 13)*
2. Create a passport-type set of college-prep milestones students need to complete. Upon completion of each milestone, they can get the passport "stamped" by you or a designee. Celebrate milestones and find ways to make these accomplishments public. Encourage students to create small groups to support each other through this process.
3. Create a college-bound bulletin board with information about college prep and the application process.
4. Encourage students to create a college-prep page for their school on MySpace and Facebook.
5. With the support of the principal and appropriate staff, work with students to create a college-bound Web site, video, poster or public service announcement. Share these with your school and the Double the Numbers Coalition. Double the Numbers may create an event to promote these products.

Resources

- Resources for first-time college students: http://www.offtocollege.com/take-one.html
- Excellent guide to choosing a college: http://nsse.iub.edu/pdf/2006_pocket_guide.pdf
- College planning Web site: http://www.mycollegeoptions.org/Content/ForStudents/CollegeTips/CollegeTipsHome.aspx

- List of pointers for choosing between two schools:
  http://www.fastweb.com/fastweb/resources/articles/index/110646
- Twenty questions to ask your counselor: http://www.collegeboard.com/student/plan/starting-points/114.html
- Recommendations for counselors and college access providers in creating a college-going culture:
  http://www.usc.edu/dept/chepa/pdf/CHEC-List.pdf
- DC College Savings Plan and other ways to save for college: http://www.dccollegesavings.com/
- Information on DC financial aid programs:
  www.osse.dc.gov/seo/cwp/view,a,1225,q,536504,seoNav,|31193|,.asp
- Free Application for Federal Student Aid: http://www.fafsa.ed.gov/
- Ways to pay for college: http://www.ed.gov/students/college/aid/edpicks.jhtml?src=ln
- Financing college: http://www.collegeanswer.com/financing/content/index.jsp
- Borrowing responsibly: http://www.collegeanswer.com/financing/content/f_resp.jsp
- Myths about your ability to pay for college:
  http://online.wsj.com/article/SB118349484752657007.html?mod=djemWMP

See Special Section on Financial Aid (on page 18) for additional resources.

Research

- The relevance of the new media in reaching first-generation and low-income teens:
  http://www.pathwaystocollege.net/pdf/CAM_NewMedia.pdf
- An online inventory of college access curricula:
- http://www.nasfaa.org/publications/2007/npathways071107.html
- Student aid facts and figures: http://www.nasfaa.org/Redesign/FastFactsFigures20070618.htm
- Calculating financial aid for independent students:
  http://www.nasfaa.org/Subhomes/ResearchHome/FixingtheFormulaFinalReport.Pdf
- Strategies for increasing college access:
  http://www.pathwaystocollege.net/pdf/StrategiesforSuccess_CaseStudies.pdf

PARENTS AND CAREGIVERS

Parents and caregivers are most influential people in shaping and supporting their children's aspirations for college. Having high expectations, encouraging diligent study and helping students develop a hopeful sense of their future through career exploration and college-prep activities will make children more prepared for postsecondary education opportunities. *Principals, teachers and counselors can provide the following tips to parents and caregivers to help them support their children's college aspirations.*

Short-Term Activities To Promote a College-Going Culture

1. Attend the College Fair at the Convention Center on September 29, 2008. Learn more at the Double the Numbers Web site at http://www.doublethenumbersdc.org.

2. Monitor your children's transcripts and course schedules to ensure that they are taking the right courses in the correct sequence.

3. Have high expectations of your child. Encourage your child to do well in school and to take college-prep courses, including Advanced Placement (AP), International Baccalaureate (IB) and honors courses.

4. Help your child appreciate the value of a good education and the privilege of getting a college education. Encourage and celebrate learning.

5. Contact your school counselor to learn about the High School/College Internship Program (HI/SCIP), which allows your child to take college courses while enrolled in high school.

6. Help your child develop an Individual Graduation Plan (IGP).

7. Talk with your child about his/her plans after high school and discuss these plans with a school counselor or DC College Access Program (DC-CAP) adviser. Use My After-High School Plan or My College-Preparation Assessment Plan. *(Resources 11 or 13)*

8. Learn more about resources and supports to get your child in college. Contact DC-CAP at http://www.dccap.org. A DC-CAP adviser is available in every public and public charter high school.

9. Attend parent-teacher meetings to support your child's education.

10. File your taxes early so your child can apply for financial aid and have better chances of getting larger awards. (See Special Section on Financial Aid on page 18.)

Year-Long Activities To Promote a College-Going Culture

1. Attend parent-teacher meetings to support your child's education.

2. Learn more about your child's interests and colleges and careers best suited for him/her. Visit http://www.actstudent.org/wwm/index.html, https://www.nycareerzone.org/framegrabber.jsp;jsessionid=0001hx8wevMn5nXEazos9yGuBz5:-1?http://www.bls.gov/k12/index.htm, and http://www.onetcenter.org/dl_tools/IP_zips/IP-Instr-deskv.pdf. (Note: This interest profiler is long.)

3. Encourage your child to do his/her best academically and to take AP, IB and honors courses that expose students to college-level work and potential college credits.

4. Encourage your child to take college courses while in high school through the HI/SCIP or early college programs.

5. Learn more about resources and supports to get your child in college. Attend the special college preparation and financial aid workshops conducted by DC-CAP and other college access providers for parents and caregivers. Contact DC-CAP at http://www.dccap.org or 202-783-7933. A DC-CAP adviser also is available in every public and public charter high school.

6. Reach out to other parents who have sent their children to college.

7. Visit local colleges and universities with your teenager so he/she can become familiar with college life and see himself/herself as part of that life and community. Contact the admissions offices at metro DC-area colleges. *(Resources 5 and 8)*

Resources

- DC College Savings Plan and other ways to save for college: http://www.dccollegesavings.com/
- The DC OneApp: www.osse.dc.gov/seo/cwp/view,A,1225,Q,557518,seoNav_GID,1511,seoNav,|31238|.asp
- Myths about your ability to pay for college: http://online.wsj.com/article/SB118349484752657007.html?mod=djemWMP
- Booklet on college preparation expectations for 9th and 10th grade students and their parents (see page 4 for excellent resources): http://www.stab.org/images/preparingCollege.pdf
- Resource book for parents on preparing your child for college: http://www.ed.gov/pubs/Prepare/index.html
- 10 questions a parent needs to ask before accepting a college offer: http://www.fastweb.com/fastweb/resources/articles/index/102862
- College Parents of America, an organization for future and current college parents with a plethora of resources: http://www.collegeparents.org/cpa/index.html
- College Parents of America Survey: http://www.collegeparents.org/files/Current-Parent-Survey-Summary.pdf
- Amtrak's discounts for college visits: http://www.campusvisit.com/amtrak/

SPECIAL SECTION ON FINANCIAL AID

Paying for college is possible because of the abundance of financial assistance available to students and their families from the federal and District governments, as well as through private scholarships and grants.

The three most important steps in getting the most money you can are becoming educated about the financial aid world, completing the Free Application for Federal Student Aid (FAFSA) and doing all this very early in the game. The saying "the early bird catches the worm" applies to getting the best financial aid package for college. *Applying early* gives you and your child access to more funds and gives you more time to complete all the required applications.

One thing that parents and caregivers must do is *provide the required income tax information to complete the financial aid application process.* Students need their parents' completed tax information and other documents to file their federal financial aid applications. When parents file their taxes early, students are able to apply for financial aid early and have a better chance of getting larger amounts.

Resources

- DC College Savings Plan and other ways to save for college: http://www.dccollegesavings.com/
- Programs administered by OSSE to help you pay for college (e.g., TAG, One App, DC Leap): http://osse.dc.gov/seo/cwp/view,a,1225,q,536504,seoNav,%7C31193%7C,.asp
- Free Application for Federal Student Aid: http://www.fafsa.ed.gov/
- Ways to pay for college: http://www.ed.gov/students/college/aid/edpicks.jhtml?src=ln
- Financing college: http://www.collegeanswer.com/financing/content/index.jsp
- Borrowing responsibly: http://www.collegeanswer.com/financing/content/f_resp.jsp
- Myths about your ability to pay for college: http://online.wsj.com/article/SB118349484752657007.html?mod=djemWMP

RESOURCES

RESOURCE 1 *(for students)*

PREPARING FOR THE COLLEGE FAIR: HOW TO GET THE MOST FROM THE COLLEGE FAIR

Before the Fair …

❑ Review the list of colleges participating in the fair at http://www.nationalcollegefairs.org.
❑ Locate the colleges you want to interview.
❑ Check out the schedule of information sessions.

Check off questions you would like to ask school representatives.

Admissions

❑ What are the admission requirements?
❑ What qualities should prospective students have?
❑ Which standardized test scores do you require?
❑ What majors are offered? What are the most popular?
❑ What are the application deadlines for admission?
❑ Are interviews required? Are there group or individual interviews?
❑ How can I arrange a campus visit?
❑ How long should I expect to wait for an answer once I submit my application?

Financial Aid

❑ How much will it cost?
❑ What financial aid options are offered?
❑ When is your financial aid deadline?
❑ Estimate the percentage of work study, loans, grants and scholarships awarded in your financial aid packages.

Classes

❑ What is the average class size?
❑ How accessible are professors outside of class?
❑ Will professors or graduate students teach my courses?
❑ When must I choose a major?
❑ Do I need a computer?
❑ What student services are offered (tutoring, career counseling, study workshops)?
❑ How are the libraries, computer labs?

Housing

❑ What type of housing is available?
❑ Is student housing guaranteed for four years?
❑ Would I have a roommate or live alone?
❑ How are roommates selected?

Student Life

- ❑ What special interest groups, activities, fraternities/sororities are available?
- ❑ What's it like on campus on the weekends?
- ❑ Are any programs offered to help students adjust to the college life?
- ❑ Are intramural, club and varsity sports offered?
- ❑ How are the sports facilities?
- ❑ What types of meal plans are available?

Just the Facts

- ❑ What is the school known for?
- ❑ What are recent graduates doing now?
- ❑ How many freshmen return for their sophomore year?
- ❑ How safe is the campus and its surrounding neighborhoods?

> **Time-Saving Tip**
>
> Print address labels to paste on the College Information cards that you will be asked to fill out during the College Fair. Include your name, address, e-mail, phone, high school, year of graduation, intended major(s) and extracurricular activities.

Jot down your impressions of the colleges and answers admission representatives provided. Then use the right column to rate each college (10 is the highest).

School	Rating (1–10)

RESOURCE 2 *(for principals and administrators)*

PLANNING A COLLEGE DAY

Planning and implementing a College Day once a year, or monthly, is an excellent way of strengthening the college-going culture throughout the school, where high expectations, academic achievement and college awareness are the norms.

These events can range from something very short and simple to more elaborate events that entail buy-in, planning time and implementation from the entire staff. They also will allow your school to create a body of information on college preparation so staff, students and their families will learn more about the options in postsecondary education.

Schoolwide College Day Activities

1. **Wear Your College Gear Day:** On designated days, have all staff at the school site wear t-shirts, sweatshirts, etc., of their alma mater and post its name on their door.

2. **Share your education journey:** Get buy-in from all teaching staff to take 20 minutes (or more if possible) out of a day to talk to students about their educational journeys. Include the good, the bad and the ugly to give students an honest account. Allow time for questions. Encourage teachers to visit several classrooms so that students can hear more than just one teacher's educational journey.

3. **Allow students to interview staff:** Give students time to interview and ask a series of questions to staff members about their education journey. *(Resource 7A)*

4. **Create posters and visuals:** Have teachers create a visual book or bulletin board display of their educational journeys and post them around the school where students can read them.

5. **Connect with parents:** Recruit guest speakers to speak at a Parent Night to connect parents to the information their children are receiving.

6. **Give homework:** Send home an assignment that the student must complete with a parent/caregiver *(Resource 7B).* This is another way to make sure that the message about the importance of higher education is getting home.

7. **Integrate:** Integrate a college-going curriculum in the classroom for the day. There are many college-preparation resources — both subject specific and general — that can be used in the classroom, such as *Realizing the College Dream,* http://students.berkeley.edu/outreach/9-20-06-RTCD.pdf.

8. **Research:** Teachers can plan a small college fair in which the students research a college of their choice, act as the college representative and share information about the programs.

9. **Dialogue:** Discuss with the students the kinds of "messages" they are getting about their lives after high school from school, home, peers, media and community. What messages do they need to receive from the school, and how can these messages be reinforced?

10. **Say it loud!** Create and post a banner at the entrance of school that communicates your commitment to a college-going culture.

11. **Go local and global:** Have a College Corner in every classroom and a College Center in your school. Display updated college information and deadlines throughout the school.

12. **Encourage dual enrollment:** Encourage students to enroll in HI/SCIP and dual enrollment programs.

ELEMENTS OF A COLLEGE-GOING CULTURE

A high school's college-going culture is reflected in the value it places on college attendance and its beliefs about the postsecondary options for students after high school. The high school college-going culture is created through an intersection of the internal school culture and that of the community served by the school.

A college-going culture consists of the following nine elements:

1. Regular "college talk" — Clear and constant communication that conveys the requirements of getting to college and staying on the college path. This includes communication among the teachers, parents, students and counselors.

Building a strong college-going culture requires:

- Strengthening the relationships and networks among teachers and counselors;
- Integrating college information into lesson plans;
- Having visuals in classrooms and the school to stimulate discussions of college, e.g., a bulletin board of college acceptance letters;
- Increasing student contact with a school counselor and college access providers; and
- Using advisories to help students learn about and prepare for postsecondary education.

2. Clear expectations — Preparing students for a full range of postsecondary options requires that the goals of college preparation are clearly defined, communicated and integrated into the daily routines of the school. If teachers, counselors and school staff do not believe that students will go on to higher education of some kind, it is likely that students are aware of and are internalizing this negative sentiment.

Building a strong college-going culture requires that:

- Students believe they can succeed and think the adults in their lives share this belief; and
- College preparation begins at an early age. This gives students time to take the correct classes and allows educational interventions for students who struggle academically.

3. Information and resources — Comprehensive and current college information must be accessible to students. Teachers and counselors share responsibility for making students aware of what is available.

Building a strong college-going culture requires that:

- Counselors maintain and make accessible to students and families current college information;
- Teachers incorporate this information into students' daily classroom activities; and
- Counselors and teachers work closely with college access providers to inform and inspire students to prepare for college.

4. Quality testing and curriculum — For students to be admitted to college, both the provision of a college-preparatory curriculum and preparation for standardized tests such as the PSAT, SAT and ACT are necessary.

Building a strong college-going culture requires that:

- Schools provide all students with a college-preparatory curriculum and adequate opportunities to take the necessary courses;
- Schools provide adequate standardized test preparation; and

- Schools educate students, parents and staff of the curricular requirements necessary to apply to college.

5. Strong faculty involvement — Faculty involvement within high schools is key to the creation and maintenance of a college-going culture because for many students and parents, the faculty is their main point of contact with the school.

Building a strong college-going culture requires that:
- The faculty looks beyond the goal of graduation to helping students reach their aspirations of college;
- The faculty sees *everyone on staff* as a college counselor; and
- The faculty integrates college knowledge into a rigorous curriculum and environment and is actively speaking with students about college.

6. Strong family involvement — Family involvement is vital to building a college-going culture. Parents/caregivers have the most responsibility for creating college expectations and providing continued encouragement for their children. However, parents/caregivers who are uninformed about how the college choice process works and what they can do to support their student are not able to maximize the opportunities available to them. High schools and college access providers can be instrumental in informing parents how the process works and how they can be most helpful to their child.

Building a strong college-going culture requires that:
- Families make college a priority by having high expectations for and working with their children;
- Schools create opportunities for family members to learn about college along with their children;
- Parents attend college fairs and workshops about topics such as course-taking patterns, important exams and application deadlines; and
- Parents engage in financial planning and believe that college is affordable for their child.

7. Comprehensive counseling model — An integral factor of a successful college-going culture is a counseling model structured in a manner that allows all counselors to be college counselors.

Building a strong college-going culture requires that:
- Counselors are up to date on the college application process and requirements; and
- Counselors are using their knowledge about postsecondary options to inform students at every step of their high school career.

8. Proactive college partnerships — Partnerships between high schools and colleges foster college-related activities such as field trips, college fairs and enrichment programs that inspire college aspirations.

Building a strong college-going culture requires that:
- Colleges and universities have a role in fostering college-high school connections.

9. Clear articulation — Coordination between teachers and counselors in middle and high schools is necessary to provide students with a seamless college message throughout their schooling.

Building a strong college-going culture requires that:
- College preparation begins in middle school.

SOURCE Adapted from
http://www.gseis.ucla.edu/~srmevaluationgroup/Locke%20High%20School%204%20Year%20Aggregate%20Report.pdf

RESOURCE 4 *(for principals, administrators and teachers)*

COLLEGE-GOING CULTURE RUBRIC

School: _____ Date: _____

Please evaluate your school for each element of a college-going culture, using these values. Total your scores and divide by nine to determine your college-going-culture baseline.

1 Our school hasn't started work in this area.	**2** Plans are in place to implement this at our school.	**3** This is in place, and we have evidence that it occurs.	**4** This is our routine, it works and we model it for others.

_____ "**College talk**" is part of each student's experience. The entire school staff and community members share their own experiences about their college pathways and/or create new experiences that impart their confidence that this option is open to all students. Messages about college as an attainable pathway for students are communicated visually (posters, pennants) and orally in our school.

_____ **Clear expectations** ensure that all students are prepared for a full range of postsecondary options. The goals of what it takes to be prepared are explicitly defined, communicated and part of daily school culture so that students, families, teachers, administrators and staff recognize the role that each plays in preparing students for college.

_____ **Information and resources** are regularly updated and readily available in centralized places such as the media center, lunchroom, Career/College Center, main office, library, and/or College Corners in classrooms. These areas are accessible to students, families, faculty, and community members.

_____ **Testing and curriculum** development and practices are geared for every student to have college options. All students know about PSAT, SAT, ACT and SAT II testing dates and have the opportunity to take the tests regardless of cost. Student access to college-prep coursework is standard.

_____ **Faculty involvement** is constant and maintains the college-going culture at the school. The faculty is up to date on important "college knowledge" and participates in ongoing professional development to help actively prepare students for college. This also includes integrating college information and the very idea of college into regular classroom activities.

_____ **Family involvement** is active and regular. Families are informed partners in the process of supporting students through the college pathway. They have opportunities to gain knowledge about the college process and become aware that the college option is open to everyone. The school staff is available to answer questions and help make decisions about students' academic futures.

_____ **Comprehensive counseling** for the college pathway is available for every student, primarily from counselors, and supported by outreach staff, teachers and resource personnel. All advisers are informed and have access to college training. Decisions about coursework and career options are made with all postsecondary opportunities in mind.

_____ **College partnerships** are strong, facilitating college-related activities (e.g., field trips to college campuses and fairs, academic enrichment programs) and raising awareness of and aspirations for college.

_____ **Articulation** between elementary, middle and high schools is seamless. The college message is constant as students move through their educational journey. Work being done at each school coordinates with activities at other levels and sites.

_____ **COLLEGE-GOING CULTURE BASELINE (total divided by nine)**

RESOURCE 5 *(for all audiences)*

ADMISSIONS DIRECTORS OF DC-AREA COLLEGES AND UNIVERSITIES

American University
Christan Trahey
202-885-6000
trahey@american.edu

The Catholic University of America
Dean Christine Mica
202-319-5305
cua-admissions@cua.edu

Corcoran College of Art + Design
Elizabeth Smith-Paladino
202-639-1814
admissions@corcoran.org

Gallaudet University
Charity Reedy-Hines
800-995-0550
Charity.Reedy-Hines@gallaudet.edu

George Mason University
Dean Andrew Flagel
Meg Dilworth (assistant)
703-993-2395
mdilwort@gmu.edu

Georgetown University
Dean Charles Deacon
202-687-3600
guadmiss@georgetown.edu

The George Washington University
Dean Kathy Napper
202-994-6040
gwadm@gwu.edu

Howard University
Linda Sanders-Hawkins
202-806-2755
lsanders-hawkins@howard.edu

Marymount University
Michael Canfield
703-284-1500
michael.canfield@marymount.edu

Southeastern University
Dean Dorothy Harris
202-265-5343
dharris@seu.edu

Trinity
Kelly Gosnell
202-884-9400
admissions@trinitydc.edu

University of the District of Columbia
Marian D. Smith
202-274-6110
msmith@udc.edu

University of Maryland, College Park
Barbara Gill
301-314-8350
bgill@umd.edu

SOURCES

Reach for Success and the College Information Center

RESOURCE 6 *(for principals, administrators and teachers)*

SAMPLE ACTIVITIES TO CREATE A COLLEGE-GOING CULTURE

Strategy	School Year 1	School Year 2
1. Create a school environment with a college-going culture.	- Hang posters in all classrooms. - Create a map of where teachers went to college. - Create a map of where the school's graduates went to college. - Make college highlights in display cases and daily announcements. - Update college catalogues. - Hold staff/alumni college fair/college t-shirt day. - Hang posters of the college road map and college tasks.	
2. Engage students in college-oriented tasks.	- Design a college portfolio for students to create during their four years in high school. - Create college task check-off list to make students aware of tasks that should be completed each year. - Have students interview their teachers about their college experiences. - Create lessons about college documents (e.g., completing a college application, writing a personal statement). - Coordinate field trips to colleges and college fairs (with activities).	
3. Provide professional development for staff.	- Train teachers in transcript analysis. - Visit schools that have strong college-going cultures. - Provide seminars on financial aid, personal statements and undocumented students. - Hold a professional development retreat.	
4. Educate families about college.	Hold a college dinner evening to educate parents about preparing students for college.	
5. Ensure articulation with middle schools.	Continue student speaker program for middle schools.	

Other Ideas To Consider:

- Incorporate your alumni as guest speakers for College Awareness Month.
- Plan family events with a college emphasis.
- Make postsecondary education planning a focus of advisories.

SOURCE Adapted from http://collegetools.berkeley.edu/documents/cat_1-17/CGCPlans_SLC_THS.doc

RESOURCE 7 *(for teachers and parents)*

EDUCATION JOURNEY

RESOURCE A: INTERVIEW QUESTIONS

1. When did you begin to see yourself as a college student?

2. How did you know college was the right thing for you, and how did you know what to study?

3. What feedback did you receive from the adults in your life, both negative and positive, about your own ability and your potential to go to college?

4. Did you go to a four-year university right out of high school?

5. Were you the first in your family to go to college?

6. How did you pay for college?

7. What was your college experience like?

8. What types of activities were you involved in?

9. What would you say is the one thing that made you succeed in college?

10. How did you get your family to support your dream of college?

RESOURCE B: HOMEWORK — A PARENT-CHILD ACTIVITY

Please have your child ask you the following questions and discuss the answers.

1. Where did you go to elementary school? Middle school? High school?

2. What did you like the most about school? The least?

3. What messages did adults (parents, teachers) give you about your education? Were you encouraged to do well in school?

4. Did you go to college or some other postsecondary institution? Why or why not?

5. If you had a chance to further your education, what would you study?

Ask your child the following questions and discuss the answers.

1. What do you like the most about school? The least?

2. Going to college after high school will open many doors for you and give you a better life. What classes are you taking to help prepare you for college? How can you begin to prepare for college?

3. What job do you want to do when you grow up? Try to find out how many years of college you need for this job.

4. What messages about your own potential to attend college are you getting at school? At home? From friends and the media?

5. What can we do as a family to help you?

RESOURCE 8 *(for parents and students)*

PLANNING A COLLEGE VISIT

Your life is busy. You have schoolwork and your job, plus your parents have jobs, so choosing the right time for campus visits may seem like a complicated procedure. But when you're planning your trip, *just be sure not to lose sight of the reason you're going: to see if the college is a good fit for you.* This means you need to see the college when classes are meeting and day-to-day activities are taking place. In other words, and if possible, *go when the college is in session, not during holidays.* There's more than one right time to make campus visits. The trick to picking the right dates for you is to plan well ahead of time.

During the Week: Mondays through Thursdays are ideal since campuses are generally in full swing. Since junior and senior years can be busy for you, though, it's important not to let visits interfere with your schoolwork. If possible, try to visit during high school holidays that fall on Mondays, when most colleges are in session.

Best Seasons: Late summer and early September before senior year are convenient times to visit because many colleges begin their fall semester as early as mid-August. But generally, fall through winter, and sometimes early spring, are the seasons when students should visit.

Spring of Junior Year: Juniors who have researched colleges should consider using their spring vacations for college visits, although it's good to check to see if the colleges are in session. Spring is also a good time of year if you play fall sports or are considering early action or early decision with application deadlines in November of senior year.

After You've Been Accepted: Many colleges invite their accepted candidates to spend a few days on campus before the May 1 reply date to encourage them to enroll. This is a good opportunity to make some in-depth comparisons among the colleges that have accepted you. On the other hand, if you're planning to visit colleges only after you've received acceptances, you may find yourself in a difficult position. Consider that most colleges don't mail acceptance letters before April and that the standard reply date is May 1. This means you may have only a few weeks before the reply date to visit. You also could be in a tight bind if, after visiting in person, you find you're not satisfied with your options. Visit before applications are due so that you're confident you'd be happy at any of the colleges on your list. This means you should visit as a junior or early in your senior year.

When *Not* To Go

Check specific dates with each college so you don't arrive when the campus is deserted.

- When colleges aren't in session:
    - Thanksgiving weekend
    - Christmas week
    - Winter and spring breaks
    - Summer
- When classes aren't meeting:
    - Reading period before exams
    - Exam weeks
    - Saturdays and Sundays
- When the admissions office is closed to visitors, often because they are processing applications

SOURCE http://www.collegeboard.com/student/csearch/college-visits/27829.html

RESOURCE 9 *(for principals, administrators and teachers)*

COLLEGE ACCESS PROVIDERS AND THE SCHOOLS THEY SERVE, 2007–08

College access providers play an important role in a school's college-going culture because they assist students in learning about and preparing for college and other postsecondary opportunities. Following are results of a survey conducted by Double the Numbers to identify the college access providers serving DCPS and public charter high schools.

College Access Providers Serving DCPS High Schools

Note: All data are self-reported by the participating programs and were gathered by Double the Numbers over the course of the 2007–08 school year. In some programs, participation fluctuates over the course of the year, so the data can be viewed as an approximation for the school year. Some providers did not respond to the request for data. The number of student participants in each program is in parentheses after the name of the provider.

School	College Access Providers	
Anacostia **Enrollment: 861** **Freshmen: 315** **Seniors: 187**	Alcanzando Metas Foundation Communities in Schools of the Nation's Capital (100) DC CAP (301) DC CSF (253) DC GEAR UP (36) Facilitating Leadership in Youth (23) Georgetown University MICP (1) JAG DC (28) LAYC (4)	Mentors Inc. (9th grade: 3; 10th grade: 1) Play it Smart (9th grade: 8–9; 10th grade: 6–8; 11th grade: 8–12; 12th grade: 5–13) Posse Foundation (0) Upward Bound Urban Alliance Foundation (17)
Ballou **Enrollment: 1,380** **Freshmen: 633** **Seniors: 172**	Communities in Schools of the Nation's Capital (100) Community Equity Empowerment Partnership (?) DC CAP (330) DC CSF (509) DC GEAR UP (62) Georgetown MICP (1) Hoop Dreams (12) JAG DC (46) LAYC (5)	Mentors Inc. (9th grade: 10; 10th grade: 5) Play it Smart Posse Foundation (0) UDC Talent Search Program (TRIO program) (153) Upward Bound Urban Alliance Foundation (11)
Banneker **Enrollment: 391** **Freshmen: 113** **Seniors: 74**	Asian American LEAD (2) DC CAP (296) DC GEAR UP (13) FLOC (1) Georgetown MICP (3) Higher Achievement Program (21)	Hoop Dreams (14) LAYC (4) Mentors Inc. (9th grade: 3; 10th grade: 1) Posse Foundation (11)

DCPS High Schools, continued

School	College Access Providers	
Bell **Enrollment: 854** **Freshmen: 297** **Seniors: 138**	Asian American LEAD (7) Catholic University Latino Nursing Program (8) Coaching for College Program (5) DC CAP (180) DC GEAR UP (23) Early College Program (Bell Multicultural HS) Educational Talent Search Program (TRIO program)	FLOC (1) Georgetown MICP (1) Hispanic College Fund (50) LAYC (100) NYAPC Community Club (10th grade: 1) Posse Foundation (2)
Cardozo **Enrollment: 875** **Freshmen: 330** **Seniors: 149**	Alcanzando Metas Foundation (160) Asian American LEAD (7) Catholic University Latino Nursing Program (?) Coaching for College Program (5) DC CAP (338) DC GEAR UP (46) FLOC (1) Hispanic College Fund (30)	LAYC (64) Mentors Inc. (9th grade: 3; 10th grade: 3) Posse Foundation (2) UDC Talent Search Program (TRIO program) (304) Upward Bound Urban Alliance Foundation (6)
Coolidge **Enrollment: 682** **Freshmen: 179** **Seniors: 139**	DC CAP (367) DC GEAR UP (38) I Have a Dream Foundation (Project 312) (2) LAYC (23) Mentors Inc. (7)	Play it Smart Posse Foundation (0) Upward Bound
Dunbar **Enrollment: 809** **Freshmen: 219** **Seniors: 179**	Coaching for College Program (7) DC CAP (548) DC GEAR UP (52) I Have a Dream Foundation (Project 312) (1) LAYC (18) Mentors Inc. (4) NYAPC Community Club (11th grade: 21; 12th grade: 1)	Play it Smart Posse Foundation (2) Reach for College! (211) Upward Bound Urban Alliance Foundation (10)
Eastern **Enrollment: 814** **Freshmen: 278** **Seniors: 148**	Communities in Schools of the Nation's Capital (100) DC CAP (475) DC GEAR UP (18) Georgetown MICP (6) JAG DC (29) LAYC (5)	Mentors Inc. (9th grade: 7; 10th grade: 1) NYAPC Community Club (10th grade: 1) Posse Foundation (2) Upward Bound Urban Alliance Foundation (11)

DCPS High Schools, continued

School	College Access Providers	
Ellington **Enrollment: 459** **Freshmen: 103** **Seniors: 107**	DC CAP (279) DC GEAR UP (7) Georgetown MICP (1) Higher Achievement Program (7) I Have a Dream Foundation (Project 312) (1) LAYC (6)	Mentors Inc. (9th grade: 3; 10th grade: 1) NYAPC Community Club (10th grade: 1; 11th grade: 5) Posse Foundation (1)
McKinley Tech **Enrollment: 843** **Freshmen: 227** **Seniors: 184**	Coaching for College Program (7) DC CAP (582) DC GEAR UP (37) FLOC (4) Georgetown MICP (2) Higher Achievement Program (17) I Have a Dream Foundation (Project 312) (2)	LAYC (10) Mentors Inc. (9th grade: 41; 10th grade: 16) NYAPC Community Club (9th grade: 4; 10th grade: 4; 11th grade: 2; 12th grade: 3) Posse Foundation (1) Reach for College! (40) Urban Alliance Foundation (19)
Moore Academy **Enrollment: 357** **Freshmen: 103** **Seniors: 97**	Coaching for College Program DC CAP (133) I Have a Dream Foundation (Project 312) (1)	LAYC (1) Posse Foundation (0)
Roosevelt **Enrollment: 812** **Freshmen: 221** **Seniors: 203**	Alcanzando Metas Foundation (30) Catholic University Latino Nursing Program Coaching for College Program (1) DC CAP (436) DC GEAR UP (150) Educational Talent Search Program (TRIO program) Hispanic College Fund (20) JAG DC (26)	LAYC (18) Mentors Inc. (7) NYAPC Community Club (10th grade: 1; 11th grade: 1) Posse Foundation (0) Upward Bound Urban Alliance Foundation (6) Widening Horizons (30)
School Without Walls **Enrollment: 403** **Freshmen: 110** **Seniors: 89**	Catholic University Latino Nursing Program DC CAP (264) DC GEAR UP (9) FLOC (4) Georgetown MICP (3) Higher Achievement Program (10)	LAYC (4) Mentors Inc. (2) NYAPC Community Club (9th grade: 1; 11th grade: 1; 12th grade: 1) Posse Foundation (5)
Spingarn **Enrollment: 604** **Freshmen: 214** **Seniors: 101**	DC CAP (169) DC GEAR UP (43) Georgetown MICP (2) LAYC (3)	Reach for College! (18) UDC Talent Search Program (TRIO program) (195) Upward Bound Urban Alliance Foundation (6)

DCPS High Schools, continued

School	College Access Providers	
W. Wilson **Enrollment: 1,541** **Freshmen: 373** **Seniors: 420**	Alcanzando Metas Foundation (160) Asian American LEAD (27) Catholic University Latino Nursing Program (2 juniors, 1 senior) DC CAP (808) DC GEAR UP (14) Higher Achievement Program (8)	Hispanic College Fund (30) LAYC (116) Mentors Inc. (9th grade: 13; 10th grade: 2) Play it Smart Posse Foundation (8) Upward Bound Urban Alliance Foundation (1)
H.D. Woodson **Enrollment: 719** **Freshmen: 201** **Seniors: 155**	College Bound (31) Communities in Schools of the Nation's Capital (150) DC CAP (39) DC CSF (332) DC GEAR UP (111) Educational Talent Search Program (TRIO program) Georgetown MICP (17) Hoop Dreams (43)	Jobs for America's Graduates — DC (35) LAYC (5) Mentors Inc. (9th grade: 7, 10th grade: 13) NYAPC Community Club (10th grade: 1) Posse Foundation (3) Reach for College! (69) Upward Bound Urban Alliance Foundation (13)

SOURCE

Double the Numbers

College Access Providers Serving Public Charter Schools

Note: All data are self-reported by the participating programs and were gathered by Double the Numbers over the course of the 2007–08 school year. In some programs, participation fluctuates over the course of the year, so the data can be viewed as an approximation for the school year. Some providers did not respond to the request for data. The number of student participants in each program is in parentheses after the name of the provider.

School	College Access Providers	
Booker T. Washington **Enrollment: 234** **Freshmen: 71** **Seniors: 63**	College Summit (40) DC GEAR UP (8) LAYC (4) Mentors Inc. (1) NYAPC Community Club (9th grade: 1; 11th grade: 2)	Posse Foundation (0) Reach for College! (28) Urban Alliance Foundation (10)
Cesar Chavez Capitol Hill **Enrollment: 422** **Freshmen: 140** **Seniors: 70**	DC CAP (254) DC GEAR UP (30) FLOC (21) Georgetown MICP (1) Hispanic College Fund (40) Higher Achievement Program (7)	LAYC (59 – # includes Chavez Parkside) Mentors Inc. (3) NYAPC Community Club (9th grade: 1) Posse Foundation (2)
Cesar Chavez Parkside **Enrollment: 722** **Freshmen: 122** **Seniors: 34**	DC CAP (118) DC GEAR UP (19) FLOC (10) Higher Achievement Program (5)	I Have a Dream Foundation (Project 312) (1) LAYC (59 — includes Chavez Capitol Hill) Posse Foundation (1)
Friendship Collegiate **Enrollment: 1,353** **Freshmen: 424** **Seniors: 295**	DC CAP (998) DC CSF (483) DC GEAR UP (50) Georgetown MICP (3) Higher Achievement Program (2) LAYC (5)	Mentors Inc. (9th grade: 1; 10th grade: 1) Next Generation Education Foundation NYAPC Community Club (9th grade: 1) Posse Foundation (13) Urban Alliance Foundation (24)
Hospitality **Enrollment: 176** **Freshmen: 37** **Seniors: 44**	LAYC (2) Mentors Inc. (2) Posse Foundation (1)	Reach for College! (48) Urban Alliance Foundation (1)

Public Charter Schools, continued

School	College Access Providers	
High Road Academy	College Summit (23) FLOC (3)	LAYC (24) Mentors Inc. (9th grade: 2; 10th grade: 1)
Hyde **Enrollment: 789** **Freshmen: 120** **Seniors: 47**	DC GEAR UP (1) Mentors Inc. (9th grade: 2; 10th grade: 1) NYAPC Community Club (12th grade: 1)	Posse Foundation (1)
IDEA **Enrollment: 454** **Freshmen: 151** **Seniors: 33**	DC GEAR UP (4) FLOC (3) Georgetown MICP (2) Minority Scholarship Quest	NYAPC Community Club (10th grade: 2) Posse Foundation (0) Reach for College! (21)
Kima **Enrollment: 196** **Freshmen: 58** **Seniors: 35**	DC GEAR UP (1) Posse Foundation (3)	
Maya Angelou Evans **Enrollment: 187** **Freshmen: 51** **Seniors: 33**	College Summit (46) DC CAP (117) DC CSF (206) DC GEAR UP (6)	I Have a Dream Foundation (Project 312) (4) Mentors Inc. (2) Posse Foundation (0)
Maya Angelou Shaw **Enrollment: 116** **Freshmen: 31** **Seniors: 19**	College Summit (36) DC GEAR UP (6) I Have a Dream Foundation (Project 312) (2) Mentors Inc. (1)	Minority Scholarship Quest (?) NYAPC Community Club (10th grade: 1) Posse Foundation (0)
Paul **Enrollment: 600**	FLOC (1) Higher Achievement Program (32)	LAYC (2) NYAPC Community Club (7th grade: 1; 8th grade: 2)
SaIL	FLOC (1)	

Public Charter Schools, continued

School	College Access Providers	
SEED Washington **Enrollment: 329** **Freshmen: 66** **Seniors: 20**	College Summit (21) Georgetown MICP (1)	Minority Scholarship Quest Posse Foundation (2)
Thurgood Marshall **Enrollment: 365** **Freshmen: 129** **Seniors: 46**	College Summit (40) DC CAP (319) DC CSF (362) DC GEAR UP (7) FLOC (4) Georgetown MICP (1)	Higher Achievement Program (1) Mentors Inc. (9th grade: 2; 10th grade: 1) NYAPC Community Club (9th grade: 1; 10th grade: 3) Posse Foundation (0)
Wash Math Sci Tech **Enrollment: 360** **Freshmen: 76** **Seniors: 92**	Coaching for College Program (CCP) (1) College Summit DC GEAR UP (14) Higher Achievement Program (1) Hoop Dreams Scholarship Fund (5)	Mentors Inc. (1) NYAPC Community Club (9th grade: 1) Posse Foundation (0) Reach for College! (74) Urban Alliance Foundation (6)
William Doar **Enrollment: 392** **Freshmen: 29**	NYAPC Community Club (8th grade: 1)	
Y.A.W. **Enrollment: 281** **Freshmen: 67** **Seniors: 73**	DC GEAR UP (5) Mentors Inc. (3)	

SOURCE

Double the Numbers

RESOURCE 10 *(for counselors and students)*

SAMPLE COLLEGE JEOPARDY QUESTIONS

Following are sample questions that can be adapted for a game of "College Jeopardy." Many of these questions involve current events and famous personalities. Before you use these questions, make sure the information is still up to date.

Famous Grads

Famous Grads   100

Q: In high school I took classes in public speaking and later won a full scholarship to attended Tennessee State University. Today I am a powerful talk show host. Who am I?
A: Oprah Winfrey

Famous Grads   200

Q: I'm currently attending Columbia University. I've starred in movies such as "Save the Last Dance" and "The Prince and Me." Who am I?
A: Julia Stiles

Famous Grads   200

Q: I graduated from the University of North Carolina and later became a famous basketball player for the Chicago Bulls. Who am I?
A: Michael Jordan

Famous Grads   200

Q: I am a famous movie director, and I attended New York University and Morehouse College. My movies include "Jungle Fever" and "Do the Right Thing." Who am I?
A: Spike Lee

Famous Grads   500

Q: I attended Indiana University and graduated with a degree in sociology. I am famous for my comedies and movies such as "Aladdin" and "Mrs. Doubtfire." Who am I?
A: Robin Williams

Famous Grads   500

Q: I am a famous neurosurgeon. I performed successful surgery to separate Siamese twins. I believe a good education is a sure way out of poverty. I have an M.D. from University of Michigan School of Medicine. Who am I?
A: Dr. Ben Carson

Famous Politicians

Famous Politicians 100

Q: I am commander-in-chief of the United States. I graduated from Yale University. My family is very involved with politics — I have a brother who was governor of Florida, and my father is a former president. Who am I?
A: George W. Bush

Famous Politicians 100

Q: I am a graduate of Columbia University and Harvard University. I am the first African American nominee for president of the United States. Who am I?
A: Barack Obama

Famous Politicians 100

Q: I am the Republican nominee for president of the United States. I was a prisoner of war in Vietnam. I graduated from the U.S. Naval Academy. Who am I?
A: John McCain

Famous Politicians 100

Q: I am the first Latino attorney general of the United States. I have a law degree from Harvard Law School. Who am I?
A: Alberto Gonzalez

Famous Politicians 200

Q: I am a woman who sought the Democratic nomination for president of the United States. I am a mother, wife, lawyer, senator and former first lady. I studied at Yale Law School. Who am I?
A: Hillary Rodham Clinton

Famous Politicians 200

Q: I was secretary of state for the United States. My teachers did not think I was college material, and they were dead wrong. I am a graduate of New York University and a former U.S. general, and I help young people across the country believe in education. Who am I?
A: Colin Powell

Famous Politicians 500

Q: I am the first female speaker of the U.S. House of Representatives. I graduated from Trinity in Washington, DC. Who am I?
A: Nancy Pelosi

Famous Politicians 500

Q: I am the current treasurer of the United States. I have a master's degree from Harvard University. Who am I?
A: Anna Escobedo Cabral

Famous Washingtonians

Famous Washingtonians   100

Q: I am the mayor of the nation's capital, and I am working to make it a world-class city. I have a law degree from Howard University and an undergraduate degree from Oberlin College. Who am I?
A: Mayor Adrian Fenty

Famous Washingtonians   100

Q: I am the first chancellor for the DC Public Schools. I want our schools to prepare all students to succeed and achieve great things. I have a master's degree in public policy from Harvard University. Who am I?
A: Chancellor Michelle Rhee

Famous Washingtonians   200

Q: I am the hottest female DJ on the east coast. I believe a good education is as important as oxygen is to us human beings. I am a graduate of Howard University. Who am I?
A: Angie Ange

Famous Washingtonians   200

Q: I studied to be a teacher but became a journalist who brings you the evening news on channel 4. I have earned 17 Emmys. I studied at Cheyney University, PA, and earned a degree in secondary education. Who am I?
A: Jim Vance

Famous Washingtonians   200

Q: I attended DC Public Schools and graduated from George Washington University. I am chairman of the City Council. Who am I?
A: Vincent Gray

College Mascots

College Mascots   100

Q: University of Maryland College Park is famous for its _____.
A: Bruins

College Mascots   100

Q: Purdue is known for this king of the jungle.
A: Lion

College Mascots   100

Q: USC is proud of this mascot.
A: Trojan

College Mascots   100

Q: The mascot for Georgetown is this type of dog.
A: Bulldog

College Mascots   200

Q: This Florida mascot is often found in swamps.
A: Gator

College Mascots   200

Q: University of Arizona sports this feline as its school mascot.
A: Wildcat

College Mascots   200

Q: Cal State Los Angeles' mascot is known as the "Golden _____."
A: Eagle

College Mascots   500

Q: Gonzaga sports this wise nocturnal bird as its mascot.
A: Owls

College Mascots   500

Q: Trinity in Washington, DC, has the _____ as its mascot.
A: Eagle

College Mascots   500

Q: The mascot of the University of the District of Columbia (UDC) is the _____.
A: Firebird

College Majors

College Majors   100

Q: This major is interested in reading and writing different kinds of literature.
A: English

College Majors   100

Q: A person who studies this major is interested in health and wellness.
A: Medicine

College Majors   100

Q: This major focuses on learning when important events occurred all over the world and how they affected people.
A: History

College Majors   200

Q: This major is interested in studying space, planets and stars.
A: Astronomy

College Majors   200

Q: This major is interested in studying computers.
A: Computer science

College Majors   200

Q: A person who studies this major can write for a newspaper or magazine or be a newscaster/TV reporter.
A: Journalism

College Majors   200

Q: A person who studies this major wants to help people deal with their problems by meeting with them to talk and give them advice.
A: Psychology

College Majors   200

Q: A person with this major is interested in the study of living things such as plants and animals.
A: Biology

College Majors   500

Q: A person who studies this major is interested in the study of humankind.
A: Anthropology

College Majors   500

Q: A person who studies this major creates images on the computer that can be used on magazines or CD covers, product boxes (e.g., cereal boxes), or print advertisements.
A: Graphic arts

College Majors   500

Q: A person with this major loves to learn and wants to help others learn in schools.
A: Education

College Majors   500

Q: This major focuses on the study of production, distribution, and the use of goods and services.
A: Economics

How Much Do I Make?

How much do I make?   100

Q: Firefighter
    a. $50,000
    b. $95,000
    c. $43,000
A: A

How much do I make?   100

Q: Lawyer
    a. $56,000
    b. $25,000
    c. $120,000
A: C

How much do I make?   100

Q: Veterinarian
    a. $85,000
    b. $65,000
    c. $50,000
A: A

How much do I make?   200

Q: Commercial pilot
    a. $25,000
    b. $80,000
    c. $60,000
A: C

How much do I make?   200

Q: Mailman
    a. $20,000
    b. $40,000
    c. $15,000
A: A

How much do I make?   500

Q: Chef and head cook
    a. $19,000
    b. $27,000
    c. $37,000
A: C

How much do I make?   500

Q: Librarian
    a. $40,000
    b. $35,000
    c. $50,000
A: A

Educational Levels

Educational Level   100

Q: A person who just finished some college but did not earn a degree (after completing high school/community college) would begin earning this annual salary.
    a. $30,400
    b. $40,100
    c. $26,500
A: A

Educational Level 100

Q: A person who just earned a high school diploma would begin earning this annual salary.
  a. $19,000
  b. $26,000
  c. $31,700
A: B

Educational Level 100

Q: A person who has not completed a high school diploma would begin earning this annual salary.
  a. $25,000
  b. $41,000
  c. $19,700
A: C

Educational Level 200

Q: A person who just earned a bachelor's degree (four years of schooling after completing high school) would begin earning this annual salary.
  a. $35,000
  b. $40,100
  c. $25,000
A: B

Educational Level 200

Q: A person who just earned an associate degree (two years of schooling after completing high school/community college) would begin earning this annual salary.
  a. $27,600
  b. $40,100
  c. $31,700
A: C

Educational Level 500

Q: A person who just earned a professional degree (e.g., an MD for a doctor or a JD for a lawyer) would begin earning this annual salary.
  a. $56,000
  b. $72,700
  c. $100,000
A: B

Educational Level 500

Q: A person who just earned a doctorate (a PhD for a professor) would begin earning this annual salary.
  a. $46,000
  b. $35,000
  c. $62,400
A: C

Educational Level 500

Q: A person who just earned a master's degree (two years of schooling after completing a bachelor's degree) would begin earning this annual salary.
   a. $50,000
   b. $65,000
   c. $40,000
A: A

SOURCE

Adapted from http://collegetools.berkeley.edu/documents/cat_1-19/College_Jeopardy.doc

RESOURCE 11

STUDENT QUESTIONNAIRE — MY AFTER-HIGH SCHOOL PLANS

Name: _____

Grade: _____

Your current school: _____

Please answer these questions about your views on college and your future. **There are no "correct" answers**, and your answers will remain confidential. Please **circle the number** that best describes your feelings right now.

QUESTIONS	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
1. I want to attend a four-year college or university when I graduate from high school.	1	2	3	4	5
2. I have the ability to do very well in school.	1	2	3	4	5
3. I believe I have the potential to succeed in college.	1	2	3	4	5
4. I know that college can help me achieve my career goals.	1	2	3	4	5
5. I can imagine myself as a successful college student.	1	2	3	4	5
6. My parents want me to go to college.	1	2	3	4	5
7. My parents talk to me about college.	1	2	3	4	5
8. My teachers want me to go to college.	1	2	3	4	5
9. My teachers talk to me about college.	1	2	3	4	5
10. I have as many opportunities as most students do to attend a four-year college or university.	1	2	3	4	5

11. What is the highest level of education you hope to achieve? (circle one)

High school graduate   Graduate/professional school

Some college   Armed services/military

Community college   I don't know

Four-year college or university   Other:

12. Other comments?

RESOURCE 12

**MY NEEDS ASSESSMENT —
I *DREAM, PLAN* AND *ACT* TO CREATE MY FUTURE**

1. I *dream* of my future.

In the future I see myself living in the city of _____.

My favorite thing to do with my friends will be _____.

I have a great career as a _____ and earn $_____.

I studied at _____college/university for my career.

2. I *plan* my future.

Next year I plan to graduate. I can see myself walking across the stage to collect my diploma! I am the class of ____!

After high school I plan to [ ] go to college; [ ] go to college and work; [ ] not sure.

To prepare for college I need to do the following: (Check all that apply.)

[ ] Remind myself I am "college material"! [ ] Work hard and keep my grades up.

[ ] Meet the DC-CAP adviser in October. [ ] Attend the College Fair in September.

[ ] Apply to colleges I am interested in. [ ] Get my parents/guardians involved.

[ ] Complete my financial aid and scholarship   [ ] Know that there is a college for me.
applications by March.

[ ] Start shopping for college.

3. I *act* on my future.

I want to learn more about getting ready for college. Please contact me.

Name: _____

Cell Phone #: _____ Home Phone #: _____

E-mail: _____

Will you be the first in your family to go to college? [ ] Yes [ ] Not Sure [ ] No

Do you have friends who have finished college? [ ] Yes [ ] Not Sure [ ] No

Have you been to a college campus? [ ] Yes [ ] Not Sure [ ] No

RESOURCE 13

**MY COLLEGE-PREPARATION ASSESSMENT PLAN —
I *DREAM, PLAN* AND *ACT* TO CREATE MY FUTURE**

1. I *dream* of my future.

In the future I see myself living in the city of _____.

My favorite thing to do with my friends will be _____.

I have a great career as a _____ and earn $_____.

I studied at _____college/university for my career.

2. I *plan* my future.

Next year I plan to graduate. I can see myself walking across the stage to collect my diploma! I am the class of ____!

After high school I plan to go to [ ] college; [ ] career school; [ ] work; [ ] not sure.

I will be more prepared for college and my future if I get help with these things:
(Check all that apply)

[ ] Know that there is a college for me.

[ ] Visit a college campus.

[ ] Understand how to choose a college.

[ ] Prepare for the SAT and ACT.

[ ] Write a college application essay.

[ ] Learn how to keep my focus and get back
   on track after some discouraging experience.

[ ] Follow up on important things for my future
   and stop procrastinating.

[ ] Learn about college for special needs students.

[ ] Complete all my college applications by December 2008.

[ ] Learn how to get a full scholarship for college.

[ ] Convince my parents that we can pay for college with financial aid and scholarships.

[ ] Remember that I can do difficult things.

[ ] Learn about jobs and careers I could enjoy.

[ ] Learn about vocation and career schools for me.

[ ] Get help to improve or keep my grades up.

[ ] Develop my after-high school life plan.

3. I *act* on my future.

I want to learn more about getting ready for college. Please contact me.

Name: _____

Cell Phone #: _____ Home Phone #: _____

E-mail: _____

Will you be the first in your family to go to college?   [ ] Yes   [ ] Not Sure   [ ] No

Do you have friends who have finished college?   [ ] Yes   [ ] Not Sure   [ ] No

Have you been to a college campus?   [ ] Yes   [ ] Not Sure   [ ] No

RESOURCE 14

DC ACADEMIC GRADUATION REQUIREMENTS

Following are the minimum academic requirements for graduation. Individual schools may have additional requirements.

For students entering 9th grade between SY 1992–93 and SY 2006–07:

Subject Area	Units
Art	0.5 unit
Career/Vocational Education	1.0 unit
DC History-Government	0.5 unit
Electives	4.5 units
English	4.0 units
Foreign Languages	2.0 units
Health and Physical Education	1.5 units
Mathematics	3.0 units
Music	0.5 unit
Science (including one unit of lab science)	3.0 units
U.S. Government	0.5 unit
U.S. History	1.0 unit
World Geography	0.5 unit
World History	1.0 unit
TOTAL	**23.5 units**
+ 100 hrs community service	

For students entering 9th grade during SY 2007–08 and subsequent years:

Subject Area	Units
Art	0.5 unit
Career-Technical Education or College-Level Course	2.0 units
Electives	1.5 units
English	4.0 units
Health and Physical Education	1.5 units
Mathematics (including Algebra 1, Geometry and Algebra 2)	4.0 units
Music	0.5 unit
Science (including three units of lab science)	4.0 units
Social Studies (including World History 1 and 2, DC History, U.S. Government, and U.S. History)	4.0 units
World Languages	2.0 units
TOTAL (one of which must be a credit-bearing course completed during the third or subsequent high school years that requires a culminating project or composition that is formally presented)	**24 units**
+ 100 hrs community service	

For details, visit **www.doublethenumbersdc.org** or call the Office of the State Superintendent of Education (OSSE) at **202.727.6436**.

Photo on cover by Lisa Sandoval

Double
the Numbers