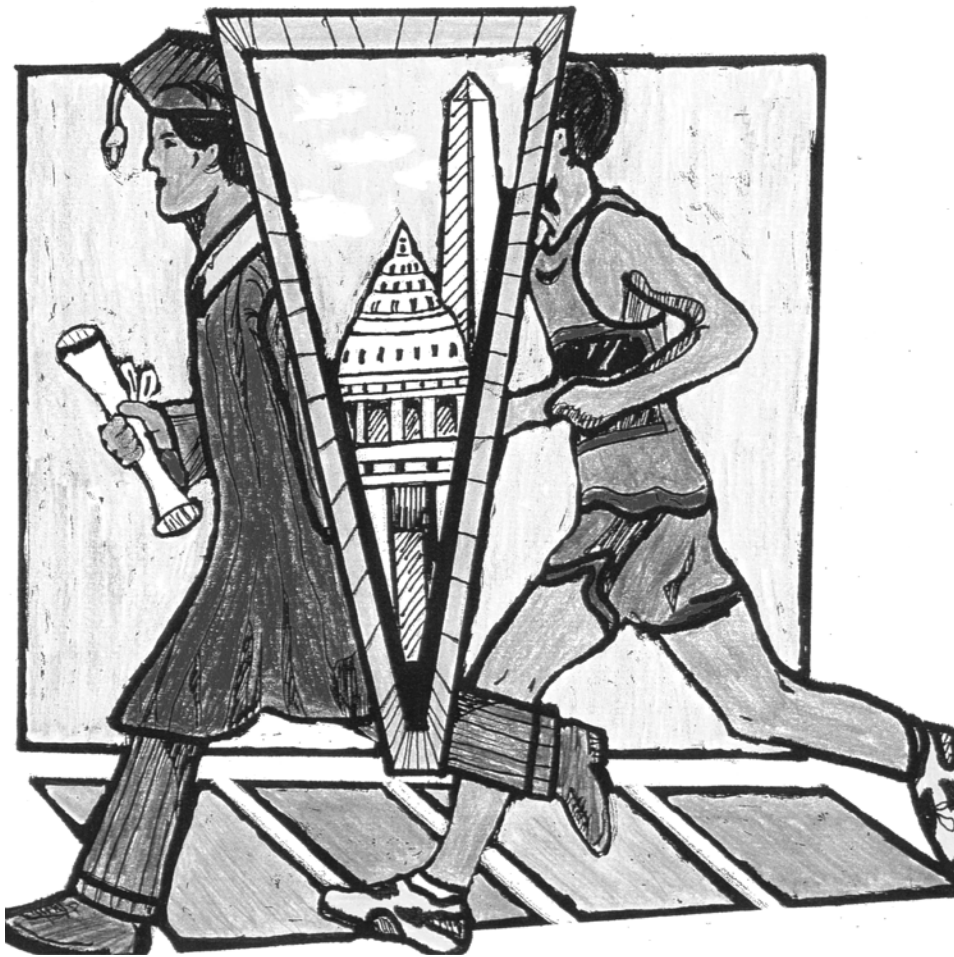




DISTRICT OF COLUMBIA
COLLEGE ACCESS PROGRAM

SOPHOMORE GUIDE **to** **Successful College Planning**



*Artwork by: Jose' O. Vigil
Bell Multicultural Senior High School
Class of 2000 Graduate*

HOW TO CONTACT YOUR DC-CAP ADVISOR

One of the best ways for a District of Columbia High School student or their parent to contact DC-CAP is through the DC-CAP Advisor in their school. Each of the 18 public high and the 16 charter schools in the District has a DC-CAP Advisor assigned. If you have not met and registered with the DC-CAP advisor in your school, please see your guidance counselor or principal for their location. Here is a list of the contact information.

CONTACT INFORMATION	ADDRESS
DC-CAP Off: 202-724-1479 Email: anacostia@dccap.org	Anacostia Senior High School 1601 16 th Street, SE Washington, DC 20020
DC-CAP Off: 202-645-6448 E-mail: ballou@dccap.org	Ballou/STAY Senior High School 3401 4 th Street, SE Washington, DC 20032
DC-CAP Off: 202-671-6337 E-mail: banneker@dccap.org	Banneker Senior High School 800 Euclid Street, NW, Guidance Suite Washington, DC 20001
DC-CAP Off: 202-232-6090 x 417 E-mail: bookertwashington@dccap.org	Booker T. Washington PCS 1346 Florida Avenue, NW Washington, DC 20009
School Off.: 202-387-1102 E-mail: capitalcity@dccap.org	Capital City PCS 100 Peabody St., NW Washington, DC 20011
DC-CAP Off: 202-727-3926 E-mail: cardozo@dccap.org	Cardozo Senior High School 2501 11 th Street, NW Washington, DC 20001
DC-CAP Off: 202-547-3424 x44 Email: cesarchavezch@dccap.org	Cesar Chavez Public Policy Charter High School (Capitol Hill Campus) 709 12 th Street, SE Washington, DC 20003
DC-CAP Off: 202-398-2230 x 129 Email: cesarchavezparkside@dccap.org	Cesar Chavez Public Policy Charter High School (Parkside Campus) 3701 Hayes Street, NE Washington, DC 20019
DC-CAP Off: 202-576-7942 E-mail: coolidge@dccap.org	Coolidge Senior High School 6315 5 th Street, NW Washington, DC 20011
DC-CAP Off: 202-939-7700 x 5015 E-mail: bell@dccap.org	Columbia Heights Educational Campus 3101 16 th Street, NW Washington, DC 20011
DC-CAP Off: 202-698-3762 E-mail: dunbar@dccap.org	Dunbar Senior High School 101 N Street, NW Washington, DC 20001
DC-CAP Off: 202-378-2527 E-mail: kipp@dccap.org	DC KIPP 2600 Douglass Road, SE Washington, DC 20020
DC-CAP Off: 202-298-1777 x 2224 E-mail: ellington@dccap.org	Duke Ellington School of the Performing Arts 3500 R Street, NW Washington, DC 20007
DC-CAP Off: 202-396-5500 x 1108 E-mail: friendship@dccap.org	Friendship Collegiate Academy PCS 4095 Minnesota Avenue, NE Washington, DC 20019

DC-CAP Off: 202-396-5500 x 1108 E-mail: friendship@dccap.org	Friendship Collegiate Academy PCS 4095 Minnesota Avenue, NE Washington, DC 20019
DC-CAP Off: 202-737-4150 E-mail: hospitality@dccap.org	Hospitality PCS 1851 9 th Street, NW Washington, DC 20001
DC-CAP Off: 202-399-4750 x 203 E-mail: idea@dccap.org	IDEA PCS 1027 45 th Street, NW Washington, DC 20019
DC-CAP Off: 202-281-3600 E-mail: lukemoore@dccap.org	Luke C. Moore Academy 1001 Monroe Street, NE Washington, DC 20017
DC-CAP Off: 202-379-4335 E-mail: mayaangelou@dccap.org	Maya Angelou PCS 5600 East Capitol St, NE Washington, DC 20019
DC-CAP Off: 202-671-6102 Email: mckinley@dccap.org	McKinley Technology High School 151 T Street, NE, Room 148 Washington, DC 20002
DC-CAP Off: 202-832-7737 x 134 E-mail: nationalcollegiate@dccap.org	National Collegiate Preparatory PCHS 4600 Livingston Road, SE Washington, DC 20032
DC-CAP Off: 202-547-1028 E-mail: options@dccap.org	Options PCS 1375 E Street, NE Washington, DC 20002
DC-CAP Off: 202-529-4500 E-mail: perry@dccap.org	Perry Street Prep PCS 1800 Perry Street, NE Washington, DC 20018
DC-CAP Off: 202-729-4360 E-mail: phelps@dccap.org	Phelps Architecture and Construction HS 704 26 th Street, NE Washington, DC 20002
DC-CAP Off: 202-727-4959 E-mail: roosevelt@dccap.org	Roosevelt/STAY Senior High School 4400 Iowa Avenue, NW Washington, DC 20011
DC-CAP Off: 202-645-9690 E-mail: schoolwithoutwalls@dccap.org	School w/o Walls Senior High School 2130 G Street, NW Washington, DC 20037
DC-CAP Off: 202-248-7773 x 5099 E-mail: seed@dccap.org	SEED PCS 4300 C Street, SE Washington, DC 20019
DC-CAP Off: 202-563-6862 x 211 Email: thurgoodmarshall@dccap.org	Thurgood Marshall Academy PCS 2427 Martin Luther King, Jr. Ave, SE, Washington, DC 20011
DC-CAP Off: 202-223-1111 E-mail: washlatin@dccap.org	Washington Latin PCS 5200 2 nd Street, NW Washington, DC 20011
DC-CAP Off: 202-636-8027 E-mail: wmst@dccap.org	Washington Math Science Technology PCHS 1920 Bladensburg Road, NE Washington, DC 20003
DC-CAP Off: 202-939-3610 E-mail: washmetro@dccap.org	Washington Metropolitan HS 300 Bryant Street, NW Washington, DC 20002

DC-CAP Off: 202-724-9507 E-mail: wilson1@dccap.org	Wilson Senior High School 3950 Chesapeake Street, NW, Room 108A Washington, DC 20016
DC-CAP Off: 202-939-2030 x 164 E-mail: hdwoodson@dccap.org	H.D. Woodson Senior High School 540 55 th Street, NE

DC-CAP MAIN OFFICE/MAILING ADDRESS: 1400 L Street, NW
Suite 400
Washington, D.C. 20005

PHONE: 202-783-7933

FAX: 202-783-7939

WEBSITE: www.dccap.org

SOPHOMORE GUIDE TO SUCCESSFUL COLLEGE PLANNING

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INTRODUCTION

Welcome to DC-CAP *Sophomore Guide to College Planning*. The purpose of this guide is to assist students in the District of Columbia Public and Public Charter High Schools who are starting their **Sophomore Year** of high school. We hope that this handbook will be useful to you and your parents as you set out to begin the journey of college planning during your high school years. Again, we encourage students to visit their DC-CAP advisor and register with our program. Congratulations!! Welcome to your first year of high school. Follow this guide step-by-step and you will guarantee yourself **SUCCESS!!!!!!!** *Please read this handbook with your parents and return the signed agreement form to the DC-CAP Advisor assigned to your school.*

What is DC-CAP?

The District of Columbia College Access Program (DC-CAP) is a non-profit organization funded by Washington Area corporations and foundations dedicated to encouraging and enabling District of Columbia public and public charter high school students to enter and graduate from college. DC-CAP, in partnership with the District of Columbia Public School System (DCPS) and the Charter Schools, work to provide counseling and financial assistance to students who might not otherwise have the opportunity to go to college.

Your DC-CAP Advisor?

DC-CAP has advisors assigned to each of the public high schools and public charter schools. DC-CAP advisors work in collaboration with DCPS and charter school guidance counselors and college counselors. Most advisors are assigned full-time to each school. To locate your DC-CAP advisor, contact your guidance counselor or principal. You may register for the DC-CAP services as early as your freshman year. Your DC-CAP advisor will be able to assist you with information on all the topics discussed in this handbook. In the DC-CAP College Information Resource Center (CIRC), you will find books and resources to help you begin to plan for college. DC-CAP advisors provide services such as information on colleges, scholarships, college visits, college tours, financial aid, parent workshops, PSAT registration, summer enrichment programs, and group and individual counseling as it relates to college planning. **You can work with your DC-CAP advisor or your high school counselor to prepare for college. The important thing is that you prepare!**

DC-CAP advisors will help students identify and secure financial resources to pay for their college education. DC-CAP will also give “last dollar” awards up to \$2,070 per year, for up to five years of college to close the financial needs gap between the students’ resources, financial aid and actual college expenses.

DC-CAP Requirements:

Register for DC-CAP in High School
Maintain a 2.0 GPA during High School
Graduate from High School
Enroll full-time in a College/University or Technical School

PART I:

Student Guide for Sophomore Year

Section I: SELECTING YOUR HIGH SCHOOL COURSES FOR COLLEGE

There are general requirements in order to obtain your high school diploma from the District of Columbia. Then, there is the curriculum of courses that will benefit and help you in your plan to attend college. Below you will find a list of general requirements for a high school diploma and the list of the courses that you should take to prepare for college.

College Preparatory Courses for Sophomore Year

1st & 2nd Semester Classes

English II

Geometry

Chemistry

World Language II (Spanish, French, or other foreign languages offered)

World History II

Health

Elective (AP & Computer Courses are strongly suggested)

This should go along with you school requirements. *Please see attached worksheet on recommended high school courses for college bound students.*

Requirements for a District of Columbia High School Diploma

The general requirements for a high school diploma in the District of Columbia Public School system are as follows:

A Total of 24 Credits are required for Graduation

English – 4 credits

World Languages – 2 credits

DC History - .5 credit

World History I – 1 credit

World History II – 1 credit

US Government - .5 credit

US History – 1 credit

Mathematics – 4 credits

Science – 4 credits

Health & Physical Education – 1.5 credits

Art - .5 credits

Music - .5 credits

Electives – 3.5 credits

Community Service – 100 hours

For requirements for a charter school diploma, check with your respective high schools for the total units needed for graduation. Units may vary by school.

Educational Planning Worksheet

4-Year Planner

RECOMMENDED COURSE OF STUDY FOR THE COLLEGE BOUND STUDENT

9th Grade

1 st Semester		2 nd Semester	
Recommended	Completed	Recommended	Completed
ENGLISH I	_____	ENGLISH I	_____
ALGEBRA I	_____	ALGEBRA I	_____
BIOLOGY I	_____	BIOLOGY I	_____
WORLD HISTORY I	_____	WORLD HISTORY I	_____
WORLD LANGUAGE I*	_____	WORLD LANGUAGE I	_____
MUSIC	_____	ART	_____
HEALTH/PE	_____	PHYSICAL ED.	_____

10th Grade

1 st Semester		2 nd Semester	
Recommended	Completed	Recommended	Completed
ENGLISH II	_____	ENGLISH II	_____
GEOMETRY	_____	GEOMETRY	_____
CHEMISTRY I	_____	CHEMISTRY I	_____
WORLD HISTORY II	_____	WORLD HISTORY II	_____
WORLD LANGUAGE II	_____	WORLD LANGUAGE II	_____
HEALTH	_____	PSAT/SAT PREP	_____
ELECTIVE(S)	_____	ELECTIVE(S)	_____

11th Grade

1 st Semester		2 nd Semester	
Recommended	Completed	Recommended	Completed
ENGLISH III	_____	ENGLISH III	_____
ALGEBRA II	_____	ALGEBRA II	_____
LAB SCIENCE	_____	LAB SCIENCE	_____
US HISTORY	_____	US HISTORY	_____
WORLD LANGUAGE III	_____	WORLD LANGUAGE III	_____
ELECTIVE	_____	ELECTIVE	_____
ELECTIVE	_____	ELECTIVE	_____

12th Grade

1 st Semester		2 nd Semester	
Recommended	Completed	Recommended	Completed
ENGLISH IV	_____	ENGLISH IV	_____
PRECALCULUS	_____	PRECALCULUS	_____
PHYSICS I	_____	PHYSICS I	_____
DC HISTORY	_____	US GOVERNMENT	_____
ELECTIVE OR	_____	ELECTIVE OR	_____
INTERNSHIP (3 credits)	_____	INTERNSHIP (3 credits)	_____

*If Spanish is your first language and you are proficient, do not take Spanish as your foreign language.

MINIMUM COLLEGE PREPARATORY CURRICULUM**9TH GRADE**

___ English
 ___ Dev. Algebra A
 ___ Unified Science
 ___ Intro to Typing
 ___ Computer Applications
 ___ Fine/Practical Arts
 ___ Elective
 ___ Minimum 5 Credits

10TH GRADE

___ English
 ___ Dev. Geometry & Algebra B
 ___ Unified Science
 ___ Physical Education
 ___ Health
 ___ Fine Arts Elective
 ___ Foreign Language I
 ___ Minimum 5 Credits

11TH GRADE

___ English
 ___ Math Modeling C
 ___ U.S. History
 ___ Computer Science I
 ___ Foreign Language II
 ___ Elective
 ___ Minimum 6 Credits

12TH GRADE

___ English
 ___ Algebra II
 ___ Democratic Citizenship
 ___ Foreign Language III
 ___ Elective
 ___ Minimum 6 Credits

COLLEGE PREPARATORY CURRICULUM**9TH GRADE**

___ English
 ___ Algebra I
 ___ Unified Science
 ___ Physical Science
 ___ Intro to Typing
 ___ Computer Applications
 ___ Fine Art
 ___ Foreign Language I
 ___ Minimum 6 Credits

10TH GRADE

___ English
 ___ Geometry
 ___ Biology
 ___ Global History
 ___ Physical Education
 ___ Health
 ___ Fine Arts or Elective
 ___ Foreign Language II
 ___ Minimum 6 Credits

11TH GRADE

___ English Challenge
 ___ Algebra II
 ___ Chemistry
 ___ U.S. History
 ___ Computer Science I
 ___ Foreign Language III
 ___ Elective
 ___ Minimum 6 Credits

12TH GRADE

___ English Challenge
 ___ Pre-Calculus
 ___ Physics or AP Science
 ___ Democratic Citizenship
 ___ Computer Science II
 ___ Foreign Language IV
 ___ Elective
 ___ Minimum 5 Credits

ADVANCED COLLEGE PREPARATORY CURRICULUM**9TH GRADE**

___ English Challenge
 ___ Geometry
 ___ Unified Science & Biology
 ___ Physical Education
 ___ Intro to Typing
 ___ Computer Applications
 ___ Fine Art
 ___ Foreign Language II
 ___ Minimum 6 Credits

10TH GRADE

___ English Challenge
 ___ Algebra II
 ___ Chemistry
 ___ Global History
 ___ Physical Education
 ___ Health
 ___ Fine Arts or Elective
 ___ Foreign Language III
 ___ Computer Science I
 ___ Minimum 6 Credits

11TH GRADE

___ English Challenge
 ___ Pre-Calculus
 ___ Physics or AP Science
 ___ U.S. History
 ___ Computer Science II
 ___ Foreign Language IV
 ___ Elective
 ___ Minimum 5 Credits

12TH GRADE

___ English Challenge
 ___ AP Calculus
 ___ Physics or AP Science
 ___ Democratic Citizenship
 ___ Computer Science III
 ___ Foreign Language V
 ___ Elective
 ___ Minimum 5 Credits

COLLEGE PREPARATORY COMBINED WITH A VOCATIONAL PROGRAM**9TH GRADE**

___ English
 ___ Algebra I
 ___ Unified Science
 ___ Physical Education
 ___ Intro to Typing
 ___ Computer Applications
 ___ Fine Art
 ___ Foreign Language I
 ___ Minimum 5 Credits

10TH GRADE

___ English
 ___ Geometry
 ___ Biology
 ___ Global History
 ___ Physical Education
 ___ Health
 ___ Fine Arts or Elective
 ___ Foreign Language II
 ___ Computer Science I
 ___ Minimum 6 Credits

11TH GRADE

___ Career Center in the AM
 ___ English
 ___ U.S. History
 ___ Foreign Language III
 ___ Minimum 6 Credits

12TH GRADE

___ English
 ___ Algebra II
 ___ Democratic Citizenship
 ___ Career Center in the PM
 ___ Minimum 5 Credits

Plus Chemistry in Summer/Night School**VOCATIONAL CURRICULUM****9TH GRADE**

___ English
 ___ Dev. Algebra A
 ___ Unified Science
 ___ Physical Education
 ___ Intro to Typing
 ___ Computer Applications
 ___ Fine/Practical Art
 ___ Elective
 ___ Minimum 5 Credits

10TH GRADE

___ English
 ___ Dev. Geometry & Algebra B
 ___ Biology/Unified Science
 ___ Global History
 ___ Physical Education
 ___ Health
 ___ Elective
 ___ Elective
 ___ Minimum 5 Credits

11TH GRADE

___ Career Center in the AM
 ___ English
 ___ U.S. History
 ___ Foreign Language III
 ___ Minimum 5 Credits

12TH GRADE

___ English
 ___ Algebra II
 ___ Democratic Citizenship
 ___ Career Center in the PM
 ___ Minimum 5 Credits

***IN THIS PLAN, THE STUDENT WOULD HAVE COMPLETED ALGEBRA I AND FOREIGN LANGUAGE I IN GRADE 8.**

Section II: ATTENDANCE, TIME MANAGEMENT & STUDY SKILLS

Attendance: It is important for you to attend school on a regular basis. This means that you should not miss any of your classes unless it is an extreme emergency. Even if your absences are excused, it is often very difficult to make up or catch up on the work that you have missed when you are not in school. Remember that your teachers are building skills on lessons previously taught. Therefore, when you miss a class it is harder to stay connected with the lesson. Often teachers will drop your grade one level based on unexcused absences. This means if you have a B average in a class it can become a C due to absences. Class participation is a part of your grade in each class; if you are not present to participate you cannot earn that credit for participation. If you have missed school for emergency purposes be sure to talk to each of your teachers to see if there is makeup work you can do. Talk to your classmates to obtain notes and to get input on the lesson that you missed.

Time Management: Time management is the ability to manage your time effectively. As you begin your journey to successful college planning your time becomes one of your most valued assets. You are expected to fit many things into your schedule on a daily basis. Using your time effectively will make all of your ventures successful. This means that you will have to plan how to use your time in order to meet all the goals that you have set for yourself. Plan your schedule on a weekly basis. Be sure to include your after school activities, sports, and study time. A good skill in time management is to have a balanced life. It is important that you have enough time to rest and to spend with family and friends. Talk to your parents about good time management tool that they use. Purchase a planner or use the attached Time Management Worksheet to get started planning your daily schedule.

Study Skills: Developing good study habits will lead to good grades. You should plan a time and a place where you will study each day. The place where you plan to study should be quiet with some privacy. Be sure that you have enough space, lighting, and supplies you need to study, such as a dictionary and other reference books. The average length of time for studying should be a minimum of 2-3 hours per day. If you happen to have a study hall period, use this time wisely to get some of your studying done. The library is also a good place that is quiet, with few distractions. The weekends are also a good time to read ahead or to do research on upcoming projects. Talk with other students in your class to create a study group or to obtain a study partner. Another important factor for good study habits is note taking. In each of your classes be sure to have a section where you record additional notes from your teachers' presentation. This becomes helpful when you are reviewing for tests or quizzes. Remember, talk to your teachers if you are unclear about what you should be studying.

TIME MANAGEMENT WORKSHEET

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00-7:00 a.m.							
7:00-8:00							
8:00-9:00							
9:00-10:00							
10:00-11:00							
11:00-12:00 p.m.							
12:00-1:00							
1:00-2:00							
2:00-3:00							
3:00-4:00							
4:00-5:00							
5:00-6:00							
7:00-8:00							
8:00-9:00							
9:00-10:00							
10:00-11:00							

Section III: UNDERSTANDING YOUR GPA

Your **Grade Point Average (GPA)** becomes an important factor in your academic record as you begin to work to make college a reality after graduation. All colleges look at the grades you are able to maintain throughout high school. This gives the college an indication of your commitment to your education and your future. At the end of your *Freshman Year*, you received your GPA for that year. If any of your classes or grades were incorrect, you must report this to your school records office and your guidance counselor as soon as possible. Be sure to get a copy of the corrected version to keep for your records. Always keep copies of your grades in a safe place so you may refer to them, when needed. Hopefully, you had a successful freshman year and you are ready to take on more challenging coursework in your **Sophomore Year**. Remember, in high school your official transcript will be generated from all of the grades you receive in your classes from 9th – 12th grade. Your grades are calculated on a scale similar to the one listed below. In most cases, your standardized test scores are also indicated on your transcript.

DC Public High School Scale

A = 4.00

B = 3.00

C = 2.00

D = 1.00

F = 0.00

Generally, when students are enrolled **in Honors and AP courses their GPA will go beyond 4.00**. Remember the better your grades and test scores are the more selective you can be about your college of choice and applying for scholarships. If you receive less than a D in any class you will not earn credit for that course. It is helpful to talk to your teacher, counselor, and parents when you are having difficulty in a class. Often there are options such as tutoring programs and extra credit work that can help to improve your grades.

Section IV: STANDARDIZED TESTS

Last year you should have familiarized yourself with standardized testing. **Standardized tests** are exams that are given to measure your skills and knowledge of various subjects matters. There are two standardized test that you may have taken last year, the PSAT and the Stanford 9. The test results should be indicated on your transcript. If you did not take the PSAT in the 9th grade, talk to your guidance counselor about taking it this year. It is not too early to give the SAT I a try. Talk to your teachers and guidance counselor to get advice on taking it this year.

Most college and universities require that you take standardized tests as a part of their acceptance procedures. Other standardized tests are given as a part of your high school requirements. Standardized tests are used nationwide to measure students' ability to do well in college. Many colleges and universities use standardized test scores as a primary decision making tool. You should take courses to help you prepare for standardized tests if they are offered in your school.

Here is a list of Standardized Tests that you will be expected to take during high school.

DC Comprehensive Assessment System (DC CAS): All District of Columbia Public High School students must take this test.

PSAT/NMSQT: Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test. This test is often given as early as your freshman year in high school. Students take this test in order to enter and qualify for scholarships from the National Merit Scholarship Corporation. This test also provides first hand practice for the SAT and SAT Subject Tests. It measures verbal reasoning skills, critical reading skills, math problem-solving skills, and writing skills. Students are strongly encouraged to take this test by their junior year in high school.

PLAN: A standardized test offered to high school sophomores. It is designed to familiarize students with the ACT exam taken later and it provides an assessment of student's career interests and study skills.

SAT: Scholastic Achievement Test is a three hour and forty-five minute exam given primarily in multiple choice that measures verbal and mathematical reasoning abilities and writing skills. It is often recommended that a students takes the SAT in their junior year since the scores are often used by colleges and universities, to begin recruiting students. Students may take the SAT several times. Most students take it once in their junior year and twice in their senior year to improve their score, if necessary.

SAT Subject Test: Scholastic Achievement Test II is a one-hour subject test that measures students' knowledge of a particular subject and the ability to apply that knowledge. Students can take from one to three subject tests per test day. It is recommended that you complete your coursework in that particular of study before taking this test. This test can be taken in Writing, Literature, History, Math, and Languages.

ACT: American College Test. The ACT test, like the SAT, is used as a tool to measure your skills in Math, English, Reading, and Science Reasoning. Students can begin taking the ACT as early as your junior year in high school and in their senior year to improve scores. The test is primarily multiple choices and scores 1 being the lowest and 36 being the highest. Students can register for the ACT test with or without the writing portion.

TOEFL: Test of English as a Foreign Language. This test is often given to students to test their English proficiency. This test is given to students whose primary language not English.

ELPT: English Language Proficiency Test. This test is the SAT Subject Test exam given to students whose primary language is not English. This can be a listening test in many cases.

Section V: ACTIVITIES FOR A COLLEGE BOUND SOPHOMORE

Continue to become involved with activities that are offered in your school. If you did not join a club or play a sport as a 9th grader then you should try to do so as a *Sophomore*. Many colleges want to see students' involvement in clubs and extracurricular activities such as playing a sport and or doing volunteer.

Extracurricular Activities: If you have not joined a club, then do so this year. Talk to your teachers and/or listen to announcements and look for signs posted in your school about ongoing activities that you can join. In your school, you will find various social and academic clubs such as Honor Society, Chess Club, Drama Club, Poetry Club, Computer Club, Creative Writing, Band, and International Clubs, just to name a few. Check with your individual school to find a club that you would enjoy being involved with. Once you have joined a club, try to take a leadership role by becoming an officer such as President, Vice-President, Secretary, or Treasurer.

Volunteer Work: To graduate from a District of Columbia Public High School, you will need to complete 100 hours of Volunteer Learning Service Hours before graduation. You are normally expected to complete 25 hours per year. There is no limit to the number of hours you can volunteer per year. You can earn volunteer hours in a variety of settings that include local agencies in your neighborhood, recreation centers, churches, hospitals, libraries, and day care centers to name a few. If at all possible, you should seek out volunteer work that can lead to a career interest for you. This will help you in deciding your major in college or a career choice. You can also receive assistance in finding volunteer service agencies through your guidance counselor. *Remember, your hours must be documented as part of your graduation requirements.*

*At the charter schools, please check with your grade level advisor as the requirements may vary for each school.

Sports: Getting involved with a sport has several benefits. Your school has several teams that may be of interest to you. Try-outs are ways to see if you will be able to make the team. Playing a sport teaches discipline and teamwork. If you excel in a sport, this can lead to scholarship money or opportunities. Most colleges have the same sports you have in high school. Some colleges have even more. In college, you can continue basketball, football, soccer, track & field, volleyball, and swimming. But remember that other sports such as hockey, golf, softball, and rugby also offer college scholarships. If you haven't already joined a team, make it your goal to join one this year.

Summer Enrichment Programs: During the summer months you can participate in programs that will help you explore college campuses, academic areas, and career interests. These programs are often called summer enrichment programs. Many of these programs are offered at little or no cost and some offer financial aid or scholarships. Most enrichment programs are offered on college campuses. There are several areas of interest including Computers, Sports, Art, Drama, Sciences, and Engineering and others. Becoming involved in a summer program allows you the opportunity to experience a college campus as well as learning more about the program you have chosen. You can learn more about summer enrichment programs by contacting your school guidance counselor, local college campus, or your DC-CAP advisor.

Section VI: TYPES OF COLLEGES

There are several different colleges or technical school programs for students to choose from that offer certificates or degrees. According to the Department of Education about half of all high school students will attend some form of postsecondary education. There are two basic types of postsecondary education: 1) community college, technical school, or junior college; and 2) four-year colleges and universities. Within those programs, each institution defines itself based on its criteria or make-up. This may include all male or female, private or public, highly selective, military, historically black, liberal arts, arts and sciences, and more. Your junior year handbook will provide more helpful information.

Types of Colleges

Two-Year or Community Colleges: These are public two-year colleges. Two-year colleges serve mostly individuals from their community or surrounding areas. They offer academic courses, technical courses and continuing education. A student may earn a two-year degree called an Associates of Arts (A.A.) or Associates of Science (A.S.). Students can often transfer most of their credits from a two-year program to a four-year college or university.

Junior Colleges: These colleges are generally two-year colleges that are private institutions. Many junior colleges offer a residential component for students to stay on campus. Students often choose a junior college when they want to get into a specific four-year program and a junior college is recommended. Students can often earn a A.A. or A.S. degree and/or a technical degree.

Technical Colleges: These colleges often offer specific and specialized training in the technical field. This may include visual arts, computer and/or medical technology. Some technical schools offer academic programs while others may not. Technical schools can be private or public institutions.

Four-Year Colleges: These are postsecondary schools that offer four-year educational programs in the arts and sciences. Students can earn various types of bachelor's degree.

Universities: These are institutions that offer educational programs and graduate degrees after you complete your bachelor's degree. At a university, a student can earn a bachelor's degree and graduate degree, a master's degree, and a Ph.D. Some universities also have law, business, and medical schools.

Section VII: ACTIVITY WORKSHEET

Complete the activity checklist below with your parents at the end of your 10th grade year with your parent(s) or guardian. This will give you an indication of the areas where you have made accomplishments. Give a copy of the completed worksheet to your DC-CAP advisor when you return for your 11th grade year.

10th Grade Completion Checklist

Final Grade Point Average: _____

Courses Completed: _____

Registered with DC-CAP:	_____	_____	_____
	Yes	No	Date

AP Courses Completed:	_____	_____	_____
	Yes	No	Date

PSAT/SAT Taken:	_____	_____	_____
	Yes	No	Date

Stanford-9 Taken:	_____	_____	_____
	Yes	No	Date
	_____	_____	_____
	Math Score	Reading Score	Vocabulary Score

Participated in a Sport:	_____	_____	_____
	Yes	No	Name of Sport

Participated in Extracurricular Activity: _____

List All Activities

Participates in Summer Enrichment Program: _____
List Program Area & Location

Completed Learning Service Hours:	_____	_____
	Hours	Agency

Exploring Colleges

I was able to visit the following college(s) over the summer: _____

List College & Date Visited

I plan to attend college away from home:

_____ _____

Yes No

I have sent away for information on colleges:

_____ _____

Yes No

My parents started a College Savings Plan:

_____ _____

Yes No

Exploring Your Future Career

Part A

Fill in the blanks for the following questions to help you with areas of interest.

My favorite subject in school is _____.

I want to be a _____ when I finish school.

I am interested in _____.

I am talented in the following areas _____.

My hobbies are _____.

Part B

Use your favorite subject to come up with a career in that subject area. Use the example below to help you. This is a great activity to get input from your parents, friends, and family members.

Example: My favorite subject is **Math**.

Career options for me could be: An Accountant, Teacher, or Engineer.

My favorite subject is _____.

Career options for me are _____.

Part C

Use the career that you have chosen in **Part B** to locate someone who is currently working in that field. Ask that person some of the following questions. You may also come up with your own questions. This will give you an indication of what steps you may need to take to embark on a similar career.

Sample Questions:

What type of college did you attend (2-year or 4-year or technical school)? _____

What was your best subject in school? _____

What did you study in college? _____

Is your career based on what you like doing? _____

Was it difficult to find a job in your career? _____

Assignment Completed: _____

Date

PART II:

Parental Guide to Financial Planning

Part II: PARENTAL GUIDE TO FINANCIAL PLANNING

This section of the handbook provides parents with ways in which to begin the financial planning process for their future college bound student. If you are a parent and have not begun the process of saving for your child's education, it is not too late. The cost of college can be expensive even with scholarships, financial aid and loans. Parents are expected to contribute some financial support to their child's education. But remember that the cost of obtaining a college education is worth it!

College Savings Plans: Helps parents save in a safe and secure savings plan that accrues interest while saving for tuition, fees and cost. There are several different programs available. The following are three local programs that are available.

DC College Savings Plan

- Can be used at accredited colleges and universities in the U.S.
- Accepted at most private colleges and universities
- Substantial DC and Federal tax benefits
- A variety of investment options

For More Information:

DC College Savings Plan
www.dccollegesavings.com
P.O. Box 11466
Washington, DC 20008
1-800-987-4859

Maryland Prepaid College Trust

- Allows options to prepay college tuition at a wide variety of colleges in Maryland
- Offers affordable payment options
- Can be used at nearly all-private and out-of-state colleges throughout the U.S.
- Substantial State and Federal tax incentives
- Variety of tuition plans and payment options
- Easy eligibility

For More Information:

Maryland Prepaid College Trust
CollegeSavingsMD.org
217 East Redwood Street, Suite 1350
Baltimore, MD 21202
1-888-4MD-GRAD (463-4723)

Virginia 529 prePAID College Savings Plan

- Allows options to prepay college tuition at colleges in Virginia
- Benefits can be used at public and private colleges throughout the U.S.
- Flexible payments
- Child or purchaser must be a resident of Virginia

For More Information:

www.virginia529.com

WHAT IS FINANCIAL AID?

As a parent, you will need to become familiar with a few terms that you will hear as the time approaches for your child to enter college. We believe that it is of utmost importance that parents and students are familiar with certain terminology when it comes to financial planning.

Financial aid is money that is allotted by federal, state, or local governments as well as institutional aid based on the individual's need. A federal financial aid form must be completed called the **Free Application for Federal Student Aid (FAFSA)**. This will determine the amount of need in the form of a Pell Grant as well as matching aid from the college or other institutions. A report will be provided to you called the **Student Aid Report (SAR)** with information you will need to submit to the college financial aid office or other scholarship programs upon request. For more information on federal financial aid visit their website at www.fafsa.ed.gov.

Another important aid that is available to students in the District of Columbia is called the **District of Columbia Tuition Assistance Grant (DCTAG)**. This provides the difference between in-state and out-of-state tuition for students who attend state schools outside of the District of Columbia. A District of Columbia resident is eligible for up to \$10,000.00 per year. It also allows \$2,500.00 for private historically black colleges and universities nationwide, private colleges in the Washington D.C. metropolitan area, and two-year public colleges outside Washington, DC. You may contact the agency by visiting their website at www.osse.dc.gov or call 202-727-2824.

DC-CAP Last Dollar Award

DC-CAP offers all District of Columbia Public high school students the opportunity to receive up to \$2,070.00 each year for up to 5 years after high school graduation, based on financial need. Students must be enrolled in school full-time and maintain a 2.0 grade point average.

We have introduced you to terms that you will probably hear before your child becomes a senior in high school, at which time you need to complete and apply for all of the above assistance. There is more information available on our website at www.dccap.org if you would like to become more familiar with other types of financial services. We will offer more information in our follow-up handbooks for Sophomores, Juniors, and Seniors as it becomes more important.



Please sign and return to the DC-CAP Advisor in your school.

Parent Agreement for Sophomore Handbook

I (print parent/guardian's name): _____ have read, reviewed and completed the activity worksheet on 10th Grade Completion Checklist with my child _____.

I will continue to provide support and encouragement in the area of college planning to my son or daughter throughout his or her high school attendance.

I will participate and encourage my son or daughter to participate in DC-CAP activities to ensure a successful transition to college.

I will obtain the Junior Handbook at the beginning of the school year from my DC-CAP advisor.

Parent/Guardian Name: _____ Date: _____

Child/Student's Name: _____

High School: _____

Parent Signature: _____ Child Signature: _____

Address: _____

Home Phone: _____ Work Phone: _____

Email: _____ Fax: _____