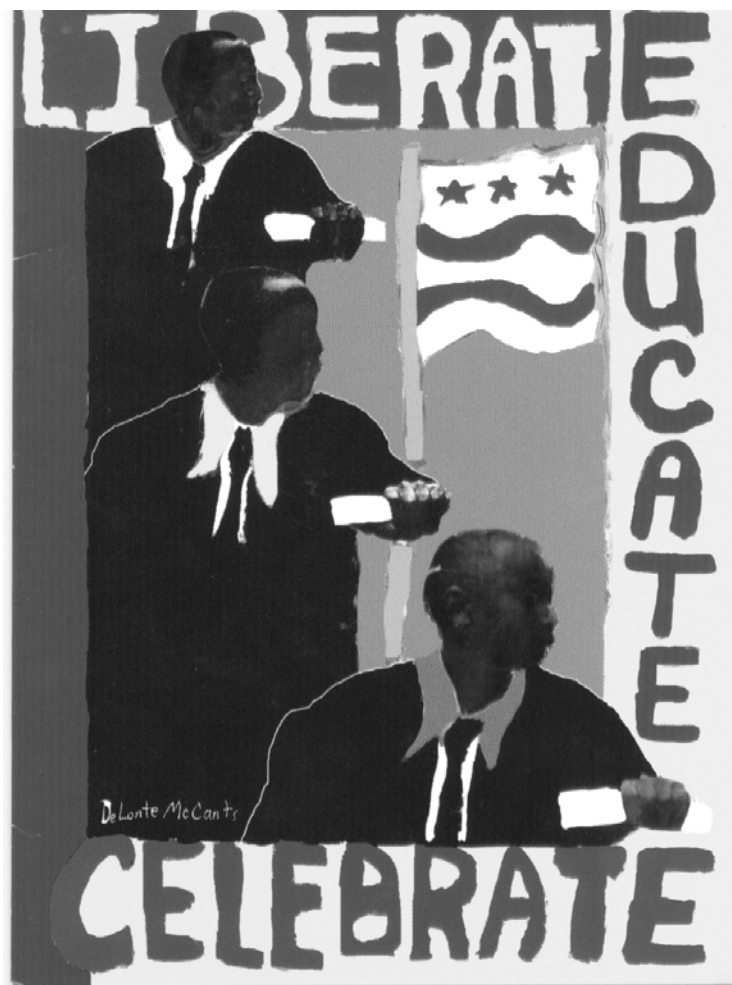




JUNIOR GUIDE **to** ***Successful College Planning***



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Class of 2002*

JUNIOR GUIDE TO SUCCESSFUL COLLEGE PLANNING

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INTRODUCTION

Welcome to *DC-CAP Junior Guide to Successful College Planning*. The purpose of this guide is to assist students in the District of Columbia Public and Public Charter High School who are in their **Junior Year** of high school. We hope that this handbook will be useful to you and your parents as you continue 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 junior year. 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 companies and foundations dedicated to encouraging 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, works 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 high schools. DC-CAP advisors work in collaboration with DCPS and charter school guidance and college counselors. Most advisors are assigned full-time to each school. To locate your DC-CAP advisor, contact your guidance counselor or principal. If you have not registered with DC-CAP services you can still do so. 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 Center (CIRC), you will also find books and resources to help you begin to plan for college. DC-CAP advisor provides services such as information on colleges, scholarships, college visits, college tours, financial aid, parent workshops, PSAT/SAT/ACT 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 for college!**

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 2.0 GPA during High School
Graduate from High School
Enroll in College/University or Technical School

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 DCPS and charter high 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: 202-737-4150 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

Unit I:

Junior Year

Section I: SCHOOL ATTENDANCE & PUNCTUALITY

It is more important than ever that this year you make a habit of attending school on a regular basis. When you miss school, you miss important information. Many classes, such as Math and Spanish, build upon previously learned information. If that information is missed you may have a very difficult time trying to catch up.

Punctuality is also extremely important. School begins at the same time everyday; therefore when you are late you're not only missing information but you may be disruptive to your classmates and the teacher's lesson. Being absent and late can cause you to miss valuable information and deadlines pertaining to college. Your DC-CAP advisor and guidance counselors will make announcements on a regular basis regarding SAT/ACT registration, college fairs, college tours, etc. If you miss the deadlines to register for these events, you will not be able to participate. This will delay the college selection/acceptance process.

Section II: SELECTING HIGH SCHOOL COURSES FOR COLLEGE

Take the time now to familiarize yourself with DCPS graduation requirements. Each student is required to take specific classes in order to graduate. If you are unsure what classes you need, consult the DCPS form "Letter of Understanding" or public charter school requirements. These forms are available from your guidance counselor and will specify how many Carnegie Units and what classes you still need to graduate.

In addition to course selections, keep in mind that this is the year to receive the best grades possible. When you begin to apply to colleges in the beginning of your senior year, you will not have any current grades for colleges' to review. Therefore, you need to use the 11th grade as a time to prove how well you can do. It is also important that your grades this year are better than the last. Admissions departments look at increasing grades as a sign that you will continue to improve in college. Decreasing grades are sometimes looked upon as a sign that you are more likely not to do well your freshman year of college.

College Preparatory Courses for Junior Year

1st & 2nd Semester Classes

English III

Algebra II

Lab Science

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

U.S. History

Two Electives (AP Courses are strongly suggested)

This should go along with your regular school high 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.

MINIMUM COLLEGE PREPATORY 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 PREPATORY 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 PREPATORY 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 PREPATORY 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.**

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.

SECTION III: UNDERSTANDING YOUR GPA

Your **Grade Point Average (GPA)** begins to become an important factor in your academic record as you begin 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. Since your freshman year of high school, you have received grades from each class you have taken, which has been cumulated on your high school transcript. Your transcript is a record that includes all the grades you received in your classes since the 9th 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. If you have not reviewed your transcript, take some time to do so with your school counselor.

DC Public High School Scale

A=4.0 or above

B=3.0-3.99

C=2.0-2.99

D=1.0-1.99

F=0.0-.99

Generally, when students are enrolled in **Honors and AP courses their GPA will go beyond 4.0**. 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 teachers, counselors and parents when you are having difficulty in a class. Often there are resources such as tutoring programs and extra credit work that will help to improve your grades.

Section IV: STANDARDIZED TEST

As you begin your venture into college planning, you will need to prepare for standardized testing. **Standardized Tests** are exams that are given to measure your skills and knowledge of various subject areas. Taking standardized tests can begin in your freshman year. Many colleges and universities require that you take these tests as a part of their acceptance procedures. Other standardized tests are given as a part of your high school requirements. Remember, 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. This year will take one or more standardized test as a part of your college bound requirements. You should obtain study guides as well as take test prep courses, when they are offered.

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 student 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.

AP EXAM: Advance Placement Exam. This test is taken after the completion of specific advanced placement courses. Students have the opportunity to earn college credits if they receive passing scores.

Section V: ACTIVITIES FOR A COLLEGE BOUND JUNIORS

Now, that you know what you have to do as far as academics, let's talk about the other things that colleges look at and consider important factors for future students who plan to attend their college. Many colleges want to see a student involved in clubs, and extracurricular activities that may include sports and/or volunteer work.

Extracurricular Activities: As a junior, you should have already begun to participate in extracurricular activities that you enjoy, which are of interest to you. 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 like to join. 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 do per year. You can earn volunteer hours in a variety of settings that include local businesses in your neighborhood, recreation centers, churches, hospitals, libraries, and day care centers. If at all possible, you should seek volunteer work that may lead to a career interest for you. This will help you in deciding your major in college as well as 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 for anyone who has the athletic ability to participate in one. Your school has several teams that may be of interest to you. Try-outs give you an opportunity to be able to make it on a team. Playing a sport teaches discipline and teamwork. If you excel at the sport you become involved with, this can also lead to eventual scholarship dollars. Most colleges offer the popular sports that high school offer, therefore, your particular sport can continue in college. Remember, that sports such as hockey, golf, softball, and rugby also offer college scholarships. Your junior year still gives you time to try out for a team.

Summer Enrichment: During the summer months you can participate in programs that will help you to 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 Computer, Sports, Art, Drama, Science 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.

Internships/Employment: Maintaining employment and obtaining internships are important factors for getting into college. Often students have worked to earn money to help with expenses. Employment is a valuable activity that can be used for college admission. If you need help with finding employment, your school guidance counselor or school employment office will have a listing of suitable vacancies.

Every activity that you have participated in since the 9th grade can be documented on an academic resume that can be used to apply to colleges, scholarships and internship programs.

Section VI: TIME MANAGEMENT & STUDY SKILLS

Time Management: Time management is the ability to manage your time effectively. As you begin your journey to successful college planning, time becomes one of your most valued assets. You are going to be expected to fit many things in your schedule on a daily basis. Using your time effectively will help make all 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. Be careful to have enough time to rest and spend with family and friends. It is important to have a balanced life. Talk to your parents about the good time management tools that they use. Purchase a planner or use the *attached Time Management Worksheet (Appendix 1)* to get started on 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 the 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 in school; 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 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 is very helpful when you are reviewing for tests or quizzes. Remember talk to your teachers if you are unclear about what you should be studying.

Section VII: CAREER CHOICES/SETTING GOALS

The best career choices are usually based on your interests and/or your talents. Your choice of career will also help you to select the college or university that you will attend. Take time now to think about and research careers. In your handbook, you will find an *Exploring Your Career Worksheet (Appendix 2)*, use this tool and others to help you define your interest. Utilize your DC-CAP office and school counselor to assist you in your search.

Section VIII: SAVING MONEY

Your senior year will be very expensive with the cost of the applying to college, senior class dues, college deposits and purchasing college supplies. During your junior year, you should begin to save money for these expenses. If you start saving during your junior year, you will have a head start on your journey towards college.

Unit II:

College Selection

Section 1: TYPES OF COLLEGES

There are many degree-granting institutions in the United States that offer four-year bachelor degrees. Most of the remaining colleges offer associate degrees (two years). A few, mainly medical and law schools, give only advanced degree. Most often these schools fall into three categories:

Liberal Arts Colleges: Offer degree programs that combine a broad 4-year education. These are usually private institutions.

Specialized Colleges: Offer degree programs that focus more on preparation for specific career and less on liberal arts education.

Universities: Institutions that include a liberal arts college and several other specialized colleges in one school. The individual college may have its own set of entrance requirements. These schools offer bachelor's degrees and graduate programs leading to master and doctorate degrees.

4-year vs. 2-year:

Four-year colleges offer Bachelor's, Master's and possibly Doctoral degrees. Undergraduate admission decisions are based on completion of high school/GED, cumulative GPA, SAT/ACT scores, college essays and teacher recommendations. When applying to a four-year college, it is important that you pay close attention to application deadlines.

Two-year colleges offer Associate degrees and Certificate Programs. Most two-year colleges are more commonly known as community college, junior college or technical school. At community colleges, you can obtain an associates degree/certificate and go straight to work or you can prepare yourself to transfer to four-year college to complete your bachelor's degree. Generally, two-year colleges have an "open-door" admissions policy. This means that high school graduates can enroll as long as space is available.

Public vs. Private

About a third of four-year colleges are public. This means they are subsidized financially by the state in which they reside. They are better known as "State Schools". Private schools depend on tuition and fund-raising campaigns for their money. Generally, private schools cost more than public schools. However, private colleges usually have more financial aid dollars available than state-supported schools.

HBCU vs. PWI

Historical Black Colleges and Universities (HBCU) are typically four year universities that when founded were set up to give African Americans an institution of higher learning. Most HBCU's are found in the southern region of the United States and are both private and public. Today HBCU's are open to all races but are still typically attended by a majority of African Americans students.

Predominantly White Institutions (PWI) are typically all other four-year colleges and universities in the United States. They were not specifically structured for one race but the majority of students in attendance are white Americans. These schools are both public and private and offer various degree programs.

When applying to four-year colleges each college has its own admissions policy in which they identify the type of student they accept.

Highly Selective – Top 10% of class, very strong academic record and above average SAT/ACT scores.

Traditional – Top 50% of class, good academic record and average test scores.

Liberal – Many accepted from the lower half of class with average to low tests scores.

Open – All accepted to limit of capacity, most often without test scores.

Section 2: ADMISSIONS PROCESS

During your junior year, you should begin to put together a portfolio. A portfolio will make the college/scholarship application process a lot easier. The following items should be included in your portfolio as well as items from previous handbooks.

Application: To obtain applications you must attend college fairs, search the Internet and request mailing information from the specific college of your interest. Applications may also be available in the DC-CAP office, counseling and some public libraries.

Essay: You can begin to write your college essay during this year. Most colleges are interested in knowing something about you that you think is important for the admissions department to know. Writing an autobiographical essay is one way to get started. Most colleges are also interested in the reason that you are interested in their college. Come up with a list of reasons why you wish to attend that college or university. *(See Sample Admissions Essay Appendix 3)*

SAT/ACT: Most four year colleges require standardized test scores. The earlier you begin to take the test the better chance you have at achieving a competitive score. See your DC-CAP advisor or your school guidance counselor to find out the testing dates for the current school year.

Grade Point Average (GPA): Your grade point average is the top requirement for getting into the school of your choice. Earlier your handbook mentioned that all of the grades that you have achieved since 9th grade are on your transcript. Your transcript is sent to the colleges in which you apply to give the admissions counselor a record of your high school history.

Recommendations: This is the year to identify teachers, school staff, coaches, and employment supervisors and volunteer coordinators that will have positive comments about you and the type of student and worker that you are. Most colleges ask for at least two recommendations. Recommendations are also needed for scholarship applications.

Resume: All of your awards and activities should be documented in the form of a resume. This allows you to have a quick reference to all of the programs that you have participated in. Activities and awards are a very important part of the application process. *(See Sample Academic Resume Appendix 4)*

Section 3: CHOOSING THE RIGHT COLLEGE

When choosing a college there are some factors that you should use to determine the perfect fit. In the back of your manual you will find a College Comparison Worksheet (*Appendix 5*) to assist you with narrowing down your college choice.

Location: Location is a major factor that distinguishes one school from another. When deciding on a college, the student must determine if they want to be close to their home, several hours away, or very far from DC. If you would like to live at home and commute to school it is important to choose a school in the metro area. If you would like to experience college life by being away from home but still have the opportunity to come home on weekends or twice a month. You should choose a school that is a couple of hours away. You may only be interested in coming home on breaks; if this is the case then you can choose any school in the country that fits the rest of your criteria. When factoring distance from home, it's wise to consider the transportation cost. Most college dorms are closed during extended breaks and holidays. When choosing location think about the type of environment you prefer such as a city, a rural, warm or cold environment.

Selectivity: Another distinguishing factor between colleges and universities is the percentage of students they admit, or selectivity. A college will select based on the grade point average from the ninth to eleventh grades, the difficulty of the courses the student elected to take, class rank, essay, letters of recommendation, SAT I, SAT II and/or ACT scores. A school has four levels of admissions selectivity: highly selective, traditional, liberal and open. The school's individual acceptance rate may help you determine at which college or university you may best qualify for admission.

Academics and Resources: Each College will have their own standards for graduation. However, some colleges may have classroom standards that are more adaptable to your study habits and skills. A large university with 35,000 students is likely to have courses with 300 or more students in each class. This will make asking specific questions and speaking one on one with the professor very difficult. If you choose this type of learning atmosphere, it is important that you are the type of student who can pick up information easily and are able to grasp concepts on your own without the help of the teacher. At these large universities, students who are working on their master's degree will teach some of your classes. This may discourage some students who would like to be taught by a professional vs. student- teacher.

At smaller colleges, the classes will be more intimate with opportunities for group discussion and personal attention from the professor. If you are the type of student who likes to discuss concepts in a group and want to ask questions as they arise in class, the smaller class setting is most likely the ideal situation for you.

Your career choice and major will be other factors to consider when selecting the college you attend. First, the college must have your major. Next, you will want to speak to the admissions department and possibly some professors or students in the department, to determine the requirements for that program. Some colleges offer special learning opportunities, such as field trips and guest speakers, which are geared toward your career. There is a good chance that the program will prepare you for the future. It is also good to find out what internships are available to students. It is important to find a college that has many opportunities to help with the transition from college to employment.

Campus Life: There are many ways that college campuses differ. A college or university can have as few as 150 to as many as 40,000 students. The education received at both will be comparable, but a smaller college will have more opportunity for individual attention. However, the larger school, most likely, will have more resources available such as computers, a larger library, more school organizations, study abroad programs, research and employment opportunities. When comparing colleges diversity should be considered an important factor, for example at an HBCU the possibility that majority of the population is African American is very high. On the other hand, if you attend a large, public college, the student population will be more diverse to include foreign students and other minorities. Diversity should definitely be considered when deciding the environment that will be comfortable for you.

In college, it is important to have social outlets that pique your interest. Considering the type of social and extracurricular activities a school offers is very important. Not all schools offer fraternities and sororities, school newspapers, marching bands, and athletics. So it is of importance that you research what organizations and activities will be available at the campus of your choice.

Cost: The most obvious factor when choosing a college is cost of attendance. College can be very expensive but if you plan properly college can be attainable and affordable. Please see the Understanding Financial Aid Unit to find out more information on how to pay for college. When considering cost, you must consider if the school is private or public. At a private college, the tuition is the same for every student regardless of where they are from. At a public college there are different costs of attendance based on your state residency. **However, as a result of the DC Tuition Assistance Grant Program (DC TAG), you as a resident of the District of Columbia can attend any public school in the continental US at the “In-State” Tuition Rate. This rate is much lower than what is charged to students that are from a different state. The Tuition Assistance Grant can be used at all Public Institutions for up \$10,000 per year (based on the difference between in-state and out-of-state tuition). You will be eligible for up to \$2,500 per year at Private Historically Black Colleges and Universities as well as your local Private Colleges in DC.**

Unit III:

Understanding Financial Aid

Section 1: 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 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: Help 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. Here are a few 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

Section 2: 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.

Section III: Scholarships

The scholarship search can be a very lengthy process if you have not prepared yourself. Scholarships come from many different private and public organizations, locally and nationally. There is also the possibility that you may receive scholarships from individual universities for academics, sports, choir, band, ROTC and other activities that you may participate in. DC-CAP produces a scholarship handbook each year, which is available in the DC-CAP office or your counselor's office at your school. Below you will find some more information regarding specific types of scholarships:

Academic: These scholarships are issued by a specific school or organization based on your cumulative GPA, class rank and SAT/ACT Score. Academic scholarships are not always easy to obtain but they can be very beneficial in the financial aid process. Students who receive an academic scholarship, while attending that college must maintain a certain GPA, which is often above a 3.0. To apply for an academic scholarship, a supplemental application is often required in addition to your admissions application. Please see the college or organization guidelines for more information on the scholarship application process. (*See Sample Scholarship Essay, Appendix 6*)

Athletic: To be eligible for an athletic scholarship, a student first must become eligible by the NCAA guidelines and regulations. Athletic scholarships can only be awarded to those students attending Division I and II athletic programs. Any student wishing to be considered for eligibility to play sports in college and receive financial assistance should begin at the end of their junior by completing the NCAA Clearinghouse application. To be certified by the Clearinghouse, a potential athlete must:

1. Graduate from high school or earn a GED.
2. Earn a GPA of at least 2.0 on a 4.0 scale in a core curriculum of at least 13 academic courses. The courses have to be successfully completed during grades 9 through 12.
3. Effective Fall 2003, the SAT and ACT score requirements have changed, please refer to the NCAA Clearinghouse website (www.ncaaclearinghouse.org) for up to date information.

Students must take specific courses in order to meet NCAA eligibility requirements. These include a certain number of college preparatory English, Science, Social Science, and Math courses with at least one year of Algebra and one year of Geometry. To obtain an NCAA Clearinghouse application, please see your DC-CAP advisor, guidance counselor or school athletic director.

Performance Arts: If you are involved in the arts and want to obtain a scholarship you must provide the school with a sample of your talent. For example, if you would like to receive a band scholarship, it is required that you audition for the Band Director. To receive a dance scholarship, you must audition for the program. Auditioning is a process that goes with performance and other arts. You must have some type of portfolio, audition tape, or other form of documentation that displays your talent.

Private Scholarships: Scholarships from private organizations provide an additional source of funding for students. Private scholarships are not a part of the financial aid system, as we generally define it, but are sponsored by a wide variety of foundations, corporations, clubs, civic groups, churches and others. Amounts and application procedures vary. As a resident of DC and a public school student, there are many local opportunities to find private scholarships. During your senior year, be aware that local scholarship listings will be available sometime in January of every school year. Please see your DC-CAP advisor or guidance counselor for further information.

CONCLUSION

If you work with this manual, it should help you complete your junior year of college preparation successfully and get you ready for your senior year. At this time the preparation process can be overwhelming but it is worth it in the end. If you continue to prepare yourself as early as possible, your senior year will be a piece of cake. Please look through the Appendix of this manual to find additional information on the junior time line and resources for college bound students.

Appendix

A-1	Time Management
A-2	Exploring Your Future Career
A-3	Sample College Admissions Essay
A-4	Sample Academic Resume
A-5	College Comparison Worksheet
A-6	Sample Scholarship Essay
A-7	Writing Your Admissions Essay
A-8	Activity Worksheet
A-9	Junior Timeline
A-10	Resources for College Bound Students

Appendix 1

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							

Appendix 2

Exploring Your Future Career

Part A

Fill in the blanks for the following questions to help you explore your interest.

My favorite subject in school: _____

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 careers that match that subject area. Use the example below to help you. This is a great activity to include your parents, friends and family members.

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

Career options for me could be: **An Accountant, Math Teacher, or and Engineer**

My favorite subject is: _____

Career options for me are: _____

Part C

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

Sample Questions

What type of college did you go to (2-yr, 4-yr or technical)? _____

What was your best subject in school? _____

What subject did you study in college? _____

What is the highest degree that you have and what is the highest degree in this field of work?

Is your career based on what you like to do?

Was it difficult to find a job in your career?

Assignment Completed: _____

Date

Appendix 3

Sample College Admissions Essay

The smell was terrible. The people looked mean and rude. The building felt like a prison. All morning I fought my mother about going, but she insisted it would be a good experience. I, of course, did not want to hear that; all I wanted was to go outside and hang out with my friends. However, I was forced to spend my spring break doing community service at a nursing home, or what I call a jail for old people.

As I stepped into the home all I could think about was the horrible stories I had heard about nursing homes, that patients are kept in their rooms and only fed once a day and how the nurse would tie up the residents and tease them. Believing I would actually see this behavior I began to get upset and my stomach became ill. As I signed in and met with my supervisor, an elderly woman herself, she began to show me the facilities. Going down the long hallway all types of thoughts were running through my mind, I was scared of what I would become a part of, a place that tortured the helpless. After a long walk down the hallway we approached a door, I took a deep breath and my supervisor opened it. To my surprise nothing was how I thought it would be, everything was clean and the patients seemed very happy.

My first assignment was with a ninety-nine year old man that had just recently lost the ability to walk. While I worked with him he shared his life experiences with me and inquired a lot about what things I had experienced. In one week I played bingo, went bowling, watched movies, and ate all types of delicious food with the resident. I never would have suspected that living in a nursing home could be fun. The residents were like family. When my week of service ended, I considered the nursing home to a camp for the elderly. All of my preconceived notions had been false and I learned that you couldn't make judgments on something you know nothing about.

Appendix 4

Sample Academic Resume

College Student

1234 5th Street, NW #102

Washington, DC 20005

202-555-1234

collegestudent@hotmail.com

Education:

DC Senior High School

123 10th Street, NW

Washington, DC 20020

Date of Graduation: 6/03

Cumulative GPA: 3.223

Extracurricular Activities

JV Track & Field (9,10)

JV Softball (9,10)

Varsity Track & Field (11,12)

Varsity Softball (11)

Student Government (9,10,11,12)

Photography Club (10,11)

Community, Church, Volunteer Activities

Mt. Calvary Youth Group (9,10,11,12)

Boys & Girls Club Track & Field (9,10,11,12)

High School Tutoring Program (9,10,11,12)

Leadership Positions/Offices Held

Class President (12)

Student Government Vice President (11)

Captain Varsity Track & Field (11, 12)

Honors/Awards Received

Honor Roll (9,10,11,12)

National Honor Society (11,12)

Perfect Attendance (9,10,11,12)

Varsity Letter Track & Field, Softball (11)

All-City Track & Field (11,12)

Work History

CVS (Drugstore)

May 1999 – present

Cashier, stock inventory

Current Courses

AP English IV

Physics

Pre-Calculus

US History

Internship – US Department of Treasury

Appendix 5

College Comparison Worksheet

COLLEGE NAME			
LOCATION * Distance from home			
SIZE * Enrollment * Physical size of campus			
ENVIROMENT * Type of school (2 or 4 yr) * School setting (rural/urban) * Location/size of nearest city * Co-ed, male, female * Religious affiliation			
ADMISSIONS REQUIREMENTS * Deadline * Tests require * Average test score, GPA * Special requirements			
ACADEMICS * Majors offered * Accreditation * Student/Faculty Ratio * Typical class size			
COLLEGE EXPENSES * Tuition, room and board * Estimated total budget * Application fee/deposit			
FINANCIAL AID * Deadline * Required forms * % receiving aid * scholarships			
HOUSING * Residence hall requirement * Availability * Types and sizes * Meal plan			
FACILITIES * Academic * Recreational * Other			
ACTIVITIES * Clubs, organizations * Greek Life * Athletics, intramurals * Other			
CAMPUS VISITS * When * Special opportunities			

Appendix 6

Sample Scholarship Essay

“It doesn’t matter if you win or lose; all that matters is how you play the game” stated Vincent Lombardi. Previously, I thought that statement was nonsense. Playing football for my high school, however, taught me more important qualities.

First, I learned that taking pride in your team is harder when you are losing. Having never been a loser, I used to laugh at that. This all changed my junior year and my first year of football. I started at outside linebacker, I was basically learning on the job. That year our record was 2-7. I had never lost more than one game in a season, now I had lost seven. That year I learned pride and humility because I had to face the toughest critics in the world, the students of my high school. I had to listen to them voice their disrespectful views of the football team, when the season before I was one of the critics.

During my second year, I learned patience. I had to realize that change doesn’t come in a day. This year we prepared to silence the critics, but we lost the first two games. I thought my nightmare wouldn’t end but as the year progressed, I had to use my patience. As a Captain on the team I had to recall how the previous Captain had been patient with me and reflect that to the younger players. This lesson proved to payoff because I was able to teach my replacement and we improved our record to 6-3 and made it to the playoffs.

These experiences taught me that it’s not if you win or lose, but what you learn from losing and winning that makes a difference. Don’t get me wrong I still love to win, but this attitude and the lessons that I have learned is what will make me a success in life. If given the opportunity I know that I can achieve, with your financial assistance I will take this winning attitude to college and everything I do in life.

Appendix 7

Writing Your Admissions Essay

Purpose of Essay

1. To give the admissions officer the opportunity to evaluate your communication skills and your ability to express thoughts in a written form.
2. To allow the admissions officer to learn more about you as a person and more about your specific situation aside from grades and test scores.

Choosing a Topic

The choice of a topic is usually not an issue since most school/scholarship applications provide you with a topic or several to choose from. Other applications may simply, give you broad general topics in order to give you the freedom to write about your interests or concerns. In this event you inform the college or scholarship committee of something about you that can't be found on your application or within your recommendations. Regardless of the topic here are a few general hints about the most effective way to approach a topic:

1. Narrow your topic and try to be as specific and illustrative as possible.
2. The easiest topic is to write about you. No one knows you better than you. One important purpose of the essay is self-revelation; it is no place to be shy or modest, although you should not exaggerate.
3. Do not be afraid to write about something you think is a little different. A unique topic or approach is often refreshing to admissions officers who have been reading essays all day. Furthermore, an unusual or off-beat essay is an excellent way to show creativity.

Preparing to Write

1. After you have chosen your topic, spend time organizing your thoughts.
2. Develop a framework or outline for your essay, so it will have a smooth and logical progression from one idea or incident to the next.
3. Consider your purpose in writing, what you want to convey, and what you think is appropriate for a topic.
4. Decide on a style that is comfortable for you, not one that you think the committee will prefer.
5. Remember that organizing your thoughts and deciding on a framework does not mean you must be overly rigid at the start; leave room for flexibility and creativity as you actually begin writing.

Writing the Essay

1. You do not have to get it right the first time!
2. Write the first draft with the main focus on content – communicating your thoughts.
3. Set it aside for a day or two, reread with fresh perspective, and make necessary changes.
4. At this point you should consider matters of organization, style, grammar, spelling and tone.
5. Once you have rewritten your first draft try it out on your family, friends, English teacher, DC CAP advisor, or guidance counselor. The final words are yours; use the suggestions of others to help with technical or other improvements.

Do's

- Do think “simplicity”; write about a topic you know about.
- Do reveal yourself in your writing.
- Do show rather than tell. Give examples and illustrations of your topic. Help bring it to life.
- Do write in your own “voice” and style.

Don'ts

- Don't write about what you think others want to read.
- Don't exaggerate or write to impress.
- Don't use a flowery, inflated or pretentious style.
- Don't neglect the technical part of an essay (grammar, spelling, sentence structure)
- Don't rely on spell/grammar check on your computer to correct your essay.
- Don't ramble – say what you have to say and conclude.

Your college essay, along with your high school record, test scores and extracurricular activities, will provide the college with a foundation in which an admissions decision can be made. A thoughtful, well-written essay can effect, in a positive way, that final decision. Keep this in mind and take full advantage of the opportunity that the college essay affords you.

Appendix 8

Activity Worksheet

Complete the activity checklist below at the end of your junior year. This will give you a good indication of the areas you have made accomplishments during the past year. Give a copy of this completed checklist to your DC CAP advisor when you return to school for senior year.

Junior Checklist

Final Grade Point Average: _____

Cumulative Grade Point Average: _____

Courses Completed:

Registered with DC CAP: YES _____ NO _____ **Date:** _____

PSAT Taken: YES _____ NO _____ **Date:** _____

Scores **Math:** _____ **Verbal:** _____

STANFORD-9 YES _____ NO _____ **Date:** _____

Scores **Math:** _____ **Reading:** _____ **Vocabulary:** _____

SAT/ACT YES _____ NO _____

Dates/Scores:

Sports:

Extracurricular Activities/Clubs:

Summer Enrichment:

Completed Community Services Hours: _____

Agency:

Summer Employment:

Did you save any money? YES _____ NO _____

Did you visit any colleges? YES _____ NO _____

Colleges:

Did you send away for applications? YES _____ NO _____

Appendix 9

JUNIOR TIMELINE

Summer

- 1 Gather information on possible career options
- 2 Identify types and characteristics of postsecondary education programs
- 3 Complete a least one college search activity to generate a list of at least 10-20 possible school choices
- 4 Identify general criteria for admissions and develop a plan to meet those criteria
- 5 Begin to develop a personal timeline (includes dates for tests, application deadlines, financial aid application deadlines, etc...)
- 6 Talk with parents/guardians about your college plans

Fall

- 1 Register with DC CAP
- 2 Register for the PSAT
- 3 Contact colleges to request view books, catalogs and other materials
- 4 Plan to attend at least two college fairs and two opens houses at local campuses
- 5 Refine your college search and explore additional options based on person research
- 6 Utilize the internet resources to find additional information about colleges and programs
- 7 Sign up for Extracurricular Activities
- 8 Visit DC CAP office on a regular basis

Spring

- 1 Take SAT/ACT
- 2 Review college publications and materials and begin to refine pool of selected schools
- 3 Review specific admissions criteria
- 4 Research summer internships and enrichment activities and apply
- 5 Begin researching private scholarship resources; identify specific criteria
- 6 Plan to visit a college; find out about college tours
- 7 Meet with counselor and DC CAP advisor to review academic and non-academic achievements and to discuss possible college choices
- 8 Meet with counselor to set up course schedule for next year
- 9 Attend additional college fairs and workshops

Appendix 10

Resources for College Bound Students

Internet

www.collegeinfo.org
www.collegeboard.com
www.embark.com
www.sciencewise.com
www.gmsp.org
www.scholarship.com
www.finaid.com
www.angelfire.com
www.hispanicscholarships.com
www.apsanet.com
www.fastweb.com
www.scholarship-ar-us.org
www.hoopsdreams.org
www.RonBrown.org
www.uncf.org/programs
www.jackierobinson.org
www.tmsf.org
www.fafse.ed.gov
www.tuitiongrant.washingtondc.gov
www.seo.dc.gov
www.princetonreview.com
www.act.org
www.ncaa.org
www.coca-colascholarship.org

Other Resources:

Peterson's Guide to Four-Year Colleges
Peterson's Guide to Two-Year Colleges
The College Board College Cost & Financial Aid Handbook
The College Board Scholarship Handbook
The College Board Index of Majors and Degrees
Peterson's Guide to Scholarships, Grants and Prizes
Cassidy – The Scholarship Handbook
The Career Handbook
Princeton Review SAT Study Guide
Arco ACT Study Handbook



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

Parent Agreement for Junior Handbook

I (print parent/guardian's name): _____ have read, reviewed and completed the activity worksheet on 11th 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 Senior 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: _____

Student Signature: _____

Address: _____

Home Phone: _____ Work Phone: _____

Email: _____ Fax: _____