

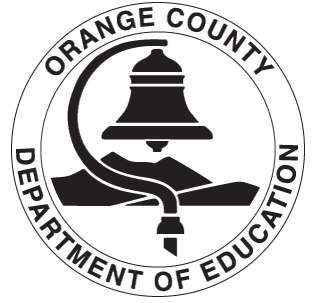


Family Involvement Network + Prevention Coordinators' Meeting

9:00 a.m. – 12:00 p.m.

February 14, 2014

Building D, 1004-5-6



Agenda

- **Getting to Know You...**
- **Setting the Context:** OCDE's Strategic Plan and College and Career Readiness
- **Technology for Families:** Virtual College Tours
- **A few things to know about Preparing for College:** tips from an AVID coordinator
- **Family Conversations:** Ways to talk to kids about college choices and costs
- **Community Resources:**
 - Clinic in the Park
- **College Awareness:** Helping students and their families learn about college. A high school counselor's perspective
- **Meeting Evaluation**

***Next FIN + Prevention Coordinators' Meeting:
Friday, April 4th, 2014 from 9:00 a.m. – 12:00 p.m.***

Individuals with disabilities in need of auxiliary aides and services may request assistance by contacting
Cindy Salisbury (714) 966-4452, or emailing csalisbury@ocde.us

The Orange County Department of Education Office of Continuous Improvement and Intervention may take photographs of participants at the event. These photographs will be used to document the event, promote events in written materials, post on the Orange County Department of Education website and on the World Wide Web, and on the digital frame in the entry to the Orange County Department of Education offices.


Family Involvement Network +
Prevention Coordinators' Meeting



Source: http://farm7.staticflickr.com/6143/5974518203_bc1da01730_o.jpg

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Photography



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What is OCDE doing about College and Career Readiness?



**STRATEGIC PLAN
2014-2019**

<http://ocde.us/strategicplan/pages/default.aspx>

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Virtual College Tours

- How can parents make the most of a virtual tour of college campuses?
- Denise Harshman, OCDE Coordinator, Secondary School Support

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Preparing for College

- What are some things to know about Preparing for College?
- Tips from an AVID coordinator
- Denise Harshman, OCDE Coordinator, Secondary School Support

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Family Conversations

- Talking to kids about college choices and co\$ts

There is no doubt that parents have a tremendous influence on their children's

... **College costs can be high** ...

So, when do we really start talking about college?

... **College costs can be high** ...


Ideas for starting the conversation:

- Ask if your child is planning to go to college and how they plan to pay for it.
- Ask if your child is planning to go to college and how they plan to pay for it.
- Ask if your child is planning to go to college and how they plan to pay for it.

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Practice Conversation

- Imagine a child you know
 - Write their age on your paper
- Read article
- Look at the Discussion Prompts
- Talk with a partner



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Now What? Raising Awareness

8 minutes

- What do you want to do this year to inform:
 - Parents
 - Teachers
 - Students


What are some things you can do **before April** related to today's presentation?

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College Awareness

- **How can we helping students and their families learn about college?**
- Joanne Ehret
Counselor, Beckman High School (TUSD)



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Thank you!!

Please do three things:

- 1) Complete your Feedback Form
- 2) Fold it in half
- 3) Leave at the center of your table

Next meeting: Friday, April 4th

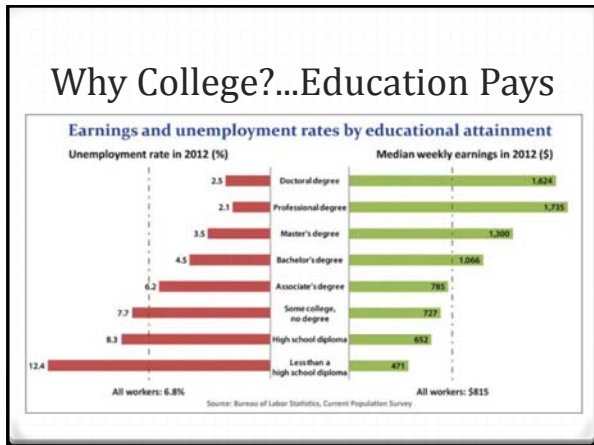


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Virtual Tour

- o **WHAT?**
 - o Taking a mini-tour to learn about colleges throughout the country
 - o Complete the College Tour Worksheet as you learn about Pomona College
 - o <http://www.youniversitytv.com/colleges/pomona>
- o **WHY?**
 - o To teach parents and students how they can learn about colleges, even if they cannot travel to them
- o **HOW?**
 - o Go to www.youniversitytv.com/colleges
 - o Explore the site, and complete the College Tour Worksheet as you watch another tour

Choosing a College

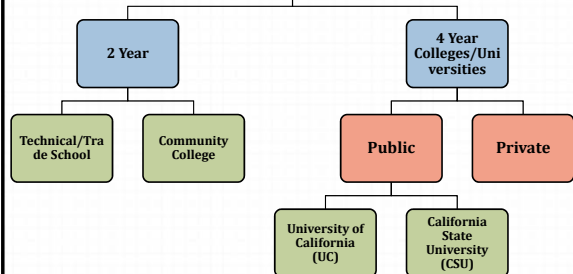
- How do students choose a college?
 - Sports
 - I've heard of it
 - It's close to home
- How SHOULD students choose a college?
 - Size
 - Location
 - Programs/Majors
 - Graduation Feasibility
 - Student Population (Diversity)

4-year College Entrance Requirements(a-g)

- A. History** - 2 Years Required
- B. English** - 4 Years Required
- C. Mathematics** - 3 Years Required, 4 Recommended
- D. Laboratory Science** - 2 Years Required, 3 Recommended
- E. Language other than English** - 2 Years Required, 3 Recommended
- F. Visual and/or Performing Art** - 1 Year Required
- G. College Preparatory Elective** - 1 Year Required

You must receive a "C" or better in each of these courses

Post-Secondary Education

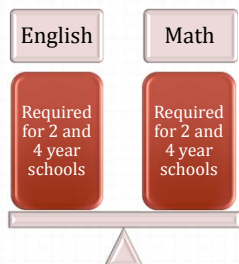


College Entrance Exams

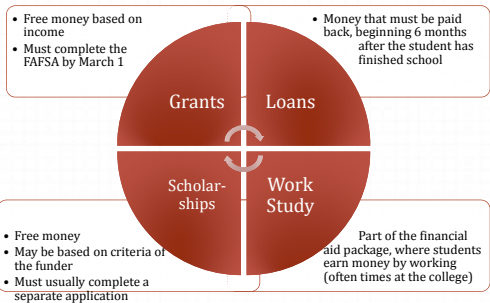
	Timeline	College Board	ACT
Website		www.collegeboard.com	www.act.org
College Entrance Test	Grade 11-Spring Grade 12-Fall	SAT	ACT
Sections		Critical Reading Mathematics Writing	English Mathematics Reading Science Writing (Optional)
Scoring		800 per section	1-36
Practice Test	Grade 10 Fall Grade 11 Fall	PSAT	PLAN
Practice Test	Grades 8 and/or 9	ReadiStep	Explore

College Placement Exams

- Exemptions**
- EAP - Early Assessment Program (CSU only)
 - AP - Advanced Placement
 - SAT/ACT



Financing Your College Education



College Tour Worksheet

School	
City, State	
Entrance Requirements	
Test Scores	
Cost	
Tuition	
Room/Board	
Housing Information	
Majors	
School Size	
Faculty/Student Ratio	
Graduation Rate (How long does it take?)	
Interesting Facts	

College Tour Worksheet

School	
City, State	
Entrance Requirements	
Test Scores	
Cost	
Tuition	
Room/Board	
Housing Information	
Majors	
School Size	
Faculty/Student Ratio	
Graduation Rate (How long does it take?)	
Interesting Facts	

Online Resources

California Colleges

www.CaliforniaColleges.edu

- This website will take you through requirements, cost calculators, timelines, etc. beginning in middle school all the way through your freshman year in college. A great FREE resource.

University of California Doorways

www.ucop.edu/doorways

- This website allows you to look up your child's school and see which classes offered fulfill the a-g (college entrance) requirements.

CSU Mentor

<https://secure.csumentor.edu/>

- This website allows you to explore what colleges are right for your students, as well as plan for college and apply to the California State University schools.

California Community Colleges

<http://www.cccco.edu/>

- This website allows you to explore the community colleges in California.

CCC Apply

<http://home.cccapply.org/>

- This website allows you to get information, cost information and apply to the community colleges in California.

Youniversitytv

<http://www.youniversitytv.com/colleges>

- This website offers virtual college tours (vidoes) as well as information about various careers.

Big Future

<https://bigfuture.collegeboard.org/?navid=gh-cp>

- This website offers free resources in college planning and gathering information, such as college costs and how to prepare for college entrance exams.

College Board

www.collegeboard.com

- This website gives information on Advanced Placement, test preparation and is the place to register for the SAT.

ACT

www.act.org

- This website gives information on careers, test preparation and is the place to register for the ACT.

FAFSA

<https://fafsa.ed.gov/>

- This website is the place to complete the paperwork for financial aid. In order to be eligible for California grants, the FAFSA must be completed by March 2.

How is College Different from High School?

Personal Freedom

IN HIGH SCHOOL	IN COLLEGE
❖ High school is <i>mandatory</i> and <i>free</i> (unless you choose other options).	❖ College is <i>voluntary</i> and <i>expensive</i> .
❖ Your time is usually structured by others.	❖ You manage your own time.
❖ You need permission to participate in extracurricular activities.	❖ You must decide whether to participate in extracurricular activities. (Hint: Choose wisely in the first semester and then add later.)
❖ You need money for special purchases or events.	❖ You need money to meet basic necessities.
❖ You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities.	❖ You will be faced with a large number of moral and ethical decisions you have not had to face previously. <i>You</i> must balance your responsibilities and set priorities.
❖ Guiding principle: You will usually be told what your responsibilities are and corrected if your behavior is out of line.	❖ Guiding principle: You're old enough to take responsibility for what you do and don't do, as well as for the consequences of your decisions.

Classes

IN HIGH SCHOOL	IN COLLEGE
❖ Each day you proceed from one class directly to another.	❖ You often have hours between classes; class times vary throughout the day and evening.
❖ You spend 6 hours each day – 30 hours a week – in class.	❖ You spend 12 to 16 hours each week in class.
❖ The school year is 36 weeks long; some classes extend over both semesters and some do not.	❖ The academic year is divided into two separate 15-week semesters, plus a week after each semester for exams.
❖ Most of your classes are arranged for you.	❖ You arrange your own schedule in consultation with your academic adviser. Schedules tend to look lighter than they really are.
❖ Classes generally have no more than 35 students.	❖ Classes may number 100 students or more.
❖ Teachers carefully monitor class attendance.	❖ Professors may not formally take roll, but they are still likely to know whether or not you attended.
❖ You are provided with textbooks at little or no expense.	❖ You need to budget substantial funds for textbooks, which will usually cost more than \$200 each semester.
❖ You are not responsible for knowing what it takes to graduate.	❖ Graduation requirements are complex, and differ for different majors and sometimes different years. You are expected to know those that apply to you.

Instructions

IN HIGH SCHOOL	IN COLLEGE
❖ Teachers check your completed homework.	❖ Professors may not always check completed homework, but they will assume you can perform the same tasks on tests.
❖ Teachers remind you of your incomplete work.	❖ Professors may not remind you of incomplete work.
❖ Teachers approach you if they believe you need assistance.	❖ Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.
❖ Teachers are often available for conversation before, during, or after class.	❖ Professors expect and want you to attend their scheduled office hours.
❖ Teachers have been trained in teaching methods to assist in imparting knowledge to students.	❖ Professors have been trained as experts in their particular areas of research.
❖ Teachers provide you with information you missed when you were absent.	❖ Professors expect you to get from classmates any notes from classes you missed.
❖ Teachers present material to help you understand the material in the textbook.	❖ Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. Or, they may expect you to relate the classes to the textbook readings.
❖ Teachers often write information on the board to be copied in your notes.	❖ Professors may lecture nonstop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must.
❖ Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.	❖ Professors expect you to think about and synthesize seemingly unrelated topics.
❖ Teachers often take time to remind you of assignments and due dates.	❖ Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.

Studying

IN HIGH SCHOOL	IN COLLEGE
❖ You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.	❖ You need to study at least 2 to 3 hours outside of class for each hour in class.
❖ You often need to read or hear presentations only once to learn all you need to learn about them.	❖ You need to review class notes and text material regularly.
❖ You are expected to read short assignments that are then discussed, and often re-taught, in class.	❖ You are assigned substantial amounts of reading and writing which may not be directly addressed in class.
❖ Guiding principle: You will usually be told in class what you needed to learn from assigned readings.	❖ Guiding principle: It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that

	you've already done so.
❖ Testing is frequent and covers small amounts of material.	❖ Testing is usually infrequent and may be cumulative, covering large amounts of material. You, not the professor, need to organize the material to prepare for the tests. A particular course may have only 2 to 3 tests in a semester.
❖ Makeup tests are often available.	❖ Makeup tests are seldom an option; if they are, you need to request them.
❖ Teachers frequently rearrange test dates to avoid conflict with school events.	❖ Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.
❖ Teachers frequently conduct review sessions, pointing out the most important concepts.	❖ Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions.
❖ Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown how to solve.	❖ Mastery is often seen as the ability to apply what you've learned to new situations or to solve new kinds of problems.

Grades

IN HIGH SCHOOL	IN COLLEGE
❖ Grades are given for most assigned work.	❖ Grades may not be provided for all assigned work.
❖ Consistently good homework grades may help raise your overall grade when test grades are low.	❖ Grades on tests and major papers usually provide most of the course grade.
❖ Extra credit projects are often available to help you raise your grade.	❖ Extra credit projects cannot, generally speaking, be used to raise a grade in a college course.
❖ Initial test grades, especially when they are low, may not have an adverse effect on your final grade.	❖ Watch out for your first tests. These are usually "wake-up calls" to let you know what is expected – but they also may account for a substantial part of your course grade. You may be shocked when you get your grades. If you receive notice of low grades on either an Early-Term or a Mid-Semester Progress Report, see your academic adviser.
❖ You may graduate as long as you have passed all required courses with a grade of D or higher.	❖ You may graduate only if your average in classes meets the departmental standard – typically a 2.0 or C average.
❖ Guiding principle: "Effort counts." Courses are usually structured to reward a "good-faith effort."	❖ Guiding principle: "Results count." Though "good-faith effort" is important in regard to the professor's willingness to help you achieve good results, it will not substitute for results in the grading process.

There is no doubt that parents have a tremendous influence on their children.

Just look at things like smoking. Study after study shows that children of parents who smoke are far more likely to start themselves. Education is the same way. If you show your children that you believe school is important by making it a priority, holding high expectations, encouraging them to work hard, and caring about their school work, you will have a positive impact. **And similarly, if you talk with your children about college, set the expectation that they will go to college, and share your belief that college is an important part of the life journey, it will rub off.**



So, when do we *really* start talking about college?

It's one thing to be a good example and tell your children how important college is—and even show them by going to school yourself—but it's another thing entirely to start talking about college as a reality. **When is the right time to really start talking about it?**

Organizations such as the College Board and the U.S. Department of Education suggest middle school as a good time for students to begin thinking about college. This is also a good time for parents to begin talking with their children about their interests and strengths as potential college majors and career possibilities. You certainly don't need to go overboard, but having conversations at this age isn't a bad idea.

Ideas for starting the conversation.

What if you didn't go to college, but you're really hoping that your child will? What if you are worried about how you'll pay for your child's college education? My feeling: communicate, communicate, communicate.

- Tell your child why you think education is important.
- Talk about how much it costs and why good grades and saving money now are so important.
- Tell him what your college aspirations were at a young age and why they did or didn't work out.
- Share stories about the people who really influenced you as a young student and what they told you about college.
- Talk about the way colleges work and how important it is to try hard in school today in order to be ready for school years from now.

Other things you can do to help your child plan ahead.

Once a student is in high school, there is a lot to do to get prepared for college—college research, SATs and ACTs, and much more. However, there are a number of things you can do throughout middle school, too. Here are some ideas from the U.S. Department of Education’s [“Getting Ready for College Early” publication](#) and the [College Board’s BigFuture website](#):

- Encourage your child to stay motivated and focused by setting goals each year.
- Check in regularly with your child about school, tests, homework, and other school issues.
- Encourage your child to take the most challenging courses he or she can handle.
- [Read often](#), and make reading a daily habit—for the whole family.
- [Make a visit to a college](#). Walk around, get a feel for campus life, and show your child areas at the school that might be of interest.
- Start getting a feel for the cost of college and the federal financial aid available. Visit www.finaid.org and the websites of the schools in your state. Here in Colorado, don’t forget to check out the [College Opportunity Fund](#), through which the state of Colorado pays a portion of resident students’ tuition at public institutions.
- Talk about the importance of college in getting and keeping a good job, and as your child becomes more knowledgeable about money, show him or her information about the average earnings of people with associate, bachelor’s, master’s, and doctorate degrees. The Bureau of Labor Statistics is a great resource of information to help your child get familiar with different careers and what those jobs pay.
- Talk about how much fun college can be. In middle school, your child probably doesn’t know much about college, so the more you can make it sound like a worthwhile and enjoyable endeavor, hopefully, the more likely he or she will be to want to go later on. Share your own experiences. Have family members share their experiences with your child. Look into mentorship programs that pair area college students with younger students so that your child can get as familiar as possible now, while he or she is still impressionable.

If you’re a parent of a college student—or a soon-to-be college student—when did you start talking about college?

July 1, 2013

About the author:



[Michaelae Charles](#) is the founder of Voice Communications and writes frequently for higher education institutions, small businesses, corporate clients, and others. She also is a fledgling children’s writer. In her pre-writing life, she worked in accounting and finance.

Talking about College: *Ideas for starting the conversation*

Tell your child why you think education is important.

Talk about how much it costs and why good grades and saving money now are so important.

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Share stories about the people who really influenced you as a young student and what they told you about college.

Talk about the way colleges work and how important it is to try hard in school today in order to be ready for school years from now.