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Booklet, "Getting Ready for College Early," 19 pages



Getting Ready for College Early

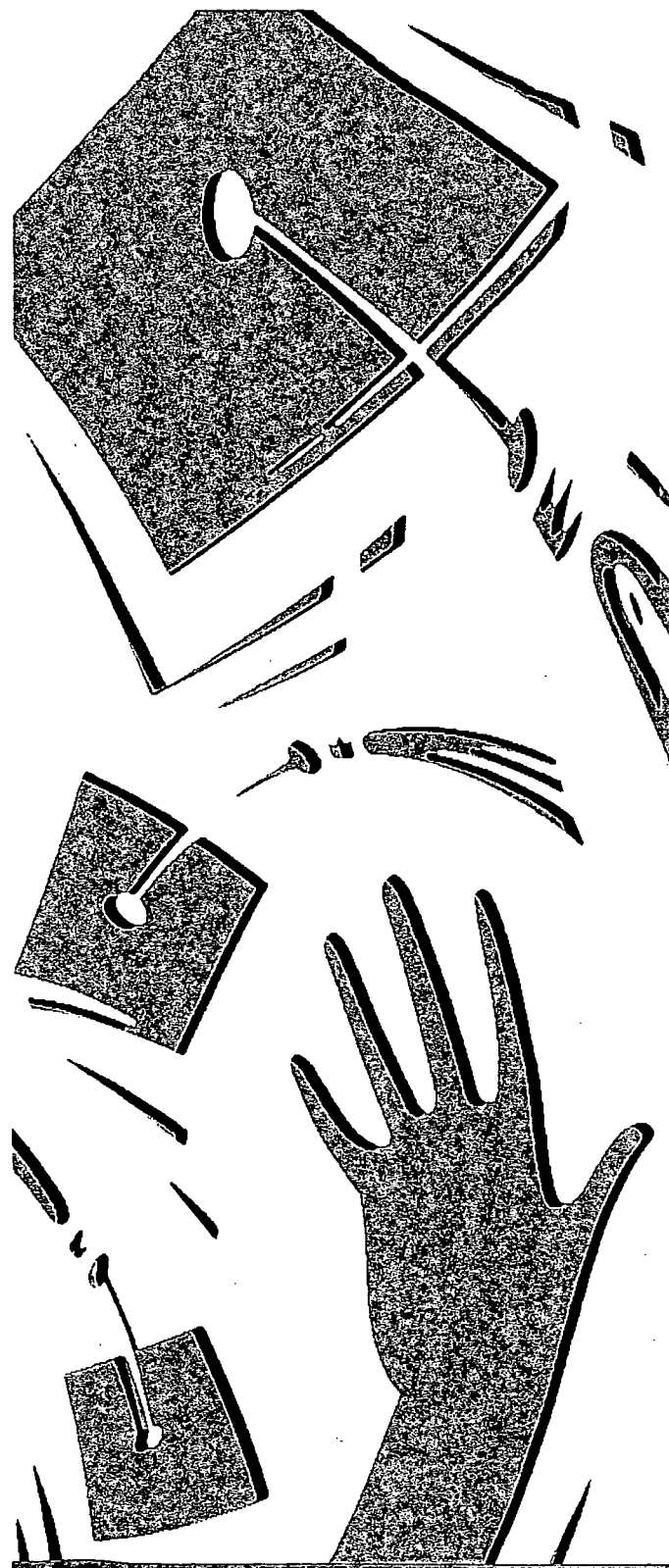
**A Handbook for Parents
of Students in the
Middle and Junior High School Years**

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Think College?

Me? Now?

A Handbook for Students in
Middle School and Junior High School

Think College Early

CLINTON LIBRARY PHOTOCOPY

YOUR MIND IS

USE

YOUR TICKET

IT!

TO THE FUTURE



*"Never have any doubt that if you do your part, that you can, in fact, go to college."
President Bill Clinton*

UNIVERSAL ACCESS TO HIGHER EDUCATION: THE MESSAGE STARTS **EARLY**

The Initiative. *Think College Early* is a U.S. Department of Education initiative to provide information and resources to help students, parents, educators, and community leaders prepare youth for college *early*.

The Need. In 1996 only 48% of students from low-income families went directly onto college from high school, compared with 78% from high-income families. In fact, every year low-income students attend college in far fewer numbers than their more affluent classmates and it has nothing to do with capability or brainpower--*it has to do with not knowing how to plan for a future in higher education.*

The Message to Students. Economically at risk, middle-grades students need to know that education after high school is necessary and that if they know **HOW** to do it, they **CAN** do it!

Attention Students--planning for your future education means getting, and staying, on track by:

- Setting high expectations and high standards;
- Working hard and getting the best grades you can;
- Finding and connecting with mentors who will support your positive goals;
- Planning to take the right courses--like algebra and geometry beginning in the eighth or ninth grades--to keep your educational options open; and
- Learning about financial aid and scholarships to pay for college

The Message to Parents, Families, Schools, and Communities. Everyone can, and must, play a critical role in providing students with strong academic foundations, high-quality information, and support that will guide them down a successful path to college and promising futures.

10/99 A DRAFT WORK IN PROGRESS--YOUR COMMENTS AND IDEAS ARE INVITED. Send to Diana Phillips, Special Assistant to the Deputy Secretary, THINK COLLEGE EARLY, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-0500. E-mail Diana_Phillips@ed.gov with questions and to join the TCE listserv for national and regional updates.



RESOURCES FOR THINK COLLEGE EARLY

1. THINK COLLEGE EARLY WEBSITE.

Visit the Think College Early Website at <http://www.ed.gov/thinkcollege/early> for information, strategies, and resources to help students, parents, educators, community organizations, businesses, and others.

Remember, all publications from the U.S. Department of Education are in the public domain. You can copy whatever you wish. Perhaps a local business or other community-oriented organization would want to partner by adding a special letter with their logo to the publication to help you defray any costs for duplication and distribution.

2. THINK COLLEGE EARLY

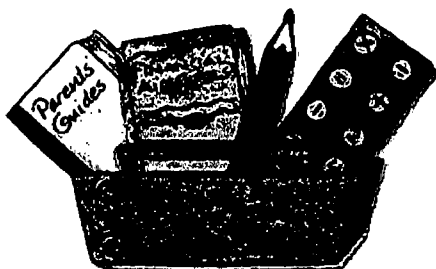
LISTSERV. To learn the latest on Think College Early issues nationally and regionally, subscribe as follows:

(1) address an e-mail message from YOUR computer to listproc@inet.ed.gov;

(2) write this (and only this) in the message: Subscribe ThinkColl
yourfirstname yourlastname

and (3) send the message

3. **PUBLICATIONS.** Call toll-free 1-877-4ED-PUBS for Getting Ready for College Early (for parents: English and Spanish), THINK COLLEGE? ME? NOW? (for students); Yes, You Can: Establishing Mentoring Programs to Prepare Youth for College; and other publications.



If you have access to a computer with Windows and would like to download a publication in pdf format (so that it looks like the original publication), please follow these directions:

- Find the publication of your choice. Many are located on the Think College Early website at this particular address:
http://ed.gov/thinkcollege/early/about_us/resources.htm.
- Select the icon that lets you download the publication in PDF format. This format will allow you to print a copy of the publication that looks like the original publication.
- When you see an on-screen menu, choose the Save File option.
- Choose the directory in which you wish to save the file.
- To open, read and print the file, you need to have the software program called Adobe Acrobat Reader. You can find the Adobe website and download free at <http://www.adobe.com/prodindex/acrobat/readstep.html>.
- Once the computer has finished saving the file, select and run it. Then you can print this publication, and OTHERS as well.

(If you use a computer at a commercial printer, you can print one master copy for approximately 60 to 75 cents per page



How the Research and Message Work Together

- In 1996, a man with a college degree earned almost 96% more than a man with a high school diploma; a woman with a college degree earned almost 82% more than a woman with a high school diploma..
- Two years of college alone means over a quarter of a million dollars more in earnings over a lifetime, and over \$600,000 more for graduates of a four-year college or university.
- Beyond salary alone, the options for a more satisfying professional and personal life resulting from pursuing higher education are greater.

Great Transitions: Preparing Adolescents for a New Century. This 1996 report of the Carnegie Council on Adolescent Development synthesizes the Council's working papers, public policy reports, and research from a ten-year long study. The report states: (a) the years from ten through fourteen are a crucial turning point in life's trajectory; and (b) adolescence, in fact, is the last phase of life in which society has reasonably ready access to virtually the entire population, so the potential for constructive influence is great. *We must make the message of the post-secondary option clearer for younger students, no matter what their background, while their outlook is bright and choices for their future are still wide open.*

Factors Related to College Enrollment. This 1998 report analyzes the major determinants of postsecondary attendance using data from the National Education Longitudinal Study (NELS), conducted by the Department of Education's National Center for Education Statistics. Analysis of this data reveals that among students who scored in the top one-third on a test administered as part of the NELS study, students from low-income families were five times as likely to forego college as students from high-income families (25 percent compared to 5 percent). And students from middle-income families were almost three times as likely to forego college as students from high-income families (14 percent compared to 5 percent).

Among low-income students not planning on attending college but with high test scores, nearly 60 percent cited an inability to afford school as a reason for their decision. All students -- and particularly low-income students -- who took advanced math and science courses in high school were much more likely to attend college than students who did not (71% of low-income students taking geometry went to college compared to only 26% of those not taking geometry). For those 12th graders expressing an interest in going on to college, those whose parents read materials about financial aid were much more likely to actually attend college (80%) than those whose parents did not read financial aid material (55%).

- We must work to reach students whose poverty and resulting lack of information, and not their brainpower or capability, prevent them from pursuing and reaching higher education goals.
- We need to reach out to younger students (6th graders) and to encourage and motivate them to prepare for postsecondary opportunities.

Education is a family matter. For students, it's HARD WORK and a PLAN. For parents and families, it's SUPPORT and INVOLVEMENT. For schools K-16, it's HIGH EXPECTATIONS for ALL Students. For businesses, it's COMMITMENT through MENTORING, COMMUNICATION, and INVESTMENT. For community organizations, it's SUPPORT and COLLABORATION. Everyone is part of it; everyone shares responsibility for it; everyone depends on it; and everyone wins with it.



TRAILBLAZERS: Sample Programs and Contact Information

High Expectations for ALL Students--Information for Parents.

Passport to College, Riverside, California. Passport to College was initiated in the Fall of 1996 to increase the college-going rate in the Riverside Community College District of inland Southern California. The program is a collaboration of Riverside Community College, the Riverside County Office of Education and six area unified school districts who, together with the active commitment of businesses and individuals throughout the region, seek to make a college education possible for an entire class of students enrolled in the Riverside Community College District.

Passport to College targets each of the more than 11,500 students who were enrolled in 5th grade at the program's inception in 1996 (the class of 2004). The program's three-pronged approach involves teachers, students and parents in a continuum of activities from the 5th to 12th grades, including: campus tours, classroom presentations, teacher training workshops, parent meetings (in English and Spanish), financial aid workshops and other activities sponsored by community professionals.

Each participating school district designates a Passport to College liaison, and each of the 105 participating elementary and secondary schools have designated contact teachers in both 5th and 6th grades. Guidance counselors are also included in the planning process. Mentors in this program include Riverside Community College student ambassadors, and community, business, and civic leaders who participate in the program. Nearly 50% of all participating students qualify for free or reduced lunch and are underserved or at risk, and the region's minority population is expected to surpass 50% by the end of the year 2000. Currently, only 34% of Riverside County's high school graduates go on to public higher education-- far below the state average of 54%.

Riverside guarantees admission to all participants in the program who graduate from high school. For the class of 2004, last-dollar scholarships are offered (after grant aid and other scholarships) for two-years of tuition and fees at RCC to all Passport to College students who signed up in fifth grade and graduated (class of 2004 participants who enrolled after 5th grade and subsequent classes receive programmatic services and guaranteed admission, but not the scholarship). Four area four-year institutions of higher education-- University of California-Riverside, La Sierra University, University of Redlands, and California Baptist College-- have all agreed to offer \$1,500-5,000 per year in additional scholarship support for Passport students wanting to complete their undergraduate degrees after completing two years at RCC.

Passport to College has raised almost \$1 million of its \$1.5 million goal, from corporations, community groups and individuals to support programmatic and scholarship support for the class of 2004. The approximate cost for program and scholarship support for one student is \$1,500 over the course of the program.

Riverside College will conduct an evaluation of the program to assess whether changes in attitudes and behavior have been affected and whether the program is meeting its objectives. Data from year one student and parent questionnaires is currently being compiled.

Contact: Amy Cardullo, Assistant Director, Riverside Community College Foundation, 4800 Magnolia Avenue, Riverside, CA 92506; phone (909) 222-8626, fax (909) 222-8670; amyc@rccd.cc.ca.us

High Expectations

The Twenty-first Century Scholars Program -- an Indiana program designed to provide tuition scholarships to Indiana students who might not otherwise attend college. Eighth graders enroll in the program by meeting income guidelines and by taking the Scholars pledge. The pledge requires that the student graduate from an Indiana high school; achieve a cumulative high school grade point average of 2.0 on a 4.0 scale; abstain from illegal drugs and alcohol; not commit any crimes; apply for admission to an Indiana college; and apply for student financial aid as a high school senior. If the student fulfills the pledge, the student earns a tuition scholarship to any participating institution. There are about 40,000 Scholars throughout the state of Indiana, with the first class of Scholars graduating from college in the spring of 1999.

In addition to providing scholarships, the Twenty-first Century Scholars Program also provides a menu of early intervention and support initiatives to Scholars and their parents. Through funding from an earlier grant from the U.S. Department of Education, sixteen coordinators are employed by sixteen agencies, known as Community Partners, who direct the regional early outreach initiatives of the Scholars Program throughout the state. Each Community Partner involves Scholars and their parents in a holistic program tailored to meet the unique needs of the community and designed to help Scholars succeed in high school and meet the rigors of higher education.

Each site hosts a Parents' Project support program that aims to help make parents the educational leaders in their households and take an active role in their children's learning. The AmeriCorps Program, funded by the Corporation for National Service, enables 110 AmeriCorps Members to mentor, tutor and engage Scholars in other college preparatory activities.

Families may call a 1-800 hotline number for career and college information, freeing up high school guidance counselors to give more individualized attention. ICPAC also mails newsletters, career planners, and other information directly to families' homes.

The Twenty-first Century Scholars Program was legislated by the Indiana General Assembly in 1990. It is administered by the Office of Twenty-first Century Scholars, under the auspices of the State Student Assistance Commission of Indiana. The program works in conjunction with the Office of the Governor and the Indiana Commission on Higher Education.

Contacts: Co-Directors Pat Moss and Floyd Worley: (317) 233-2100.

Taking the Right Courses

Equity 2000 Project. This district-wide reform program is a research-based approach to closing the achievement gap and college-going rate between minority/disadvantaged students and nonminority/advantaged students. The goal is 100 percent enrollment in algebra or higher for all ninth graders and 100 percent enrollment in geometry or higher for all tenth graders, to end the tracking process where at-risk students are typically placed in watered-down or dead end courses.

Begun in 1990 as a district-wide (K-12) program, now in 22 districts, Equity 2000 provides extensive professional development for elementary, middle, and high school teachers, counselors, and administrators; offers academic enrichment and safety nets for students; community partnerships; and provides parent-involvement initiatives to make parents advocates for their children's education. Equity 2000 also provides assistance with the management and evaluation of disaggregated student data.

Results to date show that enrollments in algebra and geometry have increased significantly with passing rates comparable to when the program was introduced. More students are passing these subjects than were taking them prior to the program. Impact on advanced mathematics course taking, and participation in Advanced Placement, PSAT, and SAT have also been found. *Info: Equity 2000, Executive Director Vinetta C. Jones, The College Board, (202) 822-5930.*

The College Board also publishes once each year a publication for MIDDLE school students: Going Right On. *Contact: Tom Rudin, Director of Grants Planning, (202) 822-5900.*

Mentoring

HP E-Mail Mentor Program. The HP E-Mail Mentor program creates one-to-one mentor relationships between Hewlett Packard employees (worldwide) and 5-12th grade students and teachers throughout the United States. HP employees motivate students to excel in math and science and improve communication and problem solving skills. In addition, students are encouraged by their mentors to pursue their unique interests and link these interests with their daily school experience. HP employees also mentor teachers who seek to incorporate current technology into the classroom. The 1996-97 program created 1654 mentor relationships with participation from 1546 HP mentors, 1508 students, and 146 teachers. See the website at <http://mentor.external.hp.com>. *Contact: Cathy Lipe, Hewlett Packard K-12 Education Program Manager at e-mail address: Cathy_Lipe@hp.com*

Counseling and Financial Aid Information

TRIO Programs. Federally funded programs, mandated by Congress, the TRIO Programs enable Americans from low-income families to successfully graduate from college. Funding comes under Title IV of the Higher Education Act of 1965. TRIO includes the programs Upward Bound, Upward Bound Math Science, Veterans Upward Bound, Talent Search, Educational Opportunity Centers, and the Ronald E. McNair Post Baccalaureate Achievement Program.

Upward Bound and Talent Search programs reach students in grades 6-12. In these programs located throughout the United States, students receive instruction in literature, composition, mathematics, and science on college campuses after school, on Saturdays, and during the summer. In addition to counseling, participants receive information about college admissions requirements, scholarships, and various student financial aid programs.

TRIO Programs currently serve nearly 730,000 Americans from families, two-thirds of whose

incomes are under \$24,000 for a family of four. Demographics: 39% White; 36% African-American; 16% Hispanic; 5% Native Americans; 4% Asian. 16,000 TRIO students have disabilities.

Students in Upward Bound are four times more likely to earn an undergraduate degree than those students from similar backgrounds who did not participate in TRIO. (COE literature)

Contact: Liane Jacobs at the Council for Opportunity in Education (formerly the National Council of Educational Opportunity Associations) , Washington, DC: (202) 347-7430.

Parent and Family Involvement

Ready, Set, Go! This project of the Higher Education Services Corporation (HESC), New York introduces middle school students to timely information about career awareness in preparing for high school and beyond, while informing high school students about career options that include educational choices and occupational opportunities. The Project provides parents and guardians with practical information on helping their child succeed in school as they prepare for the future, and helps students and their families learn about how to prepare and pay for college.

The Project produces fall and spring issues of the middle school newsletter, *Ready, Set, Go!* , a high school newsletter, *Your Choices* , and a newsletter for parents/guardians, *The Parent Connection* . The student newsletter format is colorful, user-friendly, and informative. *Contact: Delilah Reyes, Coordinator, (518) 473-3469; FAX (518) 474-2839; e-mail: dreyes@hesc.com*

Multi Grade Level Consortia

The Ohio Appalachian Center for Higher Education (OACHE), Portsmouth, OH. Housed at Shawnee State University, the Ohio Appalachian Center for Higher Education (OACHE) is a consortium of ten public colleges and universities within the 29-county Ohio Appalachian region with a mission to increase the college-going rate. By addressing established barriers that prevent Appalachians from participating in postsecondary education, the consortium, along with partner public schools, has dramatically increased the rates in this rural area where high persistent poverty and low educational attainment have been the norm.

OACHE began sponsoring projects with partner schools in 1993-94. College-going rates have increased an average of 20.14% in partner schools the first year and 34.00% the first two years.

Included in this group are Newcomerstown Exempted Village Schools where the rate increased from 28% to 72% in three years and Southern where the rate increased from 56% to 88% in two years.

In addition to high school projects, OACHE sponsors some projects in middle and elementary schools. Kent State University's project ASPIRE, collaborating with Ohio AppalCorps/AmeriCorps, has expanded its successful middle school activities to include more students. An elementary project in Buckskin Elementary collaborates with Southern State Community College. This small school of 238 students has seen 22 parents enroll in college during the first year of an OACHE project. The Community Colleges of Appalachia (CCA) plans to replicate OACHE partner school projects in the 13-state Appalachian region. The first one, located at Bluefield State College, WV,

opens in 1998 and will serve West Virginia and Appalachia Maryland.

Contact: Wayne F. White, Executive Director, Ohio Appalachian Center for Higher Education, Shawnee State Univ., 940 Second Street, Portsmouth, OH 45662-4344. Tel: (614) 355-2299; FAX: (614) 355-2470. E-mail:WWHITE@SHAWNEE.EDU Website: <<http://www.shawnee.edu/about/specprog/oache/oache.htm>>

High Standards and Hard Work

TexPREP. Begun in 1979 by Professor of Mathematics Manuel Berriozabal of the University of Texas at San Antonio, San AntonioPREP, as it was called, first served about 50 students in a rigorous 8-week summer pre-engineering program on the San Antonio campus. The program stresses abstract reasoning skills, problem solving skills, and career opportunities in engineering and science, as well as other fields. Program assistant/mentors are a cornerstone of the program; mentors are undergraduates in engineering and science, and many are former PREP students.

In 1997, TexPREP's 20 programs in 11 locations served nearly 2,700 students, particularly of middle school age. Of the nearly 14,000 students who have taken at least one summer of PREP since 1979, 80 percent have been minority, 53 percent have been women, and over 50 percent are at-risk. The high school graduation rate is 99.9 percent; the college attending rate is 92 percent, and the college graduation rate is 87 percent. Fifty-six percent of the college graduates have majored in science or engineering.

During the summer of 1998, TexPREP was replicated on the sites of eight collegiate, Hispanic-serving sites outside of Texas and across the country. For a PREP Starting Kit consisting of an operations manual and a complete set of curriculum materials, please contact the *PREP Office, Dr. Manuel P. Berriozabal, Coordinator, TexPREP, The University of Texas at San Antonio, 6900 North Loop 1604 West, San Antonio, TX 78249-0661; phone (210) 458-4496. FAX (210) 458-4500.*

High Expectations--Mentors

Eyes to the Future. Eyes to the Future (ETF) is a partnership established in 1989 between Surline Middle School, Kirtland Community College, Central Michigan University and the community. Created by seventh-grade English teacher Carole Powell, who believed that students could not aspire to college because they were without high expectations and were missing vital information, she gathered several colleagues to help 7th-graders become empowered in this rural, low income community. An in-school program was integrated throughout the 7th-grade curriculum to set an I CAN attitude about going to college by actually doing what an older college aspirant would do to successfully attain this goal.

The entire seventh grade at Surline (approx. 180 students) participates over several months in awareness activities, including one day at Kirtland Community College and culminating with an overnight total university experience at Central Michigan University. Students first learn to set goals and make a plan. The cost of the campus visits is treated as tuition, room and board

expenses. Students learn to finance a college education by getting jobs, applying for scholarships (sponsored by community businesses and individuals), joining SurlineCorps (after the AmeriCorps model), doing community service for tuition credit, and securing grants (sponsored by the local grocery store).

Parent involvement includes participation in a college information night in September, as well as a career day parents organize for all students in the spring. Former ETF participants return to Surline as college students to speak with and encourage Surline students. University teacher education students act as mentors to the seventh graders during their overnight university visit, while teaching staff at Surline in turn mentor the university students during this visit.

The college-going rate has increased significantly for participants in Eyes to the Future. While 69% who did not participate in this program enrolled in college, 84% of program participants did go on to college directly from high school. *Contact: Carol M. Powell, Program Director, P.O. Box 814, West Branch, MI 48661. Phone: (517) 345-0195. E-MAIL: powellc@kirtland.cc.mi.us*

Raising Expectations and Strong Academics

Advancement Via Individual Determination (AVID), San Diego, California In Advancement Via Individual Determination (AVID), college and middle or high school partners jointly develop the curriculum for an academic class designed to provide low-income students and first-generation college goers with academic assistance, tutoring, information about college preparatory courses and financial aid, and other encouragement to enroll in college preparatory courses and apply for college. AVID's structure includes a regularly scheduled academic elective, a rigorous curriculum, structured tutorials, and parent training. The program is administered by a site team composed of the AVID coordinator, the principal, core academic teachers, and students--all of whom meet monthly to discuss effective practices for accelerating student performance and removing barriers to rigorous curriculum. Local college students serve as tutors and mentors for AVID students, in small groups and individually during the AVID class. AVID serves more than 30,000 students in almost 600 schools in 11 states, as well as Department of Defense schools in 13 countries.

More than 92% of AVID graduates enroll in college (60% in four year institutions), with 89% still in college after two years. Also, 55% of African-American AVID students, and 42% of Latino AVID students enroll in 4-year colleges. In 1996-97, 90% of high school AVID students nationwide were enrolled in college prep courses, and 28% of middle school AVID students were enrolled in at least one honors level course. *Contact: Mary Catherine Swanson, Executive Director AVID Center, San Diego, CA (619) 682-5050.*

THINK COLLEGE EARLY Publications

10/28/99

<u>Publication title and number remaining</u>	<u># printed</u>	<u>Cost</u>
Getting Ready for College Early (parents)	500,000	\$90,000
169,407	500,000	85,012
	25,000	10,000
	1,025,000	\$185,000
Getting Ready..... [Spanish version]	120,000	\$50,000
66,774		
Think College? Me? Now? (students)	150,000	\$36,850
305,228	500,000	110,121
	650,000	\$146,970
Yes, You Can! (mentoring guide)	40,000	\$16,694
14,593		
Factors Related to College Enrollment	600	\$1,200.69
0		
Answers in the Tool Box	13,800	\$10,226
1,397 + 800 = 2,197		

June 21, 1999

DRAFT

Brian, here is some information on the Think College campaign.

1. Below is an outline of much of what has been done to date regarding Think College Early (middle grades students, parents, schools), and Think College and Beyond (high school. There may be a few things missing. Depending on how much detail you need, I can check further.
2. We'll hear by tomorrow from the Office of Vocational and Adult Education (adults returning to school). They've had changes and now have a new chief of staff who will send me the information.
3. I have questions in to ethics regarding producing and paying for public service ads. I was late getting them the questions, so it will be a few days on this.
4. Finally, there is an FY2000 budget request for \$15 million, and our budget folks advise this will be tough. The money that was previously in the Fund for the Improvement of Education (FIE) account for FY'99 is virtually gone at this point. Our budget people were told that "OMB is not expecting any money to be spent on Think College Early this year." I would take "Think College Early" to mean any of the age groups in a Think College campaign.

**Regarding outreach for MIDDLE SCHOOL STUDENTS: THINK COLLEGE EARLY
From Diana Phillips, Office of the Deputy Secretary**

TO DATE:

[We should be sure to include GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), the competitive grants program whose awards will be announced for the first time around July 31, 1999. The \$120 million will be distributed to partnerships including middle grades students from high-poverty schools – with services to begin no later than the 7th grade – and to states for early college awareness programs and preparation/information. States can use their funding for grades earlier and later than the middle grades. We have estimated that GEAR UP will reach over 190,000 of our neediest students. The GEAR UP website has received more than 41,000 hits (page views) this year. (Website address: <http://www.ed.gov/gearup/>). GEAR UP is currently managed by Higher Education Programs at OPE, and the ODS point person is Pauline Abernathy.]

An important outreach effort will involve the distribution of the 21st Century Scholar Certificates in the fall of 1999 – to GEAR UP participants AND others from schools with free and reduced lunch programs. This distribution of up to 1 million certificates, will allow for high-visibility ceremonies and assemblies when the certificates are awarded to signal the start of the "journey to college".

1. Think College Early (point person: ODS/ Diana Phillips)
 - Publication for parents: Getting Ready for College Early
Since August 1997, 700,000 copies distributed (including one reprint)
Since January 1999: 10,000 Spanish version copies distributed
 - Publication for middle grades students: Think College? Me? Now?
Since fall 1998, 300,000 copies distributed
 - Publication for mentoring and starting mentoring organizations: Yes, I Can
Since approximately February 1999, 17,500 copies distributed.

[Publications distributed mainly through ED PUBS toll-free number: 1-877-4EDPUBS.]

- Think College Early website especially for middle grades students; sections for parents and educators. Designed for first-generation college aspirants. Specific information on financial aid with average costs, state by state, for two-year, four-year public and four-year private colleges. Links to websites regarding careers, math and science, resources for parents, teachers, and counselors; state information. State-by-state information on college awareness organizations with contact numbers. ETC.

Our Dept. of ED college prep publications can be accessed on this website, either as text only or PDF files.

- Think College Early listserv serving over 500 early college awareness providers across the country: teachers, counselors, higher ed institutions, college awareness and other community based organizations, etc.
- La Opinion, the largest Spanish language newspaper in the U.S. (located in Los Angeles), distributed 200,000 tabloid copies of Getting Ready for College Early in Spanish. La Opinion has also prepared a computer disk with camera-ready copy for distribution upon request to colleges, organizations, and newspapers wishing to make their own copies for distribution.
- TCI, Inc., the largest vendor of cable TV (although this fact may have changed since last year) distributed 2,000 copies of "Getting Ready for College Early" to distribute with its Parent's Guide on Adolescence in its regional offices. One-third of its 17 million customers pay their bills over the counter, where offices are located mostly in rural and small-town areas.
- Briefing and materials for the 10 Secretary's Regional Representatives through the Department of Education (Office of Intergovernmental and Interagency Affairs). The Think College Early initiative is one of the four initiatives embraced by OIIA's Partnership for Family Involvement in Education – so there has been a considerable amount of linkage with both PFIE and the Education Regional Offices.
- Strong partnerships with Court TV (including cable programming on TCE messages, sharing of materials, and participation in Court TV's Choices and Consequences initiative), National Middle School Association (committee work and planning for Month of the Young Adolescent and other areas), and The College Board (which has given us 2,000 copies of video Widen Your Choices (we hope to distribute these copies to GEAR UP awardees and others).

In addition, briefings are held every two weeks at ED with reps from education associations. Think College Early and GEAR UP information is shared as it comes up.

- Phone campaign to all state Title I coordinators to apprise them of the Think College Early resources and campaign September 1998.
- Mailing with letter from Secretary Riley to over 4,000 principals of high-poverty middle grades schools, including TCE materials, and announcing website and listserv with contact information (September/October 1998).
- Presentations and workshops at several conferences and gatherings (ongoing) -- e.g., NMSA, NASSP, NASFAA, NACE? (Community Educators), Cable '99, W.H.

Initiative on Excellence in Education for Hispanic Americans; Massachusetts Think College Early (patterned after our national effort), IAS (Improving America's Schools) conferences. Also, presentations and technical assistance to groups that visit ED.

- **Research:** Much has come out to back up the Think College Early message involving high standards and high expectations, taking the "right courses" (strong math and other college prep sequential courses), working hard and doing the best one can, finding a mentor, learning about financial aid. Publication from ED: Factors Related to College Enrollment was released several months ago. Cliff Adelman's study (OERI) was just mentioned in the Chronicle and several news magazines re "Study Says Rigor of High-School Course Work Is the Best Predictor of College Graduation". And we've had several studies, focus groups, and surveys re what parents think, especially regarding financial aid.

**Regarding outreach for HIGH SCHOOL STUDENTS:
From the Office Student Financial Assistance/OPE**

1. Partnership with ACE in College is Possible Campaign: the ED 1-800-4FEDAID number is used for that, and receives about 1500-1800 calls per week.
2. 2 million "Funding Your Education" booklets are distributed to high schools.
3. 1-800-4FEDAID phone number receives thousands of calls from middle and high school students (quantity "unknown" I was told, but we can find out more).
4. Various college nights and financial aid nights attended by TPID staff as volunteers.
5. Visits to area high schools by staff to talk with counselors about "various subjects, as well as a focus group or two".
6. 7,000 or so control letters per year – a relative few, less than a hundred, are from middle grades students or their parents requesting information about college planning. Of the 100,000 non-control letters answered, perhaps 2,000 are from middle grades students or their parents.
7. Material for high school students, including publications, is available at the Think College website: <<http://www.ed.gov/thinkcollege>>.
8. REPORT DUE ON JULY 1: Task force convened by Greg Woods (heads OSFA) "to study how we can improve our services to customers and partners". I'm told it will contain "a very large number of recommendations in the area of outreach and contacting students well before they are high school seniors, and even well before they are high school students at all." This information should dovetail well with the Think College Early effort.
9. I don't have publication counts, but the website addresses for all financial aid pages are the most popular by far at the U.S. Department of ED. The publication for high school age for parents, Preparing Your Child for College, is currently out of print but being revised. It is now available on the web.

THINK COLLEGE – Adults Returning to School
Information yet to come from the Office of Vocational and Adult Education

Phillips, Diana

From: Phillips, Diana
Sent: Friday, July 09, 1999 7:02 PM
To: 'Brian Kennedy'
Subject: Think College campaign

Brian, here's information from the Office of Vocational and Adult Education (OVAE) to add to the other pieces on what has been done re Think College efforts at ED:

How the Office of Vocational Education and Adult Education (OVAE) is working to prepare high school students for college.

School-to-Work

The 1994 School-to-Work Opportunities Act has boosted efforts to improve coordination between secondary and postsecondary education. Hundreds of partnerships between school districts, community colleges, and other organizations have now proliferated across the country. A goal for many of these partnerships is closer collaboration between high schools and community colleges. By 1997, on average, 2.5 colleges were included in each of these local partnerships, a total of almost 1,500 institutions. Collaboration has taken many forms, ranging from articulated curriculum to dual enrollment agreements that allow students to take college courses if they have exhausted the high school's offerings. Faculty from high schools and colleges sit on committees together; colleges help fund partnerships; and in a few partnerships, colleges are even the lead agency (Hershey, Silverberg, Haimson, Hudis, & Jackson, 1998).

Tech Prep

Tech Prep supported under the Carl Perkins Vocational Education Act, has helped spawn growing numbers of programs that span high school and two-year and four-year post-secondary programs. As many as 50 percent of high schools offer a Tech-Prep program (Visher, Lauen, Merola, & Medrich, 1998). As of 1997, over 90% of Community Colleges in the United States are involved in Tech Prep in some capacity (Mathmatica, 1997).

New American High Schools

The Department's New American High Schools initiative is supporting high school reform and showcasing high schools that are focused on preparing all students for college. They are using a broad range of strategies to ensure that more graduates enter and succeed in postsecondary institutions, among them:

- Increasing students' awareness of the connections between careers and postsecondary education requirements and helping students make informed choices about postsecondary education;
- Enhancing high school curriculum to include more college preparatory classes and upgrading curriculum for all students'
- Co-locating high schools on college campuses and ensuring easy physical access to colleges;
- Forming collaborative arrangements with local colleges so that high school students can take college courses or take college credit courses while in high school (dual credit);
- Providing post-graduation support and retention intervention to high school graduates;
- Emphasizing preparation for postsecondary technical or vocational education, not just four-year colleges;
- Raising standards and expectations; and
- Working to ensure that high school curriculum is better articulated with college curriculum.

Diana

Phillips, Diana

From: Phillips, Diana
Sent: Friday, July 09, 1999 7:24 PM
To: 'Brian Kennedy'
Cc: Morhardt, Jeffrey; Gault, Pamela; Abernathy, Pauline; Rivas, Lidice
Subject: Think College Public Information Campaign

Brian, we have some information from Jeff Morhardt of OGC on questions re a public information campaign for Think College. I'm going to take the chance of sending this information on to you (since I will be on travel), and ask that if Jeff or others need to clarify anything, please do so.

Just to paint a picture, I suggested that we might want to do PSA's on radio and television, targeting Hispanic American and African American radio and TV stations, for example. We'd want our campaign to be in magazines, on billboards, in trailers on films, etc. We'd want to use our website address and toll-free phone numbers. So what could we do?

Here's the summary as I understood it:

The issues break down into three areas --

1. What pot of money would we be using (given that we have no legislation to authorize funds for this purpose right now)? For us at ED, it would probably be the Fund for the Improvement of Education, and S&E money -- if there is money there. (And you pick one pot and stick with it.)
2. What are the ethics questions? Ethics would come into everything, but if we were to raise money from external organizations, businesses, etc., we would especially want to be careful with issues like prohibitive sources and endorsements. And the Department DOES have gift authority; we can accept gifts.
3. How do we evaluate the content? We'd want to avoid any appearance of lobbying, and make sure everything is justified as "publicity not propaganda".

It sounds as if we really can pursue such a campaign, including raising money from corporate and other sources. We would just want to be sure that Ethics and OGC are part of the process, every step of the way.

Diana



THINK COLLEGE EARLY

*Universal Access to Higher
Education: The Message
Starts **EARLY***



Going to College Directly from High School

(1996 figures)

- 78% of students from high-income families
- 48 % of students from low-income families



RESEARCH

- Carnegie Council on Adolescent Development
- Equity 2000
- 1998 report: Factors Related to College Enrollment
- Department of Labor Statistics
- 1999: Answers in the Tool Box



FOCUS GROUPS

- Middle Grades Students
- Parents
- Teachers and Counselors
- Policy makers
 - School Board Members
 - Principals
 - Central Office Administrators



THE MESSAGE TO STUDENTS

- SET HIGH EXPECTATIONS AND HIGH STANDARDS
- WORK HARD AND GET THE BEST GRADES YOU CAN



-- to students...

- FIND AND CONNECT WITH MENTORS WHO SUPPORT POSITIVE GOALS
- PLAN TO TAKE THE "RIGHT" COURSES – LIKE ALGEBRA AND GEOMETRY BEGINNING IN THE EIGHTH GRADE



... AND



- LEARN ABOUT FINANCIAL AID, MEANING — HOW TO PAY FOR COLLEGE (This is a big one for PARENTS, too!)

THE MESSAGE TO PARENTS



YOU MAKE A BIG DIFFERENCE



- INFORMATION
- SUPPORT



THE MESSAGE TO SCHOOLS

- TEACHERS AND COUNSELORS CAN BE POWERFUL AGENTS OF POSITIVE CHANGE



THE COMMUNITY ROLE

Supporting the **THINK COLLEGE** EARLY MESSAGE with **SPECIFICS**

COMMUNITY



Organizations, Religious groups, Businesses, Non-profits, State and Local Gov't

- Partnering with schools and others to work with children
- Speaking to students and parents about college, jobs/careers, and the future
- Tutoring and mentoring

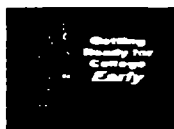
HOW DO WE SPREAD THE WORD?



- PUBLICATIONS
 - Incl. Spanish for parents
- TCE LISTSERV
- TCE WEBSITE
- CONNECT WITH GROUPS HAVING SIMILAR GOALS — AND THAT'S ALMOST EVERYONE!



RESOURCES AND ACCESS



- For parents
- For students
- ...and Yes, You Can: Establishing Mentoring Programs to Prepare Youth for College
- Toll-free 1-877-4ED-PUBS



TCE LISTSERV

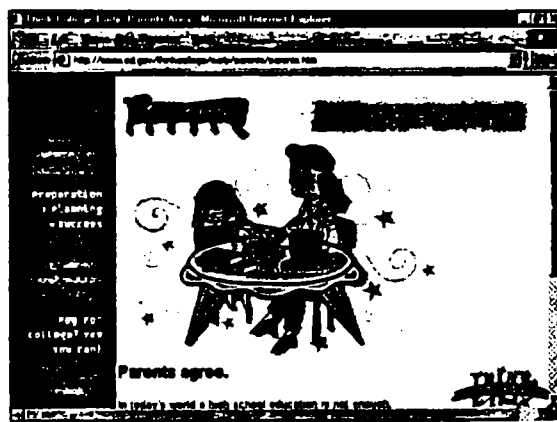
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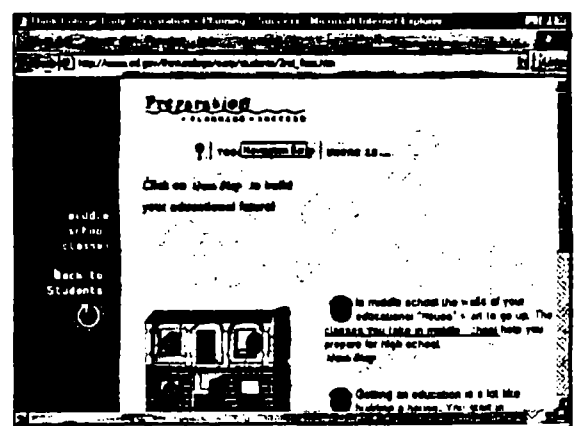
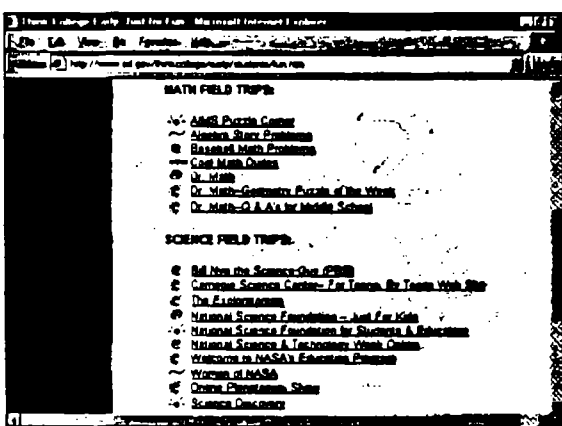
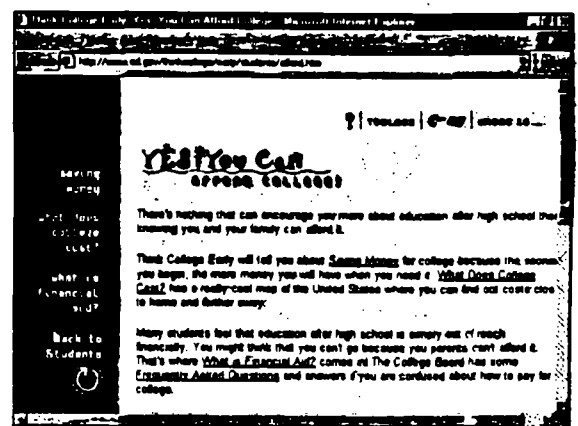
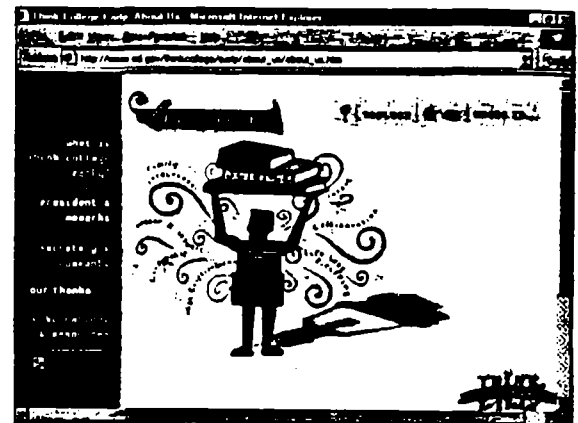
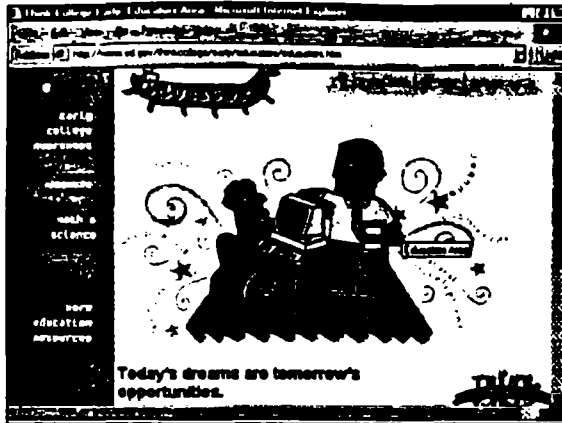
- Address to listproc@net.ed.gov
- Message area:
Subscribe ThinkColl
yourfirstname yourlastname
- Send the message!

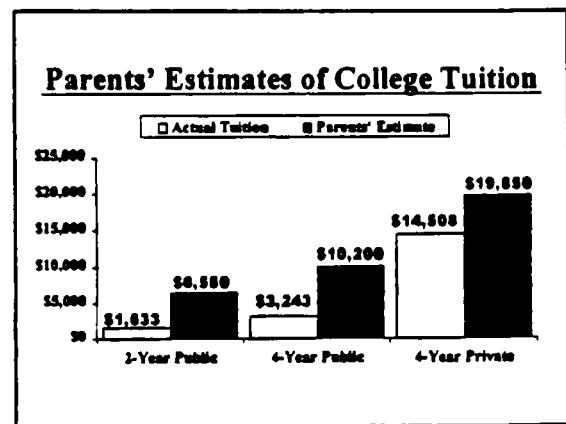
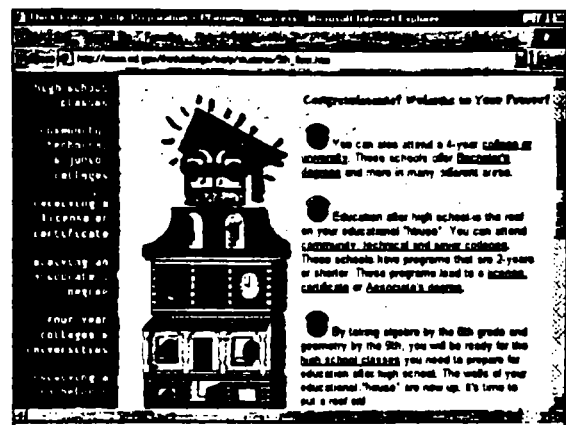
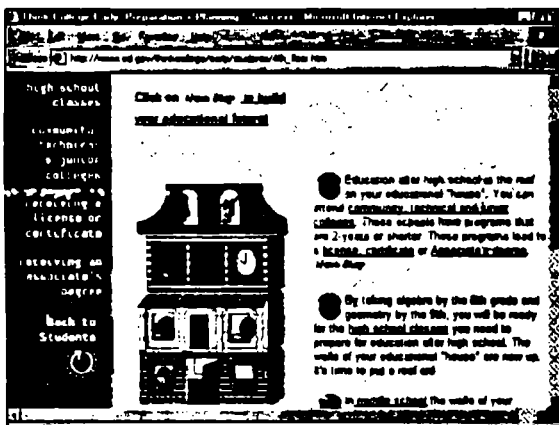
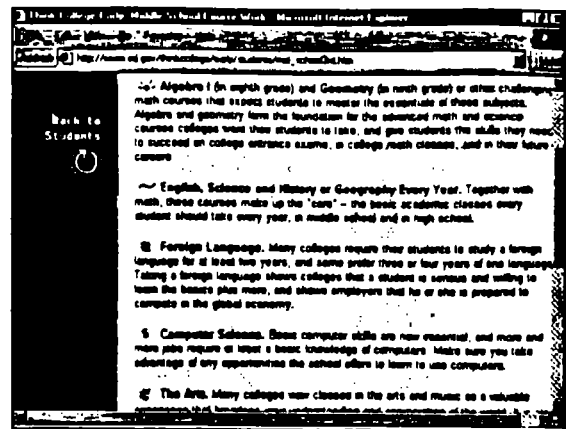
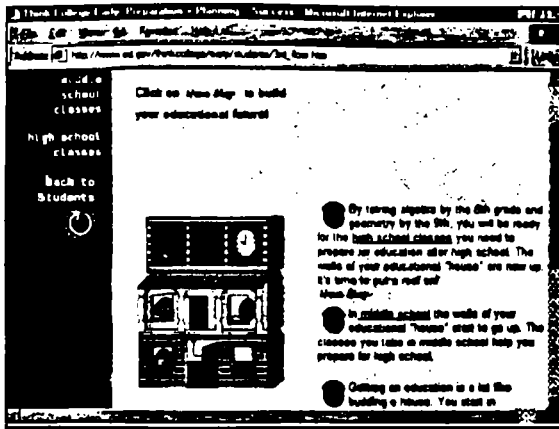


TCE WEBSITE

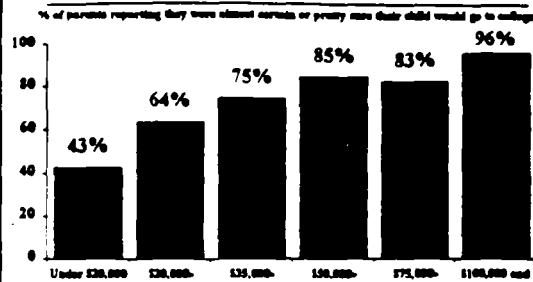
<http://www.ed.gov/thinkcollege/early>





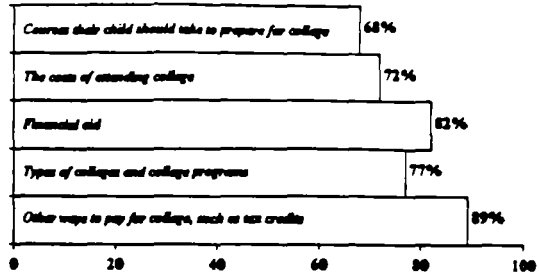


Parents' Expectations About College: By Income Level



Parents' Desire for Information About College

% of parents reporting that they have some information, but would like more, or that they have little or no information about:



Think College? Easy. No. How to My Family When to College. Microsoft Internet Explorer

Address: http://www.ed.gov/parents/college/parents/col_what.htm

Now in my Family Ever want to college...

Even if no one in your family ever went to college, that doesn't mean that no one will. At a time in life when it is a family to get upon that dream, and by then it's more than a family.

It takes a lot of courage and determination to be the first in anything. It also takes a lot of support. Talk to your child's teacher or principal about how students become aware of what college is and how to prepare. Ask questions! Find out what is available at school! Ask if there are mentor programs to help your children succeed in education after high school. Look around you for role models. Find people like you who have succeeded. Ask them how they did it!

Here is an excellent place to begin from the U.S. Department of Education:

THE PROGRAM helps Americans from low-income families to successfully graduate from college. Programs include Upward Bound.

Think College? Easy. No. How to My Family When to College. Microsoft Internet Explorer

Address: http://www.ed.gov/parents/college/parents/col_what.htm

Parent support Ladder (ideas)

1. recognize that education is a lifelong process
2. recognize that no one else is doing it for you
3. recognize that no one else is doing it for you
4. recognize that no one else is doing it for you
5. recognize that no one else is doing it for you
6. recognize that no one else is doing it for you
7. recognize that no one else is doing it for you
8. recognize that no one else is doing it for you
9. recognize that no one else is doing it for you
10. recognize that no one else is doing it for you

Excerpt from: "Parents and Community Together (PACT)"
National Association for College Admission Counselors (NACAC)



TALKING...ABOUT

- How Important **EDUCATION** is
- How education beyond high school leads to a better life (job/career, community, \$\$)
- How the future stays bright with learning all your life

Think College? Easy. No. How to My Family When to College. Microsoft Internet Explorer

Address: http://www.ed.gov/parents/college/parents/col_what.htm

Average Undergraduate College Costs, by State, 1996-97

Choose a state from the map (or the list) on the left. Click on the state's two-letter abbreviation. A table will show the average undergraduate college costs.

back to students back to "what does college cost?" back to map

Think College Early: Average College Costs - Microsoft Internet Explorer

http://www.ed.gov/firststeps/early/education/college_costs.htm

	Public, 4-year 1995-97				Private, 4-year 1995-97			
	Tuition (\$-ones)	Room (\$-ones)	Board (\$-ones)	Total (\$-ones)	Tuition (\$-ones)	Room (\$-ones)	Board (\$-ones)	Total (\$-ones)
United States	1,200	8,000	2,000	11,200	2,500	4,000	2,000	8,500
Alabama	700	5,800	2,000	8,500	1,500	3,000	2,000	6,500
Arizona	1,200	8,000	2,000	11,200	2,500	4,000	2,000	8,500
Arkansas	700	5,800	2,000	8,500	1,500	3,000	2,000	6,500
California	1,200	8,000	2,000	11,200	2,500	4,000	2,000	8,500
Colorado	700	5,800	2,000	8,500	1,500	3,000	2,000	6,500
Connecticut	1,200	8,000	2,000	11,200	2,500	4,000	2,000	8,500
Delaware	700	5,800	2,000	8,500	1,500	3,000	2,000	6,500
Florida	1,200	8,000	2,000	11,200	2,500	4,000	2,000	8,500
Georgia	700	5,800	2,000	8,500	1,500	3,000	2,000	6,500
Hawaii	1,200	8,000	2,000	11,200	2,500	4,000	2,000	8,500
Idaho	700	5,800	2,000	8,500	1,500	3,000	2,000	6,500
Illinois	1,200	8,000	2,000	11,200	2,500	4,000	2,000	8,500
Indiana	700	5,800	2,000	8,500	1,500	3,000	2,000	6,500
Iowa	1,200	8,000	2,000	11,200	2,500	4,000	2,000	8,500
Kansas	700	5,800	2,000	8,500	1,500	3,000	2,000	6,500
Kentucky	1,200	8,000	2,000	11,200	2,500	4,000	2,000	8,500
Louisiana	700	5,800	2,000	8,500	1,500	3,000	2,000	6,500
Maine	1,200	8,000	2,000	11,200	2,500	4,000	2,000	8,500
Maryland	700	5,800	2,000	8,500	1,500	3,000	2,000	6,500
Massachusetts	1,200	8,000	2,000	11,200	2,500	4,000	2,000	8,500
Michigan	700	5,800	2,000	8,500	1,500	3,000	2,000	6,500
Minnesota	1,200	8,000	2,000	11,200	2,500	4,000	2,000	8,500
Mississippi	700	5,800	2,000	8,500	1,500	3,000	2,000	6,500
Missouri	1,200	8,000	2,000	11,200	2,500	4,000	2,000	8,500
Montana	700	5,800	2,000	8,500	1,500	3,000	2,000	6,500
Nebraska	1,200	8,000	2,000	11,200	2,500	4,000	2,000	8,500
Nevada	700	5,800	2,000	8,500	1,500	3,000	2,000	6,500
New Hampshire	1,200	8,000	2,000	11,200	2,500	4,000	2,000	8,500
New Jersey	700	5,800	2,000	8,500	1,500	3,000	2,000	6,500
New Mexico	1,200	8,000	2,000	11,200	2,500	4,000	2,000	8,500
New York	700	5,800	2,000	8,500	1,500	3,000	2,000	6,500
North Carolina	1,200	8,000	2,000	11,200	2,500	4,000	2,000	8,500
North Dakota	700	5,800	2,000	8,500	1,500	3,000	2,000	6,500
Ohio	1,200	8,000	2,000	11,200	2,500	4,000	2,000	8,500
Oklahoma	700	5,800	2,000	8,500	1,500	3,000	2,000	6,500
Oregon	1,200	8,000	2,000	11,200	2,500	4,000	2,000	8,500
Pennsylvania	700	5,800	2,000	8,500	1,500	3,000	2,000	6,500
Rhode Island	1,200	8,000	2,000	11,200	2,500	4,000	2,000	8,500
South Carolina	700	5,800	2,000	8,500	1,500	3,000	2,000	6,500
South Dakota	1,200	8,000	2,000	11,200	2,500	4,000	2,000	8,500
Tennessee	700	5,800	2,000	8,500	1,500	3,000	2,000	6,500
Texas	1,200	8,000	2,000	11,200	2,500	4,000	2,000	8,500
Utah	700	5,800	2,000	8,500	1,500	3,000	2,000	6,500
Vermont	1,200	8,000	2,000	11,200	2,500	4,000	2,000	8,500
Virginia	700	5,800	2,000	8,500	1,500	3,000	2,000	6,500
Washington	1,200	8,000	2,000	11,200	2,500	4,000	2,000	8,500
West Virginia	700	5,800	2,000	8,500	1,500	3,000	2,000	6,500
Wisconsin	1,200	8,000	2,000	11,200	2,500	4,000	2,000	8,500
Wyoming	700	5,800	2,000	8,500	1,500	3,000	2,000	6,500

back to students back to "what were college cost?" back to map

Think College Early: Education Area - Microsoft Internet Explorer

http://www.ed.gov/firststeps/early/education/education.htm

early college awareness

math & science

more education opportunities

Today's dreams are tomorrow's opportunities.

Think College Early: Early College Awareness - Microsoft Internet Explorer

http://www.ed.gov/firststeps/early/education/early_awareness.htm

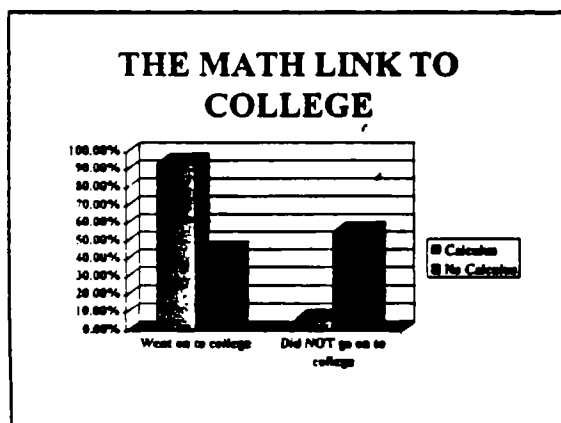
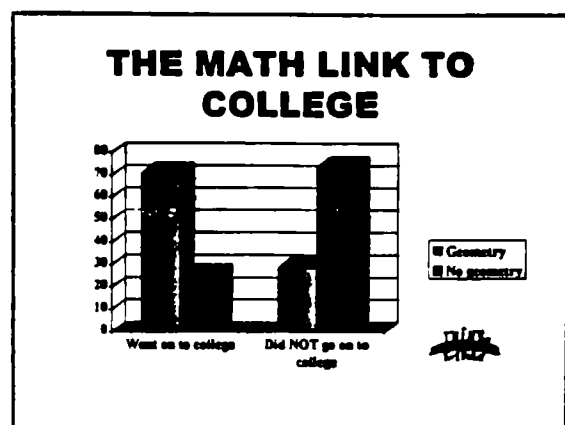
Early College Awareness

Let's Get Ready to Go!

Employers say that in the 21st century everyone will need more education. More and more jobs depend on the ability to think creatively and solve complex, non-routine problems. President Clinton has said that the 12th and 14th years of schooling need to be as common as high school is now. As educators you have a special role to play in encouraging all students and their parents to continue education after high school. Each student is unique and has special talents. Teachers and counselors need to have high expectations for all their students. Life-long learning is for everyone.

The fact is there are too many students who think they can't go to college, and it has nothing to do with capability or finances. It has to do with not knowing HOW to plan for college.

You can help them be ready for education beyond high school by:



Think College Early: Math & Science - Microsoft Internet Explorer

http://www.ed.gov/firststeps/early/education/math_science.htm

Math & Science

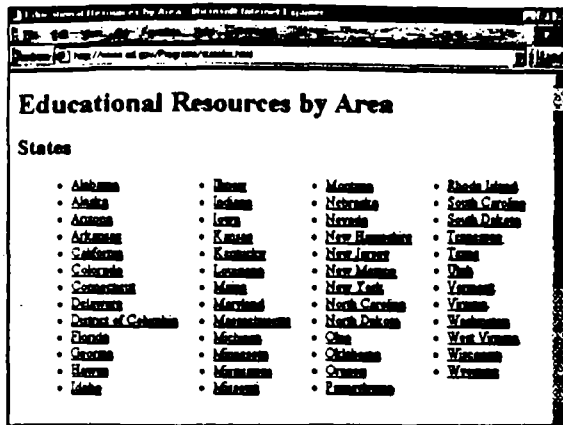
CONNECT TO COLLEGE

The Importance of Mathematics and Science for Middle School and Junior High Students

In the United States today, mastering mathematics has become more important than ever. Students with a strong grasp of mathematics have an advantage at academics and in the job market. The 8th grade is a critical point in mathematics education. Achievement at this stage clears the way for students to take rigorous high school mathematics and science courses—keys to college entrance and success in the labor force. However, most 8th and 9th graders lag as far behind in the classes they take that getting on the road to college is difficult.

The Executive Summary of the recently published *Mathematics Equals Opportunity* highlights the following findings:

- Students who take rigorous mathematics and science courses are much more likely to go to college than those who do not.
- Algebra is the "gateway" to advanced mathematics and science in high school, yet most students do not take it in middle school.



 **GEAR UP**

- Competitive Grants for Gaining Early Awareness and Readiness for Undergraduate Programs
- State grants and partnership grants
- \$120 million for 1999-2000
- 185 Awards announced in August 1999 – to help 250,000

 **GU APPLICATION SUCCESS!!!**

- 670+ applications covering all 50 states
- Est. 1 out of every 5 colleges in the U.S.
- More than 4,500 organizations applied
- GEAR UP web site has been viewed more than 48,000 times

 **FY 2000 Budget Request**

\$240 MILLION
to serve
500,000+ STUDENTS

 **TCE AND GEAR UP**



 **WHAT CAN WE DO TOGETHER??**

LET'S TALK!!!