

# CALENDAR & PROCESS FOR APPLYING TO COLLEGES

- Freshman Year:** Explore career field that interest you
- Sophomore Year:** Narrow career fields to 1-2 fields you would like to major in Take the PSAT and SAT subject test for World History
- Junior Year:** Research Colleges on line; visit colleges with your parents Take PSAT & SAT subject test for US History Decide which teacher to ask for letters of reference
- June–September between Junior and Senior Year:** Decide which colleges to which you will apply
- 1–2 colleges to which you are *sure* to be admitted based on your GPA & SAT scores
  - 1–2 colleges to which you are *likely* to be admitted
  - At least 1 stretch college to which you *might* be admitted
- Senior Year:** Have your SAT Scores sent to the colleges to which you want to apply.

## Costs:

### \$55–\$75 each:

- October–December: Submit applications on-line to the colleges you want to attend
- January–February: File Free Application for Student Aid (FAFSA), Cal Grant, CSS Profile for private colleges
- January–March: Receive conditional acceptance letters from the colleges.
- Notify colleges to which you applied of any change in the classes you are taking from those you indicated on your application
  - Apply for Scholarships
- March–April: Receive Student Aid Report (SAR) - telling you the kind of financial aid package each college has to offer (this will include grant awards, college awards, work study, student loan and parent loans for your education)
- Compare financial aid packages from the colleges (you want to choose those with the greatest amount in grants, the least amount in loans)
  - Narrow the college offers to one or two
- May 1<sup>st</sup>: Must declare which college offer you will accept and notify the college.

### \$300+:

- May: Send in your registration deposit to the college you will be attending Select the dorm and meal package you want.
- June: Send thank you notes to teachers who wrote letters of recommendation for you and to scholarship donors who gave you a scholarship.

**UC and CSU ADMISSIONS  
MINIMUM REQUIREMENTS**  
*UC/CSU Requisitos de Admisión/Entrada  
(mínimo)*

COURSES/ <i>Cursos</i>	EXAMPLE of CLASS <i>Ejemplo de clases</i>	YEARS <i>Años</i>
English...College Prep. English <i>Inglés...colegial</i>		4
Math...Algebra, Geometry, Algebra II, <i>Matemáticas...Alegbra, Geometria, Alebra II</i>		3
Social Studies...CP World Civ, US History, (or ½ yr each US History, Government) <i>Estudios Sociales/Historia... Civica Mundial, Historia de los Estados Unidos (o 1/2 de cada uno Historia de los Estados/Gobierno)</i>		1
Laboratory Science/ <i>Ciencia con Laboratorio...</i> Biology, Biotechnology, Anatomy and Physiology, Chemistry, Physics, Integrated Science I (See your counselor) <i>Biología, Química o Física, Biotecnología, Ciencia Integrada II (hable con su consejero)</i>		2
Foreign Language/ <i>Idiomas Extranjeras...</i> The same language/El mismo idioma		2
Visual and Performing Arts/ <i>Bellas Artes</i> Art, Dance, Drama, Theatre, Music/ <i>Arte, Danza, Drama, Teatro, Música</i>		1
Electives/ <i>Electivos...</i> Additional courses from above areas/ <i>Cursos adicionales de las áreas de arriba ademas:</i>		1

**Grades**

Grades of "C" or higher are required in a class to fulfill these requirements. *Grado de "C" o mejor se requiere para completar estos requisitos.*

**College Testing/Subject tests./Examinaciones universitarias:**

If applying to CSU, you must take the SAT Reasoning Test or the ACT. If applying to UC, you must take the SAT Reasoning and SAT Subject Exams  
*Si solicita entrada a la CSU, se requiere el examen SAT Reasoning y el examen de ACT. Si solicita entrada a la UC, se requiere el examen SAT Reasoning y el examen SAT Subject.*

These are the MINIMUM requirements for UC and CSU admissions. Some campuses and majors require additional course work. Students are encouraged to exceed the minimum requirements.  
*Estos requisitos son los MINIMOS de entrada a las CSU y UC. Porque algunos campos y especialidades de educación requiere cursos adicionales. Los estudiantes son animados a superar los requisitos minimos.*

## Parent Involvement Is Crucial to Children's Academic Success

Students' learning does not start when the school bell rings, nor does it stop when school lets out. Children are learning all the time, and you are their teachers for much of that time.

Studies have shown that when parents expect their children to do well in school, they do. Students who are encouraged by their parents to work hard in school are more likely to put forth the necessary effort than students who are encouraged only by teachers or not encouraged at all. Evidence suggests that the "curriculum of the home" (what your children learn from you and the way you interact with them at home) influences their academic success in school more than family income or the parents' education. So, regardless of your own educational background, you can play a major role in your children's learning. Researchers have found that children who do well in school have parents who often do the following:

- Offer encouragement to do well in school and low-key praise for successes.
- Take an active interest in what is happening in school by talking with their children about school.
- Encourage their children to ask questions and to think independently.
- Establish a clear set of rules and expectations about acceptable behavior.
- Emphasize the importance of hard work and responsibility.

No one can be expected to be as interested in or to spend as much time with your children as you, the parents. Your sustained involvement with their learning and their teachers is the best way to ensure that their needs are being met and will continue to be met.

Parental involvement needs to continue as children get older, particularly because students are most likely to drop out of school (1) during junior high; (2) when they reach age sixteen years; and (3) right before high school graduation.

In junior high school, your children particularly need your help in selecting courses that will prepare them for both work and future education. The classes they take in junior high school and high school will determine their future educational and career choices. Yet, a recent study found that most students casually make decisions about what courses to take in high school and that they make such decisions with little help from parents or school personnel.

## What More Can Parents Do?

Many things that you can do at home on a daily basis will help your children the most:

### Prekindergarten and Elementary School Levels

- Set aside some time each day to talk to your children about what is happening at school. Your children are a primary source for finding out whether everything is fine or whether there are potential problems that require your attention. By showing interest, you give the message that education is important.
- Spend time with your children, giving them your undivided attention. Valuable sharing and learning activities can include playing games and taking trips to the library, zoo, museum, and even to the grocery store. A child's vocabulary and ability to recognize words are strongly related to the time he or she spends with adults rather than with other children or watching television.
- Talk with your children. Use complete sentences and present details when they ask questions. By helping to develop their spoken language skills, you are building the foundation for reading and writing skills.
- Stress the importance and value of education by expecting your children to learn. Encourage them to do their best.
- Read to your children and/or have them read to you. Provide books for your children to read, accompany them to the library, and express interest in what they are reading. Children who have been read to or are encouraged to read are better readers in school.
- Let your children see you reading. Be role models by reading newspapers, magazines, and books, by giving books as gifts, and by making reading material available at home.
- Set aside a regular time and place for doing homework with your school-age children. Be alert to problems and contact the teacher if you and your children do not understand an assignment. Your children should work independently but with your support and encouragement.
- If your children have no homework, expect them to read. During this time, the television or radio should be left off. Studies indicate that increased work time through homework results in higher achievement for students.
- Encourage your children to maintain a list of names, addresses, and telephone numbers of friends who could be called on for assistance on school assignments.
- Get your children to school on time and encourage good attendance.

- Make sure your children get a good night's sleep and have a good breakfast at home or at school. If you do not help your children to prepare for school in the morning or make sure that they get to bed at a reasonable time, you may be sending a nonverbal message that school is not important.
- Make a point to introduce yourself to your children's teachers and to attend all parent-teacher conferences. Studies have found that these conferences enhance children's success in school. If your school does not have regularly scheduled conferences, or if you feel you need to have additional time with the teacher, do not hesitate to telephone or write to request a conference.
- Teach your children how to use television creatively and critically. Many educators see television as a major stumbling block to reading. At the beginning of each week, decide with your children which programs they can watch. Allow only certain hours and certain times for TV viewing, preferably after homework and chores are completed. Data collected by the California State Department of Education indicate that the more time children spend watching TV, the lower their achievement scores; the less time they watch TV, the higher their scores. In general, over 10 hours a week is considered harmful to learning.
- Talk to your children about attending college. A recent Pennsylvania study of high school students indicates that the strongest influence on students' plans to attend college was their parents' attitudes. An overwhelming majority of students whose parents wanted them to attend college planned to do so. Visit a college campus with your children and pick up catalogs and brochures. **It is not too early to start talking about college at the elementary school level!**

### **Junior High and High School Levels**

Many of the activities mentioned above apply to junior high school and high school students as well. The following are of particular value to older students:

- Reinforce and reward regular attendance at school. Habits are important! If your children attend school regularly in junior high, they are likely to continue such attendance in high school.
- Get to know the junior high school and high school counselors. They can give you information about college and university opportunities and job choices so that you are better prepared to help your children.
- Make sure your children have access to rigorous academic courses of study. Visit the school counselors as early as the seventh and eighth grades and make sure the proposed courses will be helpful if your children wish to go to college. Even if your children have not yet decided to attend college, a college preparatory program opens options for both work and further education. Too many students are enrolled in programs which do not adequately prepare them for either the world of work or college. Do not let your children be part of that unprepared group.

For parents whose home language is other than English, it is important that you communicate and read to your children; which language you use to do so is secondary.

## Financial Aid Is Available

Do not let lack of money keep your children from applying to college. Most colleges and universities offer a range of financial aid programs. The amount of financial aid a student receives depends on the amount contributed by the student and his or her family and the cost of attending a particular institution. The University of California and The California State University make every effort to ensure that no qualified student is refused admission for lack of money. For example, it is estimated that more than 40 percent of University of California students receive some form of financial aid, and this percentage is substantially higher among minority students.

If you would like your children to pursue a college education but find that cost represents a problem, seek information on financial aid programs from the junior high school or high school counselors and/or the University of California's Early Outreach Program and The California State University Educational Opportunity Program.

## Your Involvement Can Help All Children

While this booklet focusses on your relationships with your children, you can do many things to improve education for all children:

- Join the school booster club, site council, and PTA.
- Volunteer for classroom work and for other activities at the school.
- Encourage local newspapers to recognize exemplary teachers and students and help organize award ceremonies at school.
- Participate in fund-raising efforts.

## Conclusion

As parents, you are essential to your children's success in school. You are their first and most influential teachers. Make the most of this responsibility. Not only will you share in the pride of their success but you will also contribute to the continued well-being of our society. How well we teach our children will determine our economic prosperity, our quality of life, and the strength of our institutions for generations to come.

<u>College</u>	<u>Admit GPA</u>	<u>Sat v</u>	<u>Sat m ACT</u>	<u>Cost</u>	<u>Ave. Debt</u>
CSU Fresno	65%	390+	410+ 16+	\$17,194	\$10,958
Sac. State	47%	410+	430+ 17+	\$17,194	\$10,868
CSUMB	59%	440+	440+ 17+	\$17,194	\$ 8,263
San Jose St	65%	420+	440+ 16+	\$17,194	\$ 5,733
Long Beach	55%	450+	470+ 17+	\$17,194	\$ 6,319
San Diego S	44%	480+	500+ 20+	\$17,194	\$14,500
UC's combined SAT r&m write					
UC Merced	86%	3.0	1090+ 529+ 23+	\$22,185	no report
UC Santa B	53%		1232+ 613+ 27+	\$25,346	\$15,808
UC San Diego	42%	3.75	1295+ 640+ 28+	\$25,000	no report
UC Davis	61%	3.70	1240+ 612+ 27+	\$24,162	\$13,835

UCLA	27%	3.75	1328+	660+	29+	\$24,375	\$15,996
UC Berkeley	26%	top 10%	1345+	668+	29+	\$25,310	\$14,453
UCSC	75%	3.35	1177+	583+	25+	\$23,980	\$14,381
SAT v SAT m ACT							
Santa Clara U	61%	3.6	597+	618+	26+	\$50,556	\$23,773
Stanford U	9.5%	4.0	700+	700+	30+	\$51,187	\$16,728
USC	25%	3.8	640+	670+	28+	\$52,118	\$25,578
Harvard U	9%	top 10%	700+	700+	31+	\$47,215	\$ 9,290
Yale U	9%	top 10%	700+	690+	31+	\$49,000	\$14,882
Boston U	58%	3.5	600+	600+	27+	\$51,000	\$24,939
Georgetown	22%	3.75	635+	635+	29+	\$53,880	\$27,117