

Critical Principle	Definition	Indicators
College Talk	Clear, ongoing communication about college so that all students develop a college-going identity.	Newsletters, newspapers, posters, College Club for middle school students, essay contest based on college application questions.
Clear Expectations	Explicit goals of college preparation must be defined and communicated clearly, consistently, and in a variety of ways by families and all school personnel.	School mission statement, four-year plans for all students, frequent communication with students about their college options, ongoing opportunities to discuss college preparation and define goals.
Information and Resources	Students must have access to up-to-date, comprehensive college information and schools must build college knowledge infrastructure.	College-related periodicals, PSAT/SAT/ACT materials, financial aid materials, college catalogs, workshops on test prep and financial planning.
Comprehensive Counseling Model	All counselors are college counselors and all student interactions with counselors are college advising opportunities.	All high school counselors attend state college conferences, counselors at all grade levels have ongoing collaboration, counselors distribute college information to all students, faculty, and staff.
Testing and Curriculum	Students must be informed about necessary tests, must be given the opportunity to prepare for these tests, and testing fees must be taken into account.	PSAT given on school day to all 10th graders, with fees waived (Contact College Board), master schedules changed to make more college prep classes available, students learn organizational skills.
Faculty Involvement	Faculty must be active, informed partners with counselors, students, and families and professional development opportunities must be available.	Classroom decorations and "college corners," College Talk in class time, mathematics teachers work with PSAT-takers, teachers understand their roles in college prep, teachers visit counseling office.
Family Involvement	Family members must have opportunities to gain college knowledge and understand their role.	College Fairs for students and their families, evening/weekend parent workshops to learn about college preparation, financial planning, parents supported in their belief that their children are "college material."
College Partnerships	There should be active links between K-12 schools and local colleges and universities that can lead to field trips, college fairs, and academic enrichment programs.	Students at all grade levels have visited local college campuses, college dress days, door decoration contests, guest speakers, tutoring programs, pen pal program with college students.
Articulation	Students should have a seamless experience from Kindergarten through HS graduation, with ongoing communication among all schools in a feeder group, and work at one school site should connect with activities at other levels.	Students hear a consistent message at all grade levels, middle schools connect with students as young as fifth grade, as early as kindergarten students should see themselves as college material, high school and middle school counselors are pooling resources and making connections.

Note: "Creating a College Culture" is a UCLA Project directed by Professor Patricia McDonough.