



An 8th Grader's Guide to High School

“You're off to Great Places!

Today is your day!

Your mountain is waiting,

So... get on your way!”

— Dr. Seuss, *Oh, The Places You'll Go!*

Dear Parents/Guardians;

The transition from middle to high school can be challenging for all students. This guide is intended to alleviate stress during this crucial change. In an effort to help parents help their students, we have created this booklet. In it, you'll learn about major changes in the academic structure and social expectations that your students will encounter on their first day of high school.

Good luck!

Native American Programs
Kyrene School District

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Academic Life



WHAT ARE MY CHOICES??

What options do I have?

As 8th graders enter their 9th grade year, there are many choices to consider. There are also opportunities that can become a financial burden to you and the students. By understanding schooling options and contacting Indian Education departments, the burden may be eased. These departments can also help you form valuable relationships with school staff, take advantage of unique opportunities, and tap into additional resources.



Grade Point Average (GPA) Table

The following table represents the amount of quality points that make up a student's GPA for standard, honors, and AP/IB classes

Letter Grades	Standard Courses	Honors	AP/IB
A	4	5	6
B	3	4	5
C	2	3	4
D	1	2	3
F	0	0	0

Graduation Requirements

HIGH SCHOOL GRADUATION REQUIREMENTS

English (AZ state proficiency required)	4.0 credits
Mathematics (AZ state proficiency required)	4.0 credits
Physical Science	1.0 credit
Life Science	1.0 credit
Additional Science	1.0 credit
World History and Geography	1.0 credit
American/AZ History	1.0 credit
U.S./AZ Government	0.5 credit
Economics**	0.5 credit
Health Education	0.5 credit
Physical Education*	1.0 credit
Fine Arts/Practical Arts/Vocational Education (CTE)	1.0 credit
Fine Arts/Vocational Education (CTE)	1.0 credit
Electives	5.5 credits
TOTAL	23.0 credits

* Students who have participated in three complete fall semesters of high school marching band may be granted a waiver of the Physical Education graduation requirement.

* Students who have earned 2.0 credits in Military Science may be granted a waiver of the Physical Education graduation requirement.

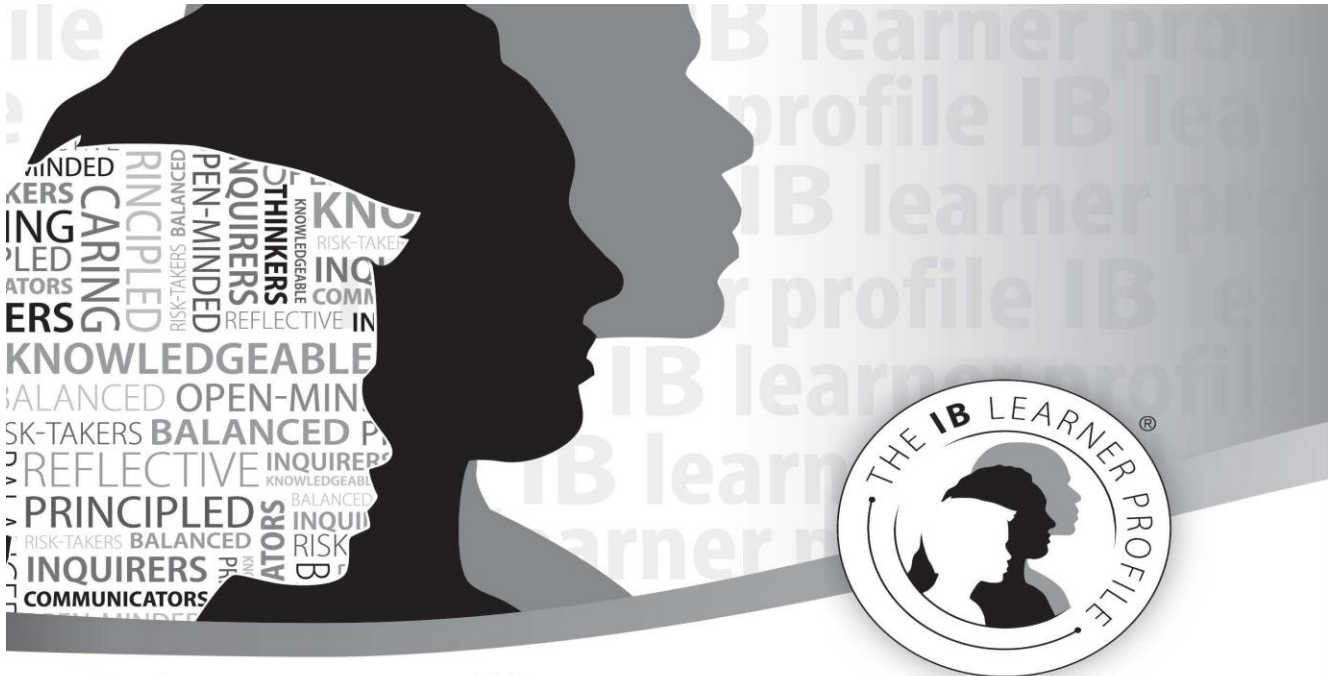
** Can be met with Economics, Honors Economics, AP Economics, Entrepreneurship, Advanced Business Management or Advanced Business Marketing.

9th Grade Registration

FLOW CHART - 9TH GRADE- WHAT SHOULD I CONSIDER WHEN REGISTERING FOR CLASSES?

	INTERNATIONAL BACCALAUREATE (IB)	AP COURSES	DUAL ENROLLMENT	HOOP OF LEARNING (HOL)
WHY	PROVIDES RIGOR FOR SCHOOL SCHOLARSHIPS, ADMISSION FOR PRESTIGIOUS SCHOOLS, GREAT PREPARATION FOR UNIVERSITIES	ADD ADDITIONAL CREDITS FOR COLLEGE CREDIT- FOR SELECTED SUBJECTS AND	RECEIVE COLLEGE CREDITS FOR HIGH SCHOOL CLASSES THAT MEET THE COLLEGE CLASS CRITERIA AND TAUGHT BY DUAL ENROLLMENT CERTIFIED TEACHING STAFF	RECEIVE COLLEGE CREDITS CONCURRENTLY
BENEFITS	AVAILABLE IN SELECT SCHOOLS <ul style="list-style-type: none"> • TEMPE HIGH SCHOOL • CHANDLER HIGH SCHOOL 	<ul style="list-style-type: none"> • CAN TAKE AP COURSES WITHIN SCHOOL HOURS AT HIGH SCHOOL • ADMISONS REVIEWS LOOK FOR RIGOUROS COURSES LIKE THIS 	<ul style="list-style-type: none"> • CAN TAKE SELECTED DUAL ENROLLMENT CLASSES WITHIN SCHOOL HOURS AT HIGH SCHOOL • ADMISONS REVIEWS LOOK FOR RIGOUROS COURSES LIKE THIS 	TAKE CLASSES OUTSIDE OF HIGH SCHOOL CLASSES- HOURS: SCHOOL, EVENINGS OR WEEKENDS
CONSIDER	GLOBAL PERSPECTIVE AND FOCUS OF IB IS VALUE-ADDED	<ul style="list-style-type: none"> • NOT ALL COLLEGES RECOGNIZE • DEPENDENT ON AP EXAMATION SCORES 	<ul style="list-style-type: none"> • ACCEPTED IN STATE • NEED TO VERIFY OUT OF STATE ACCEPTANCE 	OFFERED ONLY BY THE MARICOPA COMMUNITY COLLEGES
COST	\$70+ PER EXAM	\$89 PER EXAM	\$ 81 PER CREDIT HOUR FOR AZ RESIDENTS \$317 PER CREDIT HOUR FOR OUT OF STATE RESIDENTS	COVERED BY HOL SCHOLARSHIP
DURATION	2 TO 4 YEARS DURING HIGH SCHOOL- INCORPORATES AP, DUAL ENROLLMENT AND HOL PROGRAM INTO PROGRAM <ul style="list-style-type: none"> • DEPENDENT ON GPA • HONORS CLASSES 	EXAMS AVAILABLE FOR SELECTED HIGH SCHOOL CLASSES AND PAID FOR AT THE BEGINNING OF CLASS	DUAL ENROLLMENT AVAILABLE FOR SELECTED HIGH SCHOOL CLASSES AND PAID FOR AT THE BEGINNING OF CLASS <ul style="list-style-type: none"> • CREDIT HOURS VARY DEPENDING ON DUAL ENROLLMENT CLASS • TAKE ASSESSMENT TEST AT THE COMMUNITY COLLEGE • COMPLETE FORM WITH DUAL ENROLLMENT INFORMATION WITH CLASS NUMBER OF HIGH SCHOOL CLASS • PAY FEE 	<ul style="list-style-type: none"> • MEET WITH THE EARLY OUTREACH COORDINATOR AT SELECTED MARICOPA COMMUNITY COLLEGE • COMPLETE HOL APPLICATION • PROVIDE TRIBAL ENROLLMENT DOCUMENTS • TAKE ASSESSMENT EXAM • REGISTER FOR COLLEGE CLASSES
EILIGIBILITY	TALK TO GUIDANCE COUNSELOR	TALK TO GUIDANCE COUNSELOR, ASK ABOUT AVAILABLE SUBJECTS	TALK TO GUIDANCE COUNSELOR, ASK ABOUT AVAILABLE SUBJECTS	COMPLETE APPLICATION AND MEET WITH THE OUTREACH COORDINATOR AT MARICOPA COMMUNITY COLLEGES SITE

International Baccalaureate



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



Advanced Placement (AP)

Why enroll in an Advanced Placement (AP) class? After all, high school is a pressure cooker. You already have to take the SATs, apply to college and—of course—find a prom date. The last thing you may want to do is take a very demanding course, especially one that's not mandatory. But we recommend you consider it.

AP Classes Can Be a Smart Choice

AP classes can be as challenging as introductory college courses. Many high schools give greater "weight" to AP grades when calculating your GPA. So a "B" in an AP class might be a 3.3 rather than a 3.0. (By the way, you're not getting away with anything; colleges are aware of this practice!)

An AP class signals to admissions officers that you're ready for college-level work. Of course, if you bomb the class, you'll send the opposite message. Many students take these classes to impress prospective colleges despite being unprepared for AP-level work. So talk with the teacher before you enroll.

You can pick and choose AP classes. If you're a science whiz, AP Biology or Chemistry may give you the extra challenge you crave. If you're the next Ernest Hemingway, head to AP English. There are over 30 different AP-certified courses, although your high school may only offer some of these.

AP Exam: The Basics

Students around the country take AP exams in May. The exams last between 2 and 3 hours, depending on the subject. The structure of each exam varies, again depending on the subject. Each test may consist of some combination of multiple-choice, free-response, essay and short answer questions. The exams are scored on a scale from 1 to 5, with a score of 5 being the highest.

Many universities award college credit for strong scores. Given the cost of credits, success on AP exams could save you a good deal of money—potentially an entire semester's worth of tuition.

You may also be able to bypass introductory classes and enroll in upper-level courses. For example, *Introduction to American Politics* may be a prerequisite for second-year political science courses at your school. However, scoring a 4 or 5 on the AP U.S. Government and Politics exam might exempt you from this requirement. Taking the test that corresponds to your intended major can be a particularly canny move, allowing you to skip the survey course with 200 other students and dive right into more specialized classes.

Policies on AP credit vary greatly by college. If your college offers credit for AP courses, a score of 5 is golden, a 4 will work equally well and a 3 is considered borderline.

You do not have to take an AP course to take the exam. If you feel confident enough with the subject matter, you can sit for the test.

For more information: see "Resource" section

Dual Enrollment

Students enrolled in high school may be dual enrolled at a community college. In collaboration between the community college and high schools, students can receive college credit for selected high school classes. The classes are taught by qualified teachers.

Dual enrollment is a program through the Community College that allows you to earn college credit while attending your high school classes that can then transfer to a community college or four-year university.

It is different than advanced placement (AP) classes which require you to pass a test to earn college credit. Passing an AP class does not guarantee credit, and colleges vary on their acceptance of AP class credits.

Dual enrollment students receive a grade and credit for work completed throughout the year. These credits usually transfer to your college of choice as direct course equivalents. CGCC and the Maricopa County Community Colleges District have agreements with the three Arizona state universities as well as many out-of-state colleges to accept dual enrollment class credit.

You're in the class; why not get credit for it? It will save the students thousands on tuition and books and college credit hours are earned. It can fulfill many university general studies requirements, including English, math, science, history and language courses.

Contact your student's high school counselor for more information.



Hoop of Learning

The Hoop of Learning Program is an early college high school bridge program administered by the Maricopa Community Colleges. Born from a need to help Native American students stay in school and pursue a college degree, the Hoop of Learning Program has celebrated over a decade of success and continues to grow. The Hoop of Learning Program model offers a conceptual program design tailored specifically to meet the academic and cultural needs of Native American students. Basic tenets of the model replicate the indigenous Circle of Life philosophy long practiced by all Native American peoples of the North and South Americas. These tenets include:

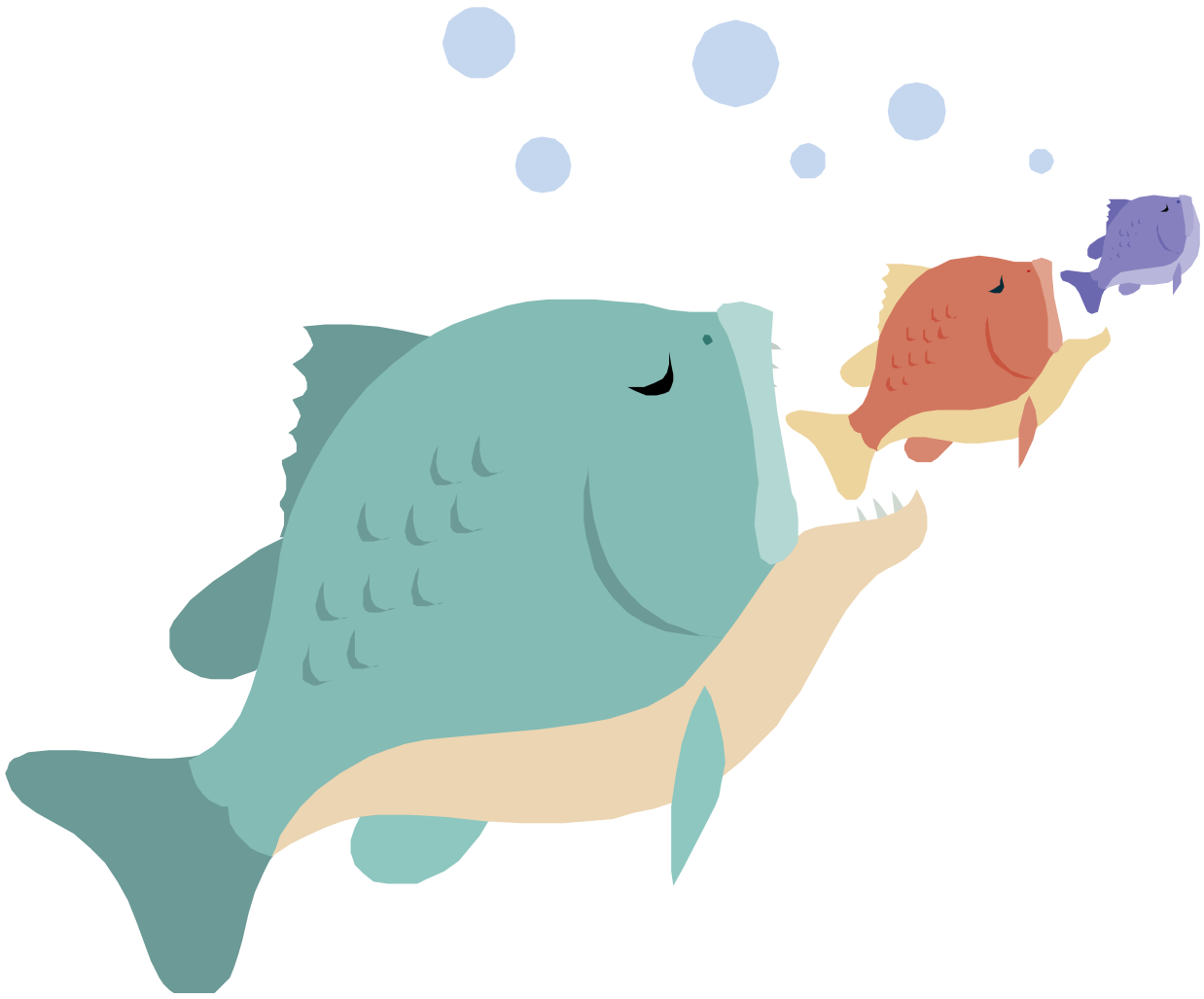
- Traditional Native worldview of lifelong development
- Developing strong positive cultural identities and integrity
- Culturally relevant education
- Traditional Tribal community facilitated by a broad network of relations
- Individuals contributing to the well-being of the community
- Native people serving as role models

ENROLLMENT REQUIREMENTS:

- Enrollment in a federally recognized tribe
- Enrollment as a sophomore, junior, or senior high school student
- Maintain a GPA of 2.0 or higher at high school and college while participating in the program
- Attendance at orientation/registration with a parent/guardian
- Adhering to the Maricopa Community College policies and procedures

BENEFITS:

- Earn college credit
- Increase academic achievements
- Scholarship for tuition, books and fees
- Increased preparedness
- Specialized advisement
- Participation in activities to enhance growth
- Interact with Native American students with same goals



SURVIVING HIGH SCHOOL

Survival Tips

School Schedule

- Are there zero hour or 7th hour classes available?
- How long are the classes?
- Are there A and B days?
- Get familiar with your options

Know the school policies and procedures

- Know the dress code for your school
- Attend school and class on a regular basis
- When absent, make up all missing assignments

Homework

- Plan to spend an average of 2-3 hours/night on homework
- Know each teacher's homework policies
- Make sure you complete it and turn it in on time

Connecting with Adults

- Develop a positive relationship with your teachers at the beginning of the year.
- Read class syllabus
- Come to class on time and prepared
- Turn in all work on time
- Exhibit positive behaviors and ask appropriate questions

Learn self-advocacy skills

- Learn how to talk with a teacher when you have individual questions and concerns
- Talk to them about individual concerns before or after class, during lunch, or before or after school, NOT during instructional time
- E-mail them questions
- Ask for extra help when you need it.
- Introduce yourself to counselors, administrators, and other school staff

Handling Social Pressure

- Find friends with similar values and beliefs
- Be assertive – tell friends what you want/don't want out of the relationship
- Don't use alcohol or other drugs
- Learn to handle conflict in a positive way
- Talk with a trusted adult about situations that make you uncomfortable (bullying, sexual harassment, dating pressures, etc.)

What can your parents do to help?

- Assist you with organization –They should check your homework agenda so they will know what you have to do each week.
- Keep a master calendar of assignments, tests, projects, and extracurricular activities at home so the family will know what you are doing.
- Be aware of your student's grades in each of their classes.
- Volunteer at school

Advice from Freshmen Students

- Be very organized. Have separate binders, folders, and homework folders or you will end up losing important assignments.
- Study for all of your tests. Some tests you may think will be easy turn out to be extremely difficult, is it's better to just be prepared.
- Don't procrastinate! You may think "well, I have two days to do it...", but when that last day rolls around and you can't hang out with friends you hate it.
- Get involved. Sports, clubs, and activities are fun, look good to colleges
- Do all of your homework. I sometimes didn't and it really affected my grades. It counts a lot more than you think.
- Study right after class so it stays in your brain.
- Listen to your teachers. They actually do know more than you even if you think they don't.
- Ask questions and ask for help when you need it. I was shy with all of my teachers for most of the year and I wish I would have talked to them more. I realized that they are really cool the last week of school.
- Choose your friends wisely. They influence you and you may not realize it until you do something you would not have if you were not hanging out with them.
- Challenge yourself. Take classes that make you think and don't take the easy road out.
- Read over the summer. If you can find out what books you are reading beforehand, it is helpful to do plus it will be easier when you reread them during the school year. Reading also makes you smarter.
- Make friends in all of your classes and get their phone numbers. Even if you don't hang out with them, it is helpful in case you forget your homework assignment or need help studying for a test.
- Come to class prepared.
- Be mature because you are coming into high school and the teachers don't treat you like you are still in middle school. Things that just got you reprimanded in middle school can get you suspended in high school.



INDIAN EDUCATION



Indian Education

ELEMENTARY & SECONDARY EDUCATION

Title VII — Indian, Native Hawaiian, and Alaska Native Education

SEC. 701 | SEC. 7101 | SEC. 7102

SEC. 701. INDIANS, NATIVE HAWAIIANS, AND ALASKA NATIVES.

Title VII (20 U.S.C. 7401 et seq.) is amended to read as follows:

TITLE VII — INDIAN, NATIVE HAWAIIAN, AND ALASKA NATIVE EDUCATION

PART A — INDIAN EDUCATION

SEC. 7101. STATEMENT OF POLICY.

It is the policy of the United States to fulfill the Federal Government's unique and continuing trust relationship with and responsibility to the Indian people for the education of Indian children. The Federal Government will continue to work with local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities toward the goal of ensuring that programs that serve Indian children are of the highest quality and provide for not only the basic elementary and secondary educational needs, but also the unique educational and culturally related academic needs of these children.

SEC. 7102. PURPOSE.

(a) **PURPOSE-** It is the purpose of this part to support the efforts of local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students, so that such students can meet the same challenging State student academic achievement standards as all other students are expected to meet.

(b) **PROGRAMS-** This part carries out the purpose described in subsection (a) by authorizing programs of direct assistance for —

(1) Meeting the unique educational and culturally related academic needs of American Indians and Alaska Natives;

(2) The education of Indian children and adults;

(3) The training of Indian persons as educators and counselors, and in other professions serving Indian people; and

(4) Research, evaluation, data collection, and technical assistance.

Contact your High School's Indian Education Department for more information.

U.S. DEPARTMENT OF EDUCATION
OFFICE OF INDIAN EDUCATION
WASHINGTON, DC 20202
TITLE VII STUDENT ELIGIBILITY CERTIFICATION
Elementary and Secondary Education Act, Title VII, Part A, Subpart 1

Parents: Please return this completed form to your child's school. In order to apply for a formula grant under the Indian Education Program, your child's school must determine the number of Indian children enrolled. Any child who meets the following definition may be counted for this purpose. You are not required to complete or submit this form to the school. However, if you choose not to submit a form, the school cannot count your child for funding under the program. **This form will become part of your child's school record and will not need to be completed every year.** This form will be maintained at the school and information on the form will not be released without your written approval.

Definition: Indian means any individual who is (1) a member (as defined by the Indian tribe or band) of an Indian tribe or band, including those Indian tribe or bands terminated since 1940, and those recognized by the State in which the tribe or band reside; or (2) a descendent in the first or second degree (parent or grandparent) as described in (1); or (3) considered by the Secretary of the Interior to be an Indian for any purpose; or (4) an Eskimo or Aleut or other Alaska Native; or (5) a member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994.

NAME OF CHILD _____ Date of Birth _____
(As shown on school enrollment records)

School Name _____ Grade _____

NAME OF TRIBE, BAND OR GROUP _____

Tribe, Band or Group is: (check one)

Federally Recognized, State Organized Indian Group
 Including Alaska Native Recognized Terminated Meeting #5 of the
Definition Above

Name of individual with tribal membership: _____

Individual named is (check one): Child Child's Parent Child's
Grandparent

Proof of membership, as defined by tribe, band, or group is:

A. Membership or enrollment number (if readily available) _____ OR

Other (explain) _____

Name and address of organization maintaining membership data for the tribe, band or group:

I verify that the information provided above is accurate:

PARENT'S SIGNATURE _____ DATE _____

Mailing Address _____ Telephone _____

Notice: Public Reporting Burden Notice on Reverse Side

JOM form- Make sure this form is filled out too...

JOHNSON-O'MALLEY PROGRAM

INDIAN STUDENT ENROLLMENT/CERTIFICATION OF ELIGIBILITY UNDER P.L. 93-638
CFR 273.18(K), (1)

1.

Last Name	First	Initial	Date of Birth	Grade	School

2. The student(s) listed above is/are ¼ or more degree Indian Blood.
 yes no I don't know

3. Are the student(s) listed above members of a federally recognized tribe?
 yes no I don't know

4.

Tribal Affiliation of	Name of Tribe	Tribal Enrollment Number
Student(s)		
Student(s)		
Student(s)		
Parent/Legal Guardian		

5. My signature certifies that the information is correct and verifies eligibility.

Print Name and Address of Parent/Legal Guardian	Signature of Parent/Legal Guardian (Signature of Student if 18 Years Old)
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(DO NOT FILL IN BELOW (Space is reserved for the Indian Education Committee))

6. The above information has been reviewed by the Parent Committee and certifies that the student(s) listed above are:
 Eligible to receive JOM program services yes no

7.

Type/Print Name of Indian Education Committee Member Reviewer:	Signature of Indian Education Committee Member:
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Instructions: Copy retained by applicant agency for three years.

Resources



Resources

- Teachers – can help you with academic issues, give you study tips, and provide extra tutoring if needed, provide guidance
- Counselors – can help you with academic issues, choosing courses each year, college and career planning, social issues, emotional issues, family problems, and alcohol and other drug problems.
- Administrators – cafeteria issues, theft reports, bullying issues, sexual harassment issues, and conflicts with other students, etc.
- School Resource Officer – can help you with theft reports, bullying issues, family violence issues, sexual harassment issues, legal issues, etc.
- Tutoring services – are provided at many high schools. Check with your teacher and counselor for information.
- Media Center specialists – can help you find resources for research, computer access, etc.
- Computer Labs – are available for student use at most high schools. Ask your teacher or the Media Specialists for information.
- Career Development Coordinator – can help you with career assessments, finding a part – time job, worker’s permit, job shadowing, scheduling appointments with military recruiters, internships, and apprenticeships

Websites:

<http://www.azed.gov/indian-education/>

<http://www2.ed.gov/about/offices/list/oese/oie/index.html>

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

<http://www.niea.org/>

<http://www2.nau.edu/~jar/IndianLinks.html>

<http://www.maricopa.edu/studentaffairs/Diversity/nativeamerican/programs.php>

<http://www.ibo.org/>

<http://www.princetonreview.com/college/advanced-placement-classes-and-exams.aspx>

<https://apstudent.collegeboard.org/apcourse>

Indian Education Departments

Chandler Unified School District-

<http://www.chandler.k12.az.us/page/823>

Mesa Public Schools-

<http://www.mpsaz.org/naep/>

Tempe Union High School District-

<https://apps.tuhsd.k12.az.us/view.php?page=26,67,82>

Other school districts in Arizona-

<http://www.azed.gov/school-district-web-sites/>

Glossary

GLOSSARY OF HIGH SCHOOL TERMS

ACT	American College Test - entrance requirement for many colleges
AG	Academically gifted services
AP course	Advanced Placement - College level course taught in high school
Block	Class period lasting 90 minutes
CFNC	College Foundation of NC - information on college and career planning
Course of Study	Specific classes a student must take and pass to complete graduation requirements
Credit	Unit earned upon successfully completing a high school course
CTE	Career and Technical Education
Elective course	Non-required course that is chosen because of student interest
EOC tests	End-of-Course tests administered at the end of specific high school courses
Extra-Curricular Activities	Activities programs that may meet outside of the regular school day
GPA	Grade point average; computed based on number of courses taken and grades earned in those courses
Honors course	Course designed to challenge the highly motivated student
IB	International Baccalaureate - Academically rigorous program similar to AP
Interim reports	Reports that may be issued at the mid-point of each quarter
Paideia	An interdisciplinary approach that encourages students to think across subject areas and curriculum boundaries
Pathway	Cluster of courses in a specific area such as the arts or CTE
PSAT	Preliminary Scholastic Aptitude Test - practice test for the SAT; also used to qualify for National Merit Scholarship when taken as a Junior
Quality points	Points assigned to letter grades at each course level, used to compute grade point average (GPA)
Required course	Course that must be taken to fulfill graduation requirements
SAT	Scholastic Aptitude Test - entrance requirement for many colleges
SAT II	Subject tests within the SAT - required for some college admissions
Standard course	General course that follows the NC Standard Course of Study
Transcript	Report of your grades, attendance, GPA, immunizations and demographics

Hoop of Learning Contacts

Location	Phone	Website
Chandler-Gilbert Community College	480-732-7255	http://www.cgc.maricopa.edu/Students/Early%20Outreach/Pages/Hoops.aspx
Estrella Community College	623-935-8487	http://www.estrellamountain.edu/students/hoops
Gateway Community College	602-286-8031	http://www.gatewaycc.edu/hoop-learning
Glendale Community College	520-488-9092	http://www.gccaz.edu/student-services/9165.htm
Mesa Community College	480-461-7705	http://www.mesacc.edu/students/early-college-programs/hoop-learning-hol
Paradise Valley Community College	602-787-7246	http://www.paradisevalley.edu/hoop
Phoenix College	602-285-7618	http://www.phoenixcollege.edu/student-resources/youth-outreach-programs/hoop-learning
Rio Salado	480-517-8000	http://www.riosalado.edu/acepunte/Pages/Hoop-of-Learning-Program.aspx
Scottsdale Community College	480-423-6531	http://www.scottsdalecc.edu/future-students/high-school/hoop-learning
South Mountain Community College	602-243-8314	http://www.southmountaincc.edu/trio/hoop-of-learning/