



# Tasha Goes to University

# TASHA GOES TO UNIVERSITY

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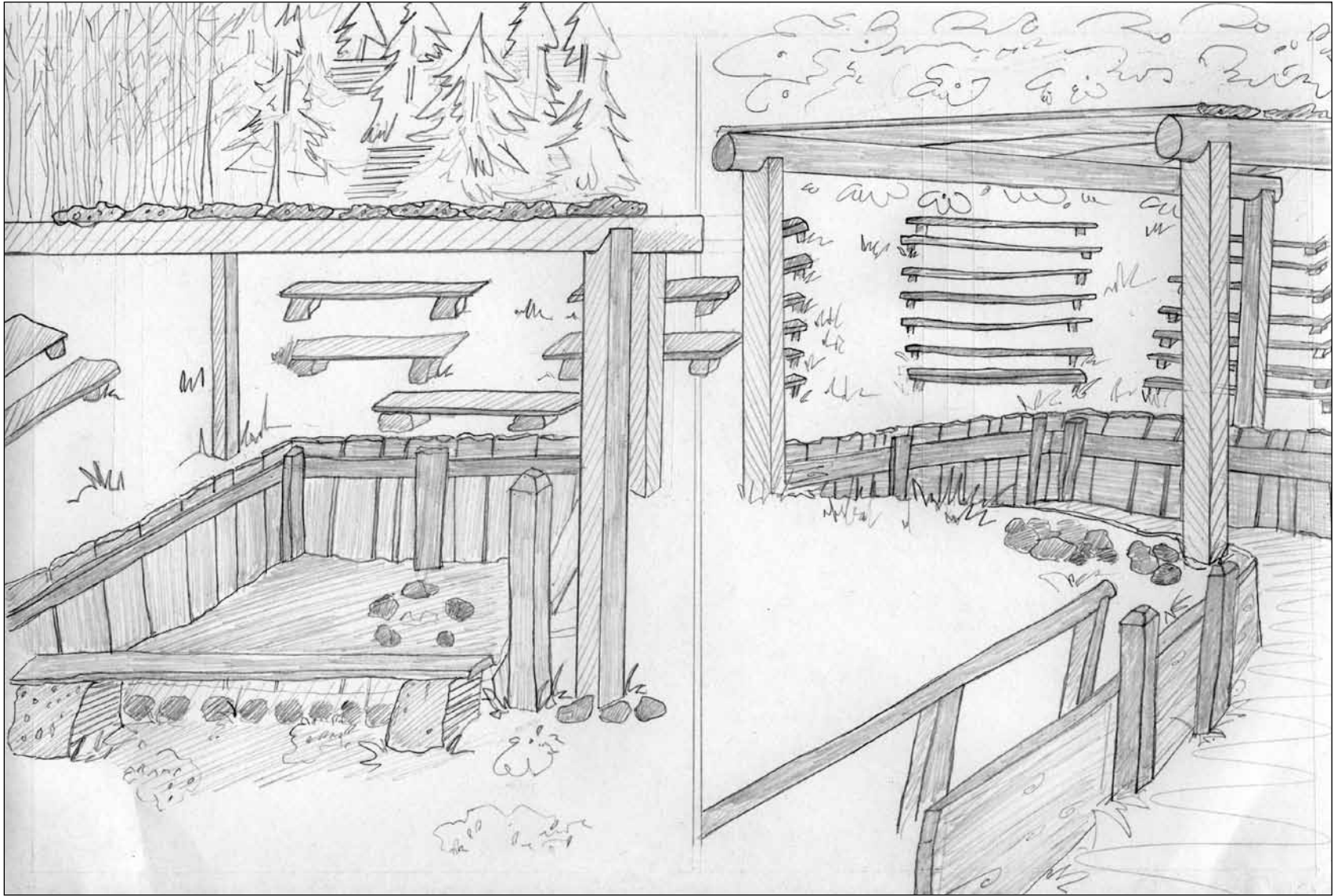
This book is dedicated to all the students who graduate from Hoopa Valley High School. We are proud of all our students, both native and nonnative, who strive for balance and success in the world.

We are proud of all our students who learn to appreciate diversity and yet see the commonality between us. Most of all, we are proud to be forever linked with our students; as we are part of you, you are part of us.



Once upon a time, there was a young Yurok girl named Tasha.

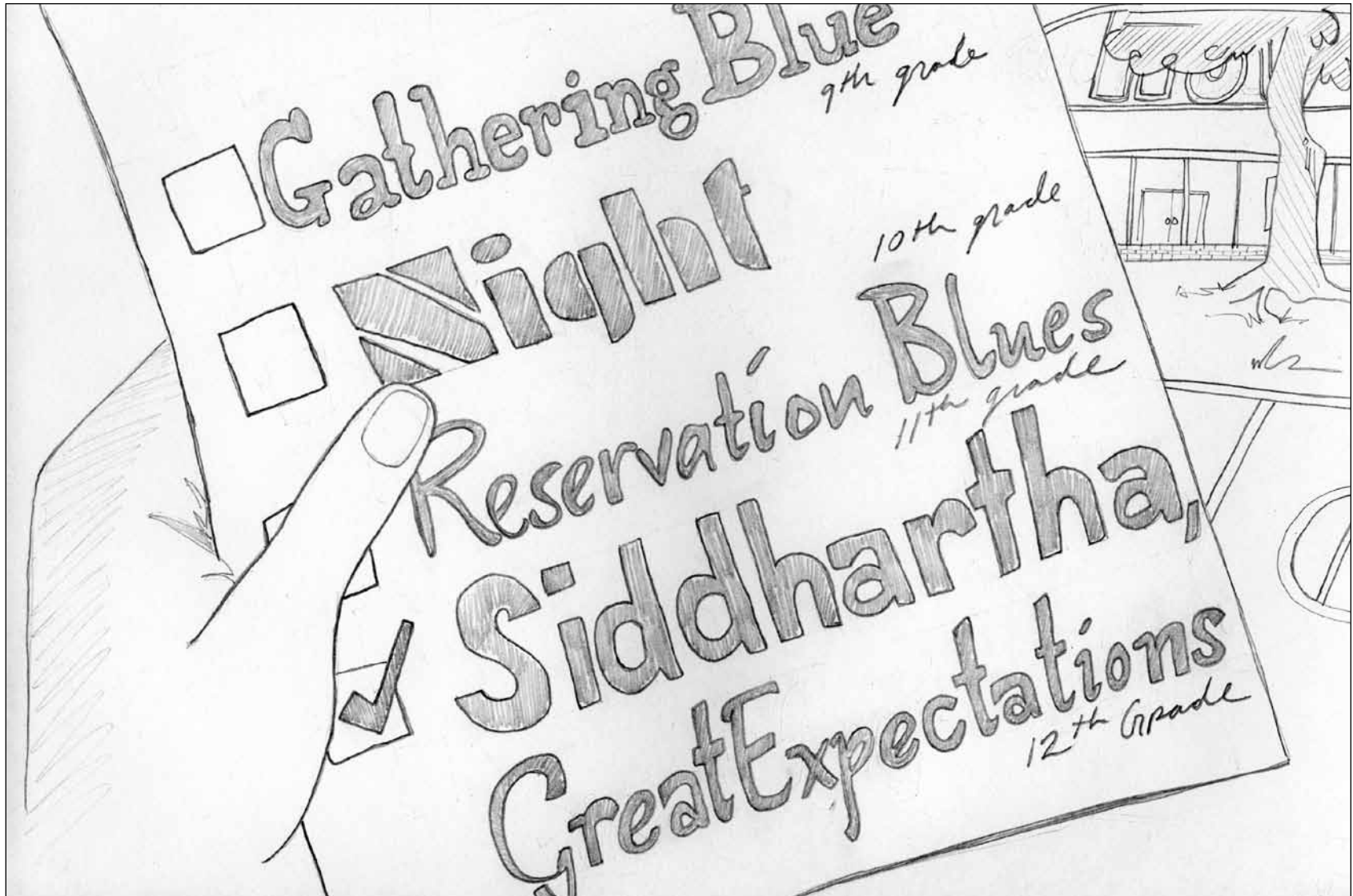




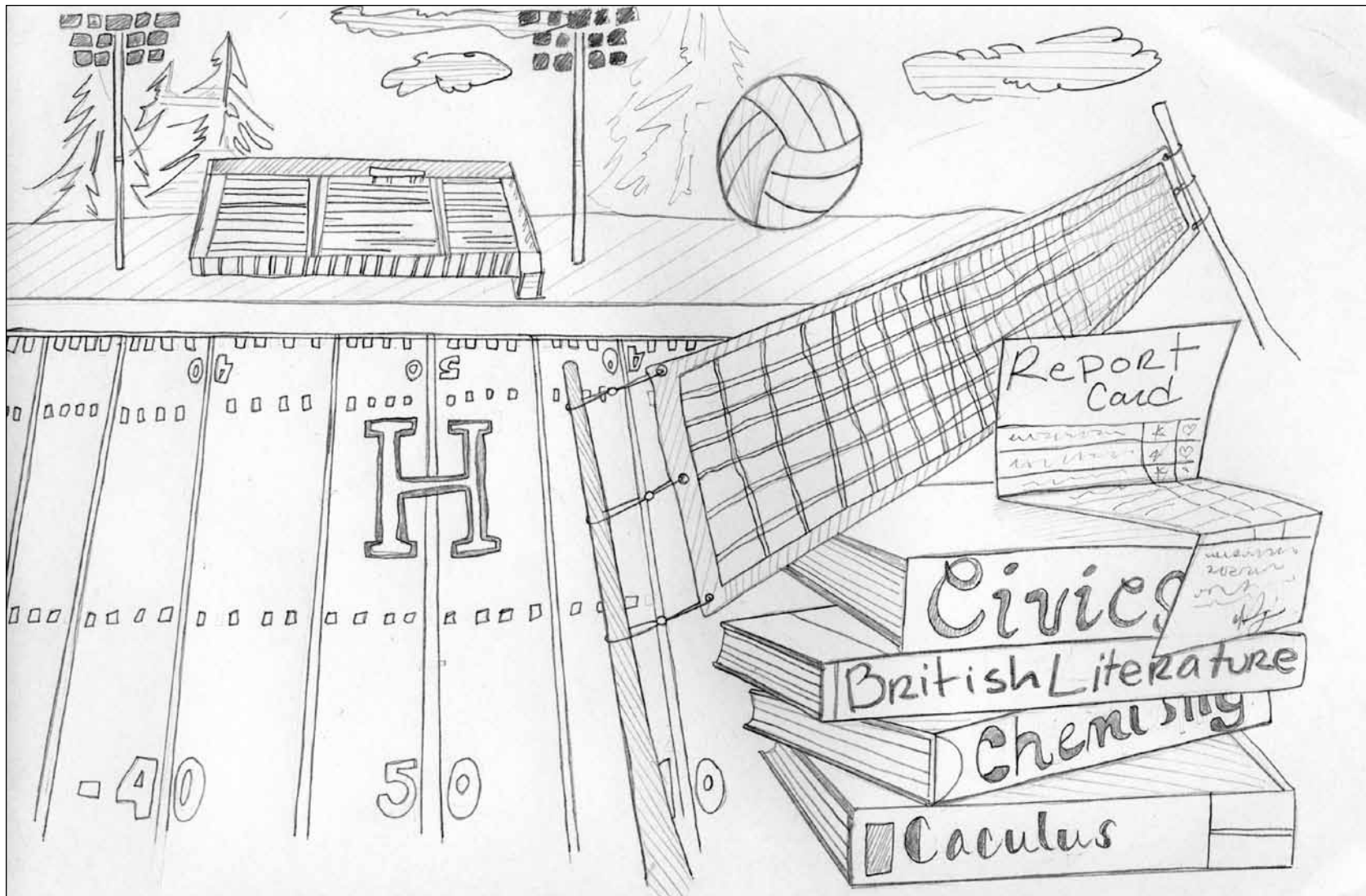
It was August and summer was coming to an end. Tasha was happy that she had danced at all the brush dances with her friends. She had practiced her song all summer and had found the courage to sing in front of everyone.



Then the last morning came. Tasha was the Medicine Girl. She was proud that she had been asked and she did her very best all weekend, but now it was over.



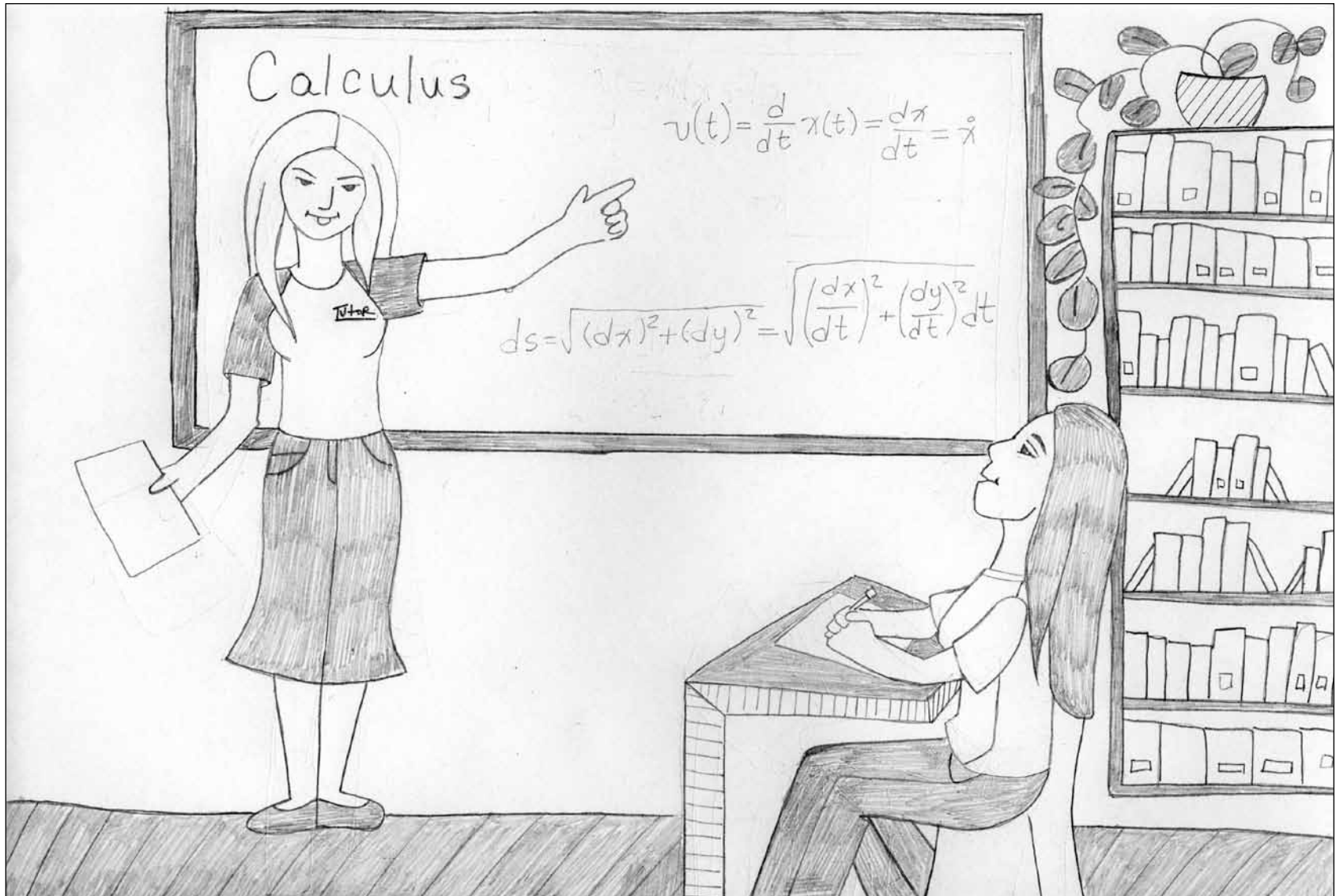
Although she was sad, she had something special to look forward to! She was going to be a senior in high school. Seniors have lots of hard work so they can get ready for college. Tasha knew this was an important time. She had completed her summer reading assignment and was ready.



The year began full of football and volleyball games. There were dances and fundraisers. But most of all, there were college-prep classes and community service.

Tasha knew that universities wanted students with good grades in rigorous courses, so her schedule reflected this. She had chosen her classes carefully the previous spring. The counselor told her about A-G courses; so she gave up her T.A. and extra PE classes for British Literature, Calculus and Chemistry. She studied for Advanced Placement tests in Economics and Civics.

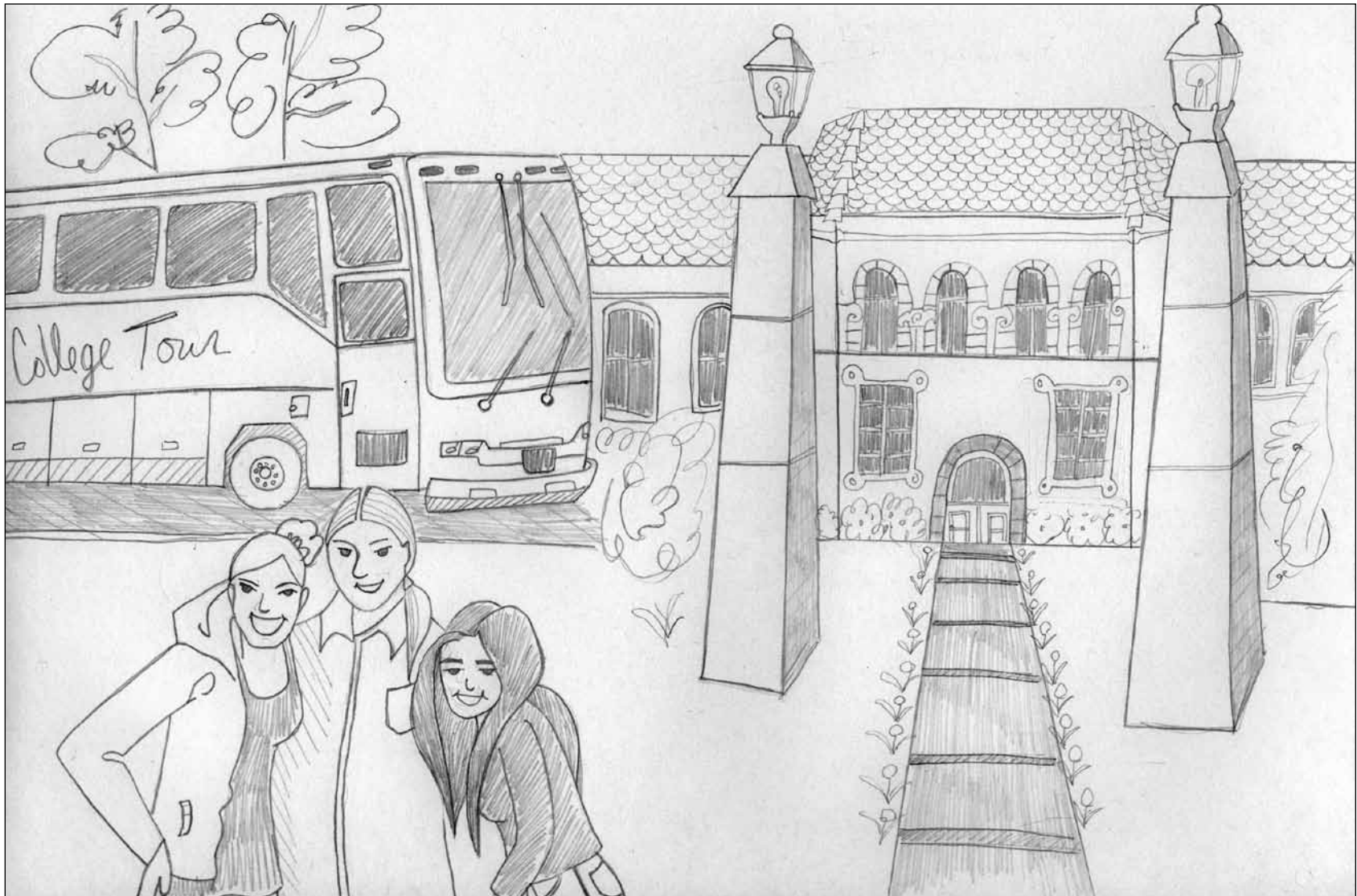




She also knew mathematics classes at college were very challenging. Since she was nervous about calculus, her grandma got her a tutor from the J.O.M. program to help her be successful.



She worked hard for CSF and did community service like making motivational Fish Run posters, organizing blood drives, and making tapes of stories for preschool students.



In November, Tasha applied to several universities. She had visited Southern Oregon, Berkeley, Stanford, Sacramento, and Davis on the College Tour weekend. She knew their individual environments and that it was not as scary as it sounded.

She studied extra hard and got up really early on Saturday to travel 50 miles to take the SAT bus in order to take the test. She felt confident she would do well.



She knew it would be hard to move away from home; she was the first of her mom, dad, and siblings to go to college. So it was all new, but she had friends and cousins and her grandma for support. She knew once she finished, she could come home and help others like her.

She dreamed of all the different ways she could be successful.



Tasha knew it cost a lot of money to go to university. Luckily there are lots of scholarships available. She wrote essays called personal statements that outlined all her accomplishments. She asked teachers and community members to write letters of recommendation for her. She made sure her grade point average (GPA) was high so she could apply for the Gates Millennium Scholarship and other high achievement scholarships. She made sure she met all the deadlines for financial aid, like EOP and FAFSA.



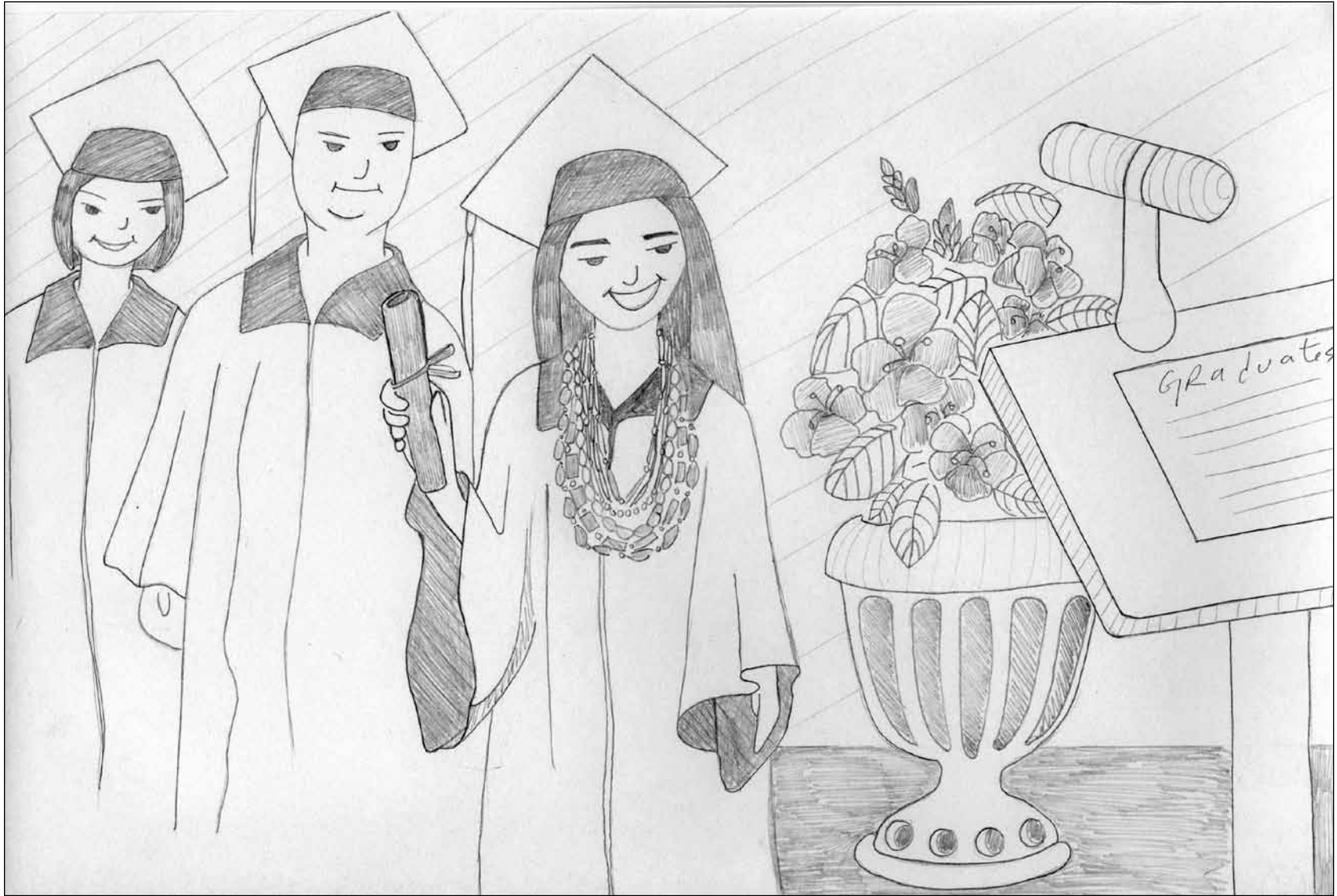


Basketball passed and it became softball season. The universities Tasha had applied for in November started sending letters of acceptance back to her. It was time for Tasha to make decisions!

It's a hard decision—it has to be somewhere that feels just right. It has to be somewhere not too far away, but not too close.



It's decided!



High school comes to a close. It's bittersweet; everyone is sad and a little nervous to know they won't be together anymore; but at the same time, it's exciting to begin a new adventure.



Summer is full of brush dance activities. It's Tasha's favorite time of year.

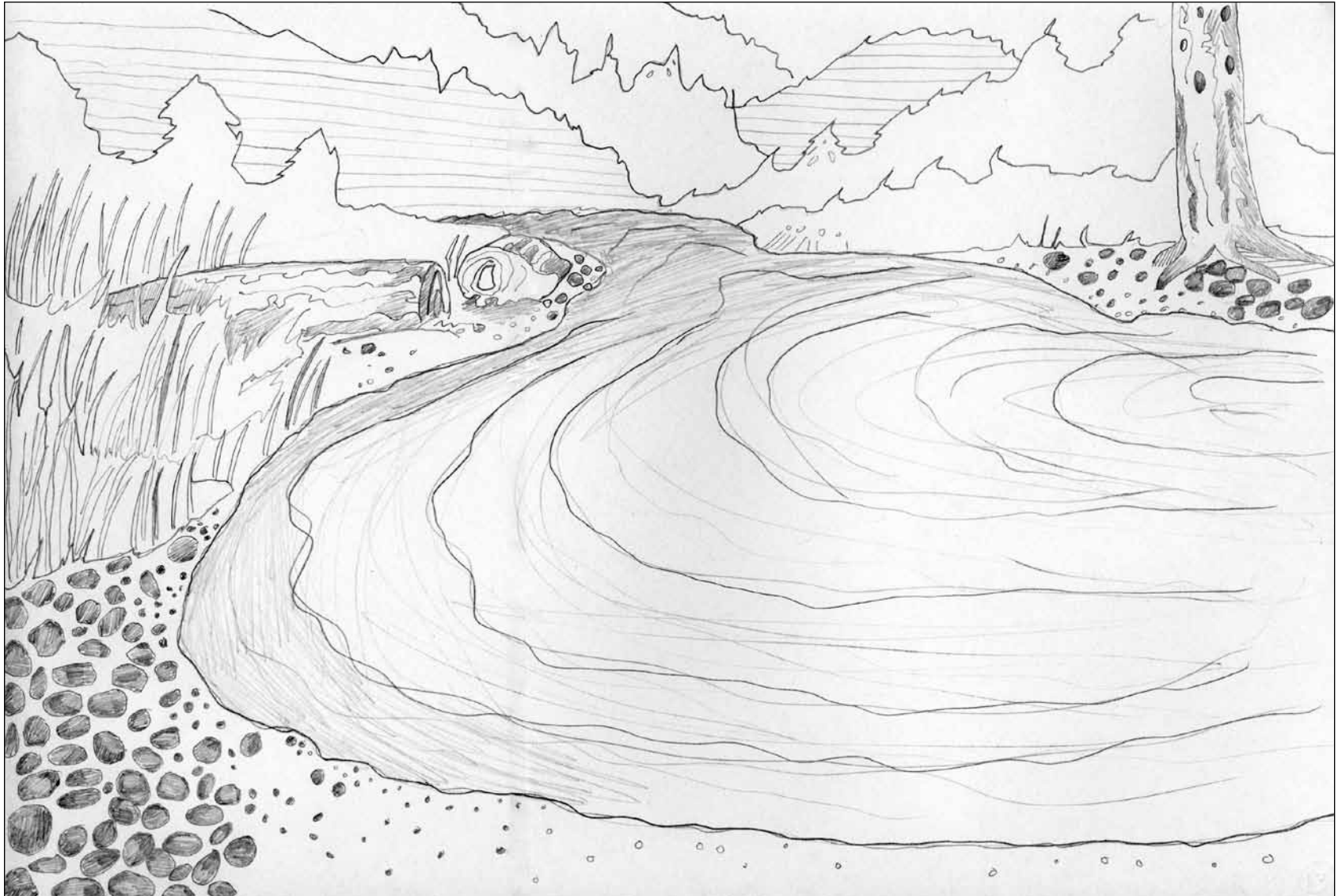


Especially this summer—it's a Jump Dance year!





As Jump Dance finishes up, Tasha gathers together her clothes, stereo, laptop computer, pictures and especially her regalia to remind her of home.



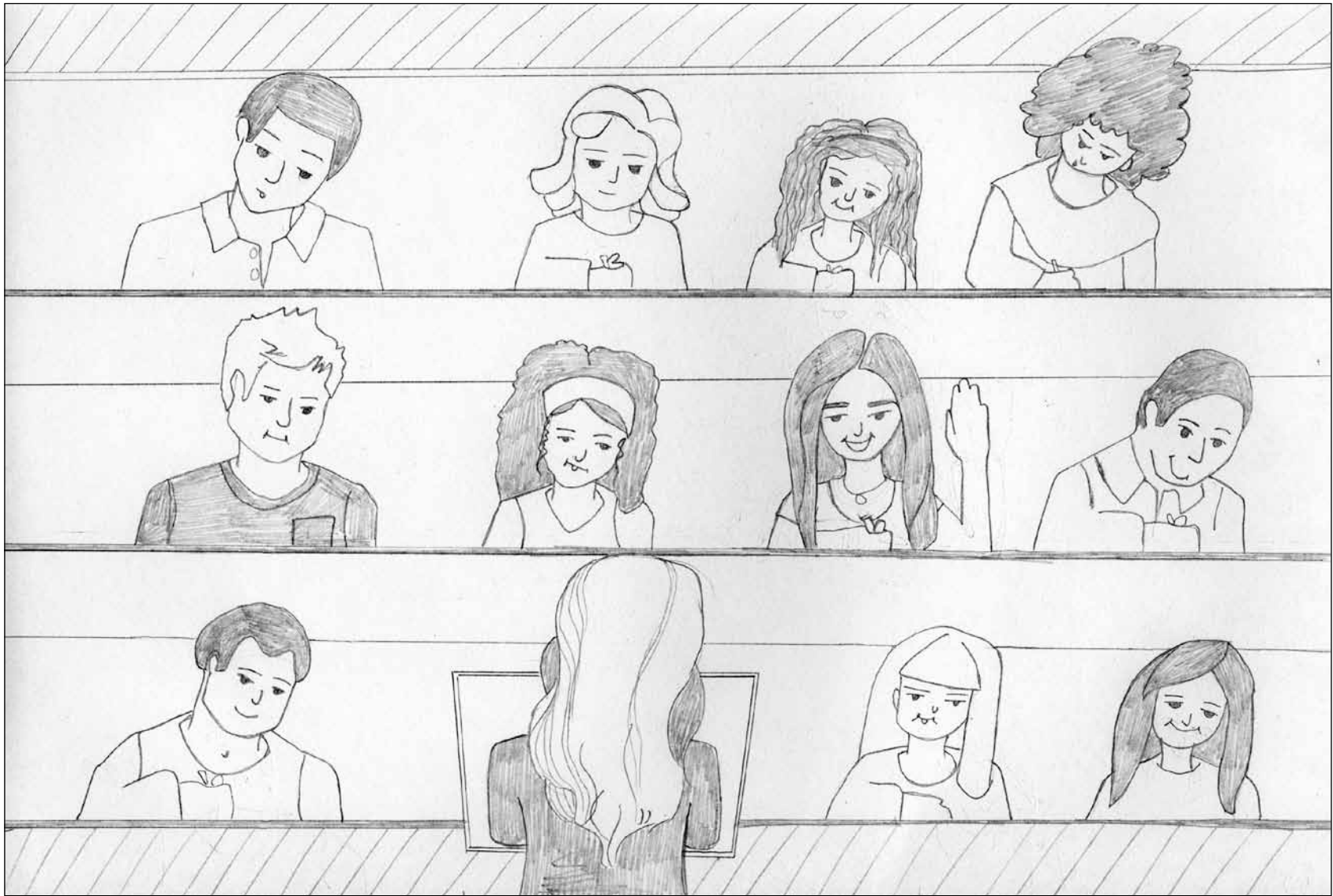
Although Tasha was excited about the new adventure ahead of her, she cried as she left the valley. She and her family smiled through the tears to plan for her next trip home.



Tasha has no time to feel lonesome—there are too many things to do!



A salmon bake with the Native American Student Union (NASU) and other Native American Clubs help Tasha to make new friends and find a comfortable place on campus.



Classes begin! Her day is filled with new faces, new places, and new styles of teaching to get used to. College is very different from high school. Thankfully, it only takes a few days and Tasha is feeling confident and at home.





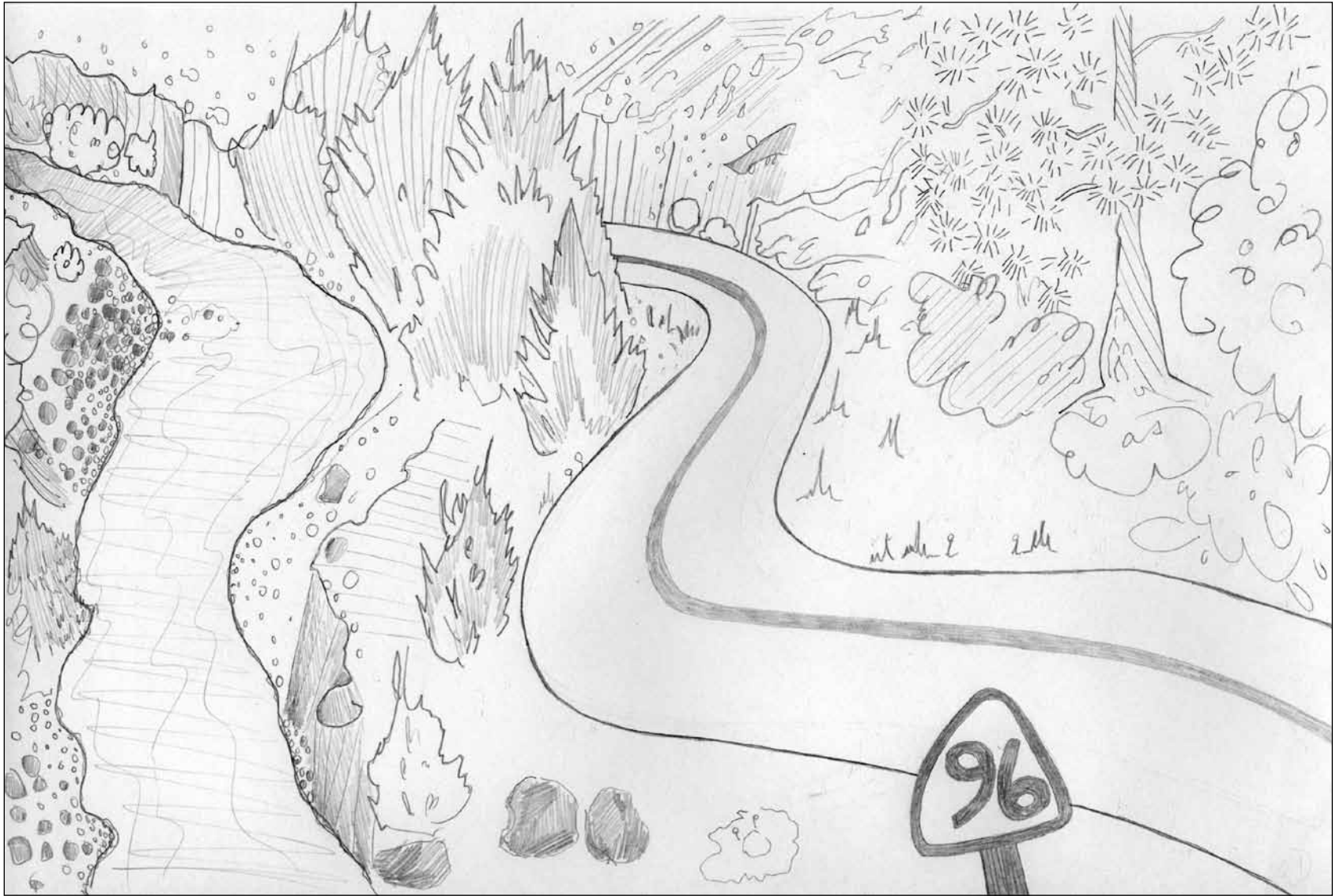
Nevertheless, Tasha talks to her grandma everyday on the phone to stay connected.



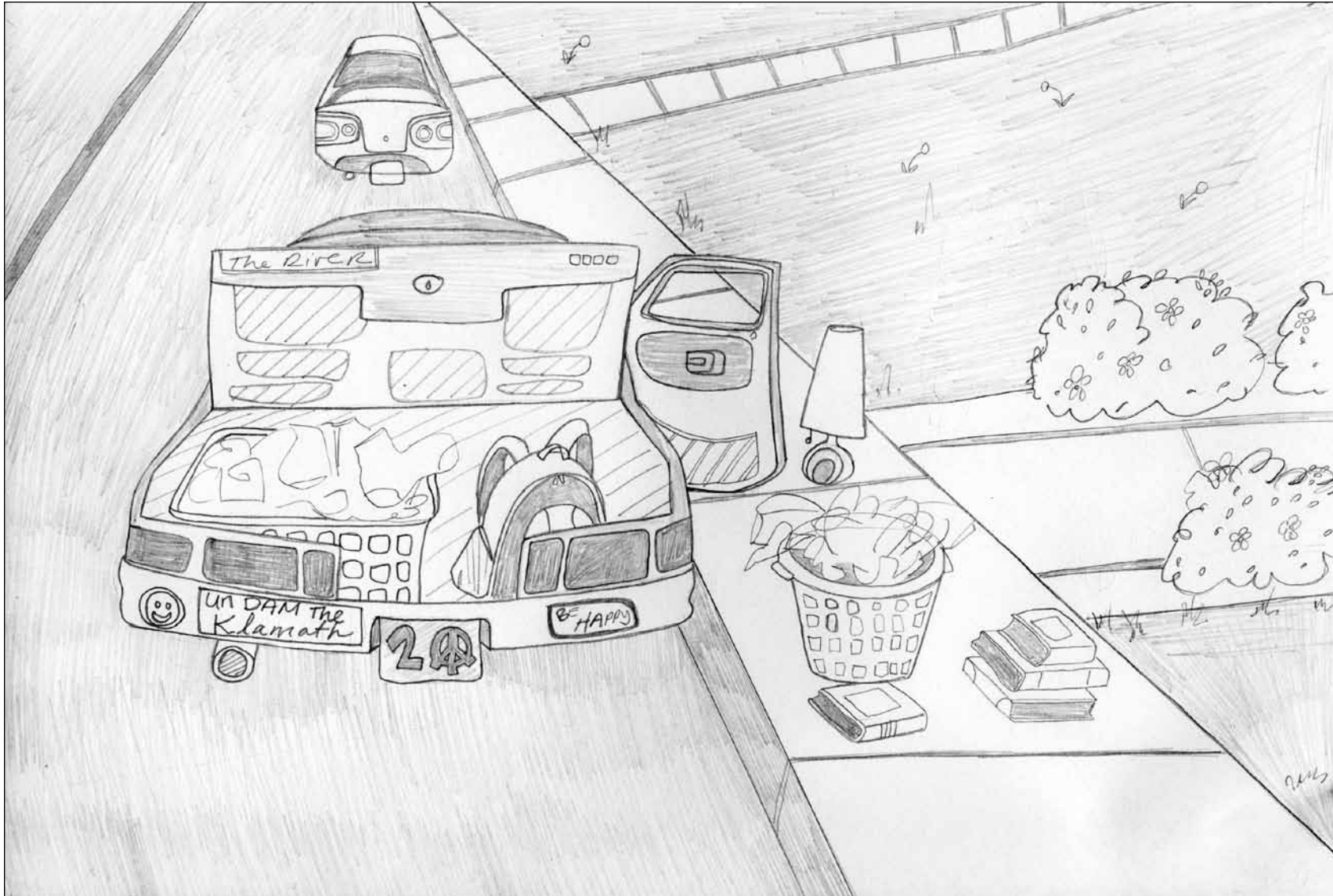
As the semester continues, Tasha worries about financial aid, buying books, and lab fees. This is all new! But everything comes together—she meets with her financial aid advisor and finds how to earn extra money. The advisor teaches her about money management and helps her to get a work-study job to make ends meet. Tasha realizes she is on her own and making it!



The fall term goes by quickly and midterms begin. People everywhere are buried in their books. Tasha knows she has to study hard to do well. It feels good to know she can do it. Because she is concentrating so hard, she doesn't even have time to miss home.



The semester keeps going: more football games, Homecoming, trips to the mall, and coming home at least once to bring a friend to see where she lives.



Then it's finals! Tasha's biggest stress so far—tests that will determine her class grade. She is at the library every night because she wants to do well. Finals week seems like it lasts forever. Tasha wants the week to end quickly so she can come home. In her excitement and anticipation, she packs the car Monday night, so when her last final ends on Friday, she can leave immediately.





Home! College students get to enjoy Winter Break for four weeks. Tasha plans to see everyone she missed while she was gone. One of the best things is all the hugs from people who missed her, too. Everyone wants to know how she is doing in college.



It makes Tasha feel good to know so many people believe in her and want her to be successful. She even calls her old high school English teacher to talk about a paper she had to write.



Second term begins and Tasha is eager to see her friends from school. She is excited to begin her new classes. Going away to school is starting to feel more natural.



The routine is similar except for the change in weather, but now Tasha is comfortable enough to start looking around and really seeing all the diversity in the people surrounding her. People from all walks of life attend university in hopes of reaching their goals. Tasha realizes she is growing into a well-rounded, accepting individual.



As the snow melts and spring flowers begin to bloom, Tasha looks around. Many people have quit and gone home. They didn't realize that college keeps getting easier. Although she still calls home everyday, she has made friends who support and encourage her. She is proud of herself—she has made it!





Yea! Freshman year is over. Tasha is sad to leave her college friends, but can hardly wait to get home for the brush dances. She will sing proudly all summer. No more nervousness—she's an educated young woman. People look at Tasha differently; they are even more proud. She is a strong role model for all Yurok girls.



Summer flew by again. Tasha enjoyed each brush dance, but was also ready to go back to school. She missed her friends and this time, she was not only ready, but really excited to take on new classes.



Tasha is a true college girl! The dreams of her family and her goals are being realized. Nothing can stop her now.



# Glossary

**Advanced Placement:** Advanced Placement (AP) classes are rigorous courses that culminate in an assessment. While in high school, students experience college-level instruction, exams, and become prepared for college-level course work in general. Students who participate in AP stand out in the admissions process for college, earn academic scholarships and awards from colleges and universities, and earn college credit if they pass the assessment.

**A-G courses:** Students must complete 15 year-long high school courses such as: 2 years of lab sciences, 4 years of college prep English, 2 years of a language other than English, 3 years of math, a visual and performing art class, and certain college prep electives.

**Bittersweet:** something both pleasant and painful or regretful.

**British Literature:** a senior English course focusing on the literature of Great Britain and several novels of merit.

**Brush Dance:** a ceremony held to heal a sick child or to pray for a long, healthy life for the child.

**Calculus:** The branch of mathematics that deals with limits and the differentiation and integration of functions of one or more variables.

**CAPP:** The California Academic Partnership Program (CAPP) is a partnership between California higher education institutions and public schools. CAPP awards grants to partnerships between schools, higher education institutions and business entities to improve academic programs so that more students are prepared for college.

**Chemistry:** an upper division natural science course dealing with the composition of substances and their properties and reactions.

**Civics:** a senior social studies course about political science, civic affairs, and the rights and duties of citizens.

**College Tour:** a voluntary trip taken by sophomores and juniors to visit colleges such as UC Berkeley, Stanford, CSU Sacramento, CSU Chico, and UC Davis.

**CSF:** California Scholarship Federation is a club for students who earn As and Bs in college prep classes. This club performs community service, supplies scholarships to its members, and takes a spring trip to ski and see a play.

**Community Service:** a service volunteered by individuals or an organization to benefit a community or its institutions.



**Economics:** a senior social science class that deals with the production, distribution, and consumption of goods and services and with the theory and management of economies or economic systems.

**EOP:** The Educational Opportunity Program (EOP) is designed to improve access and retention of historically low-income and educationally disadvantaged students. EOP students have the potential and demonstrated motivation to perform satisfactorily at a California State University, but they have not been able to realize their potential because of their economic or educational background. The program provides admission and academic assistance to EOP-eligible undergraduate students. In many cases, the program offers financial assistance to eligible students.

**FAFSA:** Free Application for Federal Student Aid is a grant program for financial aid based on need.

**Fall Term:** the semester or quarter beginning in the fall school year.

**Finals:** important tests at the end of a term or semester that prove the students have learned the material taught.

**Gates Millennium Scholarship:** a one billion dollar grant from the Bill & Melinda Gates Foundation whose goal is to promote academic excellence and to provide an opportunity for outstanding minority students with significant financial need to reach their highest potential.

**GPA:** a student's Grade Point Average is calculated by adding up points and dividing by the number of classes. For example, A=4, B=3, C=2, D=1, F=0. Seven A grades equal 28 points divided by seven classes equals a 4.0 GPA.

**J.O.M.:** Johnson O'Malley program is a tutoring program developed to address the unique cultural and specialized educational needs of American Indian students.

**Jump Dance:** a ceremony designed to drive evil things and bad things away and put the world in balance again.

**Medicine Girl:** the girl chosen for her purity to give the dance back to the immortal beings and to pass on the prayers of the people.

**Midterms:** important tests in the middle of the semester or term that help determine the student's grade.

**Rigorous:** used in this context it means difficult, challenging coursework that readies a student for higher education.

**SAT:** a three-hour assessment that measures critical thinking skills that are needed for academic success in college.

**Scholarship:** money awarded to a good student to enable him or her to go on with further studies.

**Semester:** one of two timeframes between 15 to 18 weeks dividing the academic year.

**University:** an institution of learning of the highest level.

**Work Study:** jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay educational expenses.

**Yurok:** (from the Karuk word: *yuruk*, meaning “downstream.”) An American Indian tribe living on the lower Klamath River in California and along the adjacent coast. The territory of the Yurok extended from Bluff Creek six miles above the mouth of the Trinity River, down the Klamath River to its mouth, and on the coast from beyond Wilson Creek, six miles north of the mouth of the Klamath, to the Shad River. Their settlements in the valley were confined closely to the river and those along the coast were near the beach or the lagoons.

## Credits

The California Academic Partnership Program (CAPP - <http://www.calstate.edu/CAPP/>), coordinated by Humboldt State University’s Cathleen Rafferty and Alice Kawazoe, a WestEd liaison, supported Hoopa Valley High School teachers and students to believe they could make change, reach for higher standards and ultimately be successful.

Financially, the grants made college tours and SAT buses a reality for our students who would not have otherwise been able to experience them. CAPP also provided incentives for student achievement. Most importantly, the teachers from Jack Norton, Hoopa Elementary, and Hoopa Valley High School were given valuable time to collaborate while they carefully studied California State Standards to incorporate into their lessons. CAPP brought together teachers from every site in the Klamath-Trinity Joint Union School District to articulate and formulate curriculum that increased student learning throughout our community.

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