



# Engaging Students & Families



Supporting Student Identity

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Making Postsecondary Plans

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Organizing Schoolwide Events

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Exploring College Affordability

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# Supporting Student Identity

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## Purpose

Network for College Success partner schools are committed to implementing powerful student-centered practices. Tool Set A showcases different ways to support students as they integrate their identities into the context of college and career planning. This work is connected to the adolescent development research in [Understanding Research & Applying Data: Tool Set B](#).

## How & When to Use

Counselors and other educators can use the following tools as part of a school-wide plan to address students' social-emotional learning needs, which is a crucial part of preparing them for life after high school. The Freshman Passport can help students begin planning for the future early on, learning about and tracking postsecondary milestones so they know what to expect senior year. The Behavior, Attendance, & Grades (BAG) Report is a quick summary of a student's overall progress. BAG Reports provide students with a clear picture of how they are doing in school and can be used for meaningful educator-student conversations on postsecondary goals. Tool Set A contains practical, student-centered tools and resources to create a college-going culture in your school or district.



## Supporting Student Identity

# Freshman Passport: Tracking Postsecondary Milestones

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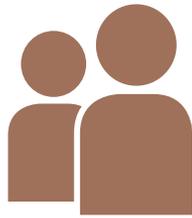
A sample tool from Tilden High school to help students conceptualize important milestones related to postsecondary planning, which should begin as early as freshman year.

# Freshman Passport: Tracking Postsecondary Milestones

Sample from Tilden High School

15

Service Learning Hours



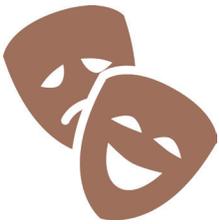
Shadow Experience



Quarterly Mentor Meeting



Write a Mission Statement



Participate in One Culture Activity



College Visit / College Fair



15 City Year Learning Hours



Attend One After School Event Each Semester

Maintain a 3.25 GPA



85%

Attendance



## Supporting Student Identity

# Behavior, Attendance, & Grades (BAG) Report

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A sample BAG Report from North-Grand High School that provides a snapshot of a student's progress in terms of behavior, attendance, and grades. This can be used with students in any grade level. Network for College Success partner schools frequently use BAG Reports to engage in productive conversations with students on their successes and to determine areas in need of support.

# Behavior, Attendance, & Grades (BAG) Report

## Sample from North-Grand High School

Student (NAME & ID): \_\_\_\_\_ Grade: \_\_\_\_\_ Homeroom: \_\_\_\_\_

The numbers below reflect your totals through (DATE): \_\_\_\_\_

BEHAVIOR			Student Self-Reflection: In what ways do I contribute to a safe and respectful school climate? Do my actions reflect the real me?								
Quarter 1			Quarter 2			Quarter 3			Quarter 4		
# of Detentions	# of Days of ISS	# of Days of OSS	# of Detentions	# of Days of ISS	# of Days of OSS	# of Detentions	# of Days of ISS	# of Days of OSS	# of Detentions	# of Days of ISS	# of Days of OSS
For questions regarding misconducts, make an appointment with the Dean of Discipline.											
Year-to-Date Totals:			# of Detentions			# of Days of ISS			# of Days of OSS		

**Key:**

- ISS = In-School Suspension
- OSS = Out-of-School Suspension

ATTENDANCE		Student Self-Reflection: How frequently am I attending my classes? What impact does my attendance have on my grades?						Goal: 90% Attendance (no more than a total of 9 days absent)			
Total # School Days	Quarter 1		Quarter 2		Quarter 3		Quarter 4		Year-to-Date Total:		
Period	# of Absences AEX/AUX	# of Tardies	# of Absences AEX/AUX	# of Tardies	# of Absences AEX/AUX	# of Tardies	# of Absences AEX/AUX	# of Tardies	# of Absences AEX/AUX	# of Tardies	
1											
2											
3											
4											
5											
6											
7											
8											
Daily Attendance											
<b>For questions regarding attendance, schedule an appointment with the Attendance Coordinator.</b>											

**Key:**

- AEX = Absence Excused
- AUX = Absence Unexcused

GRADES		Student Self-Reflection: How am I doing academically in my classes? Do my grades represent my true ability?								
Period	Course Semester 1	Course Semester 2	P1	Q1	P2	S1	P3	Q3	P4	S2
1										
2										
3										
4										
5										
6										
7										
8										
GPA (unweighted):			Semester 1				Semester 2			
For questions regarding grades, schedule an appointment with the corresponding Teacher or your assigned Counselor.										

**Key:**

- P 1-4 = Progress Report 1-4
- S 1-2 = Semester 1-2
- Q 1-3 = Quarter 1-3
- GPA = Grade Point Average

<b>SERVICE LEARNING</b>	<b>Student Self-Reflection:</b> How many projects/hours have I completed? How many projects/hours do I have left to complete to meet the graduation requirement?	
<b>Year-to-Date Total:</b>		<b>45 Hrs Required</b>
For questions regarding Service Learning hours/projects, make an appointment with your assigned Counselor.		

TEST SCORES	Reading	English	Math	Science	Composite
Explore					
Plan					
ACT					

School Fees Owed: \_\_\_\_\_

**Key:**

- AEX = Absence Excused
- AUX = Absence Unexcused
- ISS = In-School Suspension
- OSS = Out-of-School Suspension
- P1-4 = Progress Report 1-4
- Q1-Q3 = Quarter 1-3
- S1-S2 = Semester 1-2
- GPA = Grade Point Average
- ACT = American College Testing



## Supporting Student Identity

# Overview of Social/ Emotional Learning (SEL) Small Group Plan

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A scope and sequence of a social-emotional learning and post-secondary planning support group for young women in Kelly High School.

## Overview of Social/Emotional Learning (SEL) Small Group Plan

### Sample from Kelly High School

#### Focus

Postsecondary and Social/Emotional Learning

Inspired by the book *Ready, Willing, and Able: A Developmental Approach to College Access and Success* (Mandy Savitz-Romer and Suzanne M. Bouffard)

“How can an understanding of adolescent development inform strategies and practices for supporting first-generation college goers?” In *Ready, Willing, and Able*, Savitz-Romer and Bouffard focus on the developmental tasks and competencies that young people need to develop in order to plan for and succeed in higher education.

These include identity development; articulating aspirations and expectations; forming and maintaining strong peer and adult relationships; motivation and goal-setting; and self-regulatory skills, such as planning.

#### Objective

To build college-going identity for senior students as they explore college options and make college decisions.

Target students:

- 10 *Somewhat Selective*\* college access female students (GPA between 2.5 and 2.9)
- English Language Learners (ELL)
- At least 85% attendance
- Preferably not involved in other college access programs offered at Kelly High School

\*Based on the UChicago Consortium College Access Grid from the *Potholes* report (See the [Understanding Research & Applying Data: Tool Set A](#) in this Toolkit for more information.)

#### Duration

12 sessions. One class period per week and alternating between 5th and 6th period classes.

**Facilitators**

A. Preciado, Kelly High School Counseling Department Chair; R. Pretekin, NCS Postsecondary Coach; A. Nault, NCS Social and Academic Support Facilitator

Session & Theme	Lesson Plan	Materials
1. Meet and Greet	<ul style="list-style-type: none"> <li>• Introductions and group overview</li> <li>• Group norms and expectations</li> <li>• Icebreaker: Name that Celebrity</li> <li>• Collage visual representation of themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Icebreaker</li> <li>• Calendar of meeting dates and times</li> <li>• Magazines, paper, and markers for collage</li> </ul>
2. Genograms	<ul style="list-style-type: none"> <li>• Group chooses a name (for this group, participants decided on InspiRED)</li> <li>• Phenomenal Woman by Maya Angelou</li> <li>• Assessing College-Going Culture</li> <li>• Pre-survey</li> </ul>	<ul style="list-style-type: none"> <li>• Poem</li> <li>• Pre-survey</li> <li>• PowerPoint</li> </ul>
3. Reflection of Genograms	<ul style="list-style-type: none"> <li>• Genograms using Atlas Protocol-Learning from Student Work</li> </ul>	<ul style="list-style-type: none"> <li>• SRI's Atlas Protocol</li> <li>• Genograms</li> </ul>
4. Visionary Goal Setting	<ul style="list-style-type: none"> <li>• Genogram follow-up</li> <li>• Steps to Success: Barriers &amp; Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Group Genograms</li> <li>• PowerPoint</li> </ul>
5. College Match	<ul style="list-style-type: none"> <li>• Candybar Icebreaker (participants choose one candy and answer the corresponding question)</li> <li>• College Match, Grades, GPA, and Graduation Status</li> </ul>	<ul style="list-style-type: none"> <li>• College Match Sheets</li> <li>• Candy</li> </ul>
6. Values	<ul style="list-style-type: none"> <li>• Exploring Individual and Family Values</li> <li>• Identifying Barriers and Solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional American Values Worksheet</li> </ul>
7. First-Generation College Students	<ul style="list-style-type: none"> <li>• College Video: "Is College Real for Me?"</li> <li>• Share out</li> </ul>	<ul style="list-style-type: none"> <li>• Video</li> </ul>

Theme	Lesson Plan	Materials
8. Monitoring Growth	<ul style="list-style-type: none"> <li>Assessing College-Going Culture and Reflection</li> <li>Post-survey</li> </ul>	<ul style="list-style-type: none"> <li>Post-survey</li> </ul>
9. Goal Setting and Resources to Support those Goals	<ul style="list-style-type: none"> <li>Progress towards College and Career Goals</li> <li>Identifying Current School and Family Support Systems</li> </ul>	<ul style="list-style-type: none"> <li>Steps to Success Worksheet</li> </ul>
10. Healthy Relationships	<ul style="list-style-type: none"> <li>Exploring what is healthy and unhealthy in relationships. Exploring “deal breakers.”</li> </ul>	<ul style="list-style-type: none"> <li>Working on Womanhood (WOW) Deal Breakers</li> <li>Vote with Your Feet activity</li> </ul>
11. Real Colors	<ul style="list-style-type: none"> <li>Real Colors Personality Test</li> </ul>	<ul style="list-style-type: none"> <li>Real Colors by National Curriculum and Training Institute</li> </ul>
12. National Louis University Field Trip	<ul style="list-style-type: none"> <li>Tour National Louis University and learn about the Harrison Professional Pathways Program</li> <li>Year-end survey</li> </ul>	<ul style="list-style-type: none"> <li>Bus cards</li> <li>Permission slips from parents</li> <li>Lunch</li> <li>Year-end survey</li> </ul>



## Supporting Student Identity

# Genogram Lesson Plan and Sample

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A lesson plan to help students map out a genogram that focuses on their family's education, career choices, and values. A sample of a student's genogram is also included as a reference.

## Genogram Lesson Plan and Sample

### Goal

To help students understand the influence that their family's education, career choices, and values can have on their postsecondary and career decisions.

### Objective

Students will learn how to map out a genogram that focuses on their family's education, career choices, and values.

### Materials

- 1 sheet of white paper and pencil per student
- Optional Homework handout

### Time

45 minutes

### Instructions

The Counselor will discuss the following:

- Different family structures
  - Education levels
  - Family values
  - Postsecondary and career decisions
1. The Counselor starts by discussing how our families can affect our college and career decisions. We might not notice how a family member can have either a positive or negative effect on our decisions. We may even be influenced by the jobs our family members have, as well as their attitudes towards work and education.
  2. The Counselor explains how to draw a genogram and will draw their own genogram as an example. The Counselor will also give the students a sample genogram for their records.
  3. The Counselor distributes sheets of paper and pencils.

4. Students will begin to create their own family and career genogram. It can include the education and/or career choices of their parents, guardians, siblings, aunts, uncles, and grandparents. The Counselor should encourage students to go back as far as they can, to great-grandparents or further if possible. Students should focus on those individuals that are emotionally closest to them. If students do not know someone's name or job right now, they can leave that space blank. Students may also complete genograms later with their families' assistance.
5. The Counselor allows time for students to complete their genograms and assists students as needed.
6. The Counselor holds a group discussion about what the students notice in the genograms about their family structure, values, patterns of education, and career decisions.

### Sample Group Discussion Questions

1. Do you notice a pattern of family structure?
2. Did your parents finish high school?
3. Did your parents finish college?
4. Do you notice a pattern of level of education?
5. What are some barriers that your parents or relatives faced that prevented them from graduating from high school or college?
6. What are some of your relatives' jobs or careers?
7. Do you notice a pattern of careers?
8. Do you know why your parents choose the job or career they have?
9. Do you think that you are more likely to pursue a career that someone in your family already has? Is it because those are the careers you know most about? Why or why not?
10. Are there any careers that your family wishes you would pursue? Do you want to pursue those careers? What is their reasoning for this? How does it make you feel?
11. What are some barriers that your parents or relatives faced that prevented them from getting the job or career they wanted?
12. Think about your parents' attitudes/values towards education for a minute. Write them down on the back of your genogram.
13. Do you notice a pattern among the family values listed?
14. Do you think that, generally speaking, children are influenced by their parents to go to college? Or not to go to college? Why or why not? Is this good or bad?
15. Do you see yourself graduating from college? Why or why not?
16. Do you know what career you would like to have?

**Optional Homework**

If needed, complete your genogram with your family to obtain more of their background information.

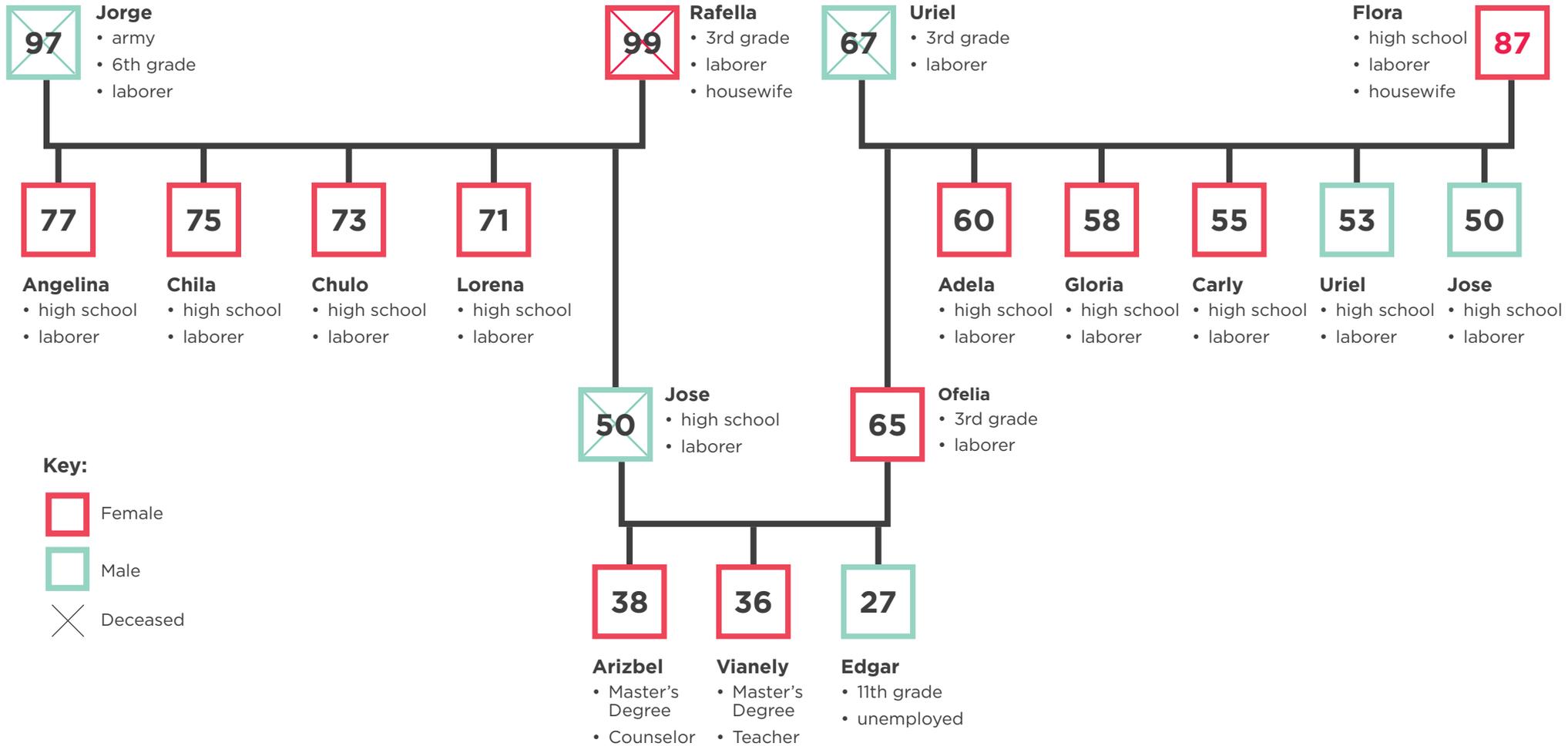
The second part of your assignment is to interview one person in your family about his/her job history and how he/she decided on a career.

Student Name: \_\_\_\_\_ Division: \_\_\_\_\_ Date: \_\_\_\_\_

**Family Member Interview Questions**

1. What grade level did you complete?
2. Did you want to graduate from high school?
3. Did you want to go to college? Why or why not?
4. Did you graduate from college and what did you study? Why?
5. Were there any barriers or responsibilities that prevented you from graduating from high school and/or college? Explain.
6. What career did you want to have? Why?
7. Do you feel that you accomplished your educational goals? Explain.
8. Did you feel that you accomplished your career goals? Explain.
9. Are you happy with your job/career? Why or why not?
10. What do you wish for me?

## Genogram Lesson Plan and Sample





## Supporting Student Identity

# DREAMers Presentation

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A description of the DREAMers Club at North-Grand High School, which creates a safe space for undocumented students to support each other, express their concerns about being DREAMers, and build their leadership capacity.

# DREAMers Presentation

Sample from North Grand High School

## Club Purpose

- North-Grand High School has a significant number of undocumented students
  - Some may feel neglected or rejected due to their legal status
  - Some are in the dark in terms of what their options are for college, career, and in life

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A

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## Club Purpose (cont.)

- Students created the following Mission Statement:  
The DREAMers Club is an open group that exists to support undocumented students to reach their full potential. We provide financial aid and networking opportunities, along with other resources.

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A

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## Goals

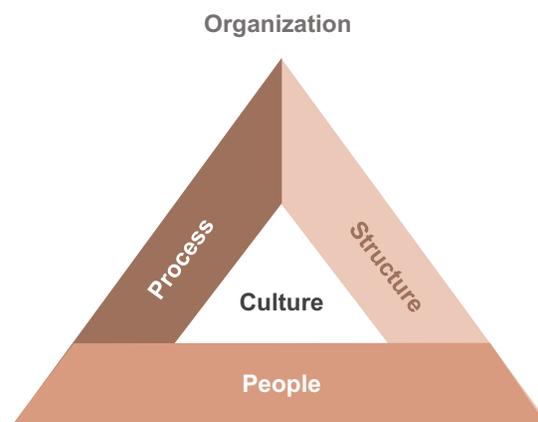
- To create a safe haven for DREAMers
- Create and sustain a scholarship fund for DREAMers
- Provide our community with information and resources for DREAMers to reach their full potential



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## Structure and Functions

- We are completely student-centered
  - Meet after school on Mondays
  - Students run the meetings and educators help facilitate



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## Structure and Functions (cont.)

- Structure
  - We create and follow group norms
  - We have subcommittees and hold each other accountable
    - Marketing
    - Fundraising
    - Event planning
  - We end meetings with a 10-15 minute Q&A session

## Strengths

- We have become a family/support group
  - Our members are loyal, flexible, and attend regularly
- Gaining momentum/popularity
  - Marketing Committee maintains our social media sites
    - Instagram, Facebook, and Twitter (#nocuestasoñar)
  - Reminder App helps with communication
  - Staff and administration support our activities
- Reaching our goals

## Limitations

- Members are senior students
  - We have to start all over again each year with a new set of students
- Spread thin
  - There is a lot of work to do with a small group and limited time
- We wish we could do so much more!

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## Past and Future Events

- Research field trip to the National Museum of Mexican Art (Dia de los Muertos)
  - Created an altar to represent the lost dreams of undocumented students
- Social Event
  - Special guests (an undocumented attorney and one of the co-founders of the Immigration Justice League)
- Info table at school events

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## Past and Future Events (cont.)

- DREAMers Financial Aid Night
- Dia de los Reyes Rosca Celebration (Day of the Three Kings Celebration)
- Tamale Night
- Movie at North-Grand Fundraising Night
- Raffles

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A

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North-Grand DREAMers were invited to Wrigley Field and made an altar in tribute to all of Chicago's DREAMers.



## Supporting Student Identity

# First Generation Documentary Overview

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This film follows four first-generation high school students and chronicles their journeys as they encounter barriers and successes.

## First Generation Documentary Overview

### Synopsis

An award-winning documentary narrated by Golden Globe nominee Blair Underwood, *First Generation* tells the story of four high school students—an inner city athlete, a small town waitress, a Samoan warrior dancer, and the daughter of migrant field workers—who set out to break the cycle of poverty and bring hope to their families and communities by pursuing a college education.

[Watch the 1-hour version here >>](#)

[For more information >>](#)

Shot over the course of three years and featuring some of our nation’s top educational experts (Richard Kahlenberg, The Century Foundation; J.B. Schramm, College Summit; Dr. Bill Tierney, University of Southern California), the film explores the problem of college access faced by first-generation and low-income students and how their success has major implications for the future of our nation.

*First Generation* was directed and produced by Adam and Jaye Fenderson and made possible in part by the Lumina Foundation for Education and GOAL 2025, whose mission is to increase the percentage of Americans with high quality degrees and credentials to 60% by 2025. The film was an official selection at film festivals across North America and had its world premiere at the Heartland Film Festival, where it was nominated for a Crystal Heart Award.

It won “Best Documentary” and “Best Soundtrack” at the Idyllwild International Festival of Cinema, and a “Special Jury Award for Social Impact” at the Napa Valley Film Festival. *First Generation* has been embraced far and wide as a tool to spark the conversation about what it takes to increase the college-going and success rate for low-income and first-generation students.



# Making Postsecondary Plans

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**College Access Grid**

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**College Parent Guide**

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**Lesson Plan: Orienting Juniors to Naviance**

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**Exploring Institutional Graduation Rates**

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**Resource List for Postsecondary Advising**

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**Senior Passport: Tracking Postsecondary Milestones**

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## Purpose

Postsecondary planning should begin earlier than senior year. Counselors and other educators should also ensure that programming is focused on students identifying themselves as learners and college-goers. The Network for College Success has found that a strong, schoolwide focus on postsecondary outcomes can improve students' college access and success. A schoolwide focus is especially important in areas with low social capital — i.e. a lack of college graduates in a school's neighborhood boundary. The Network for College Success does not believe in a "one-size-fits-all" or prescriptive approach as students navigate to their best possible college choices. In order to ensure equitable outcomes for all students, postsecondary planning activities should be adapted to meet students at their current stage of adolescent development as well as addressing their specific needs.

## How & When to Use

Tool Set B contains school-based examples of student- and family-facing materials that can help Counselors and other educators organize the postsecondary process. For example, the College Application Progress (CAP) Report can be used to help each student keep track of postsecondary goals. The UChicago Consortium College Access Grid can situate a student's academic qualifications in the context of their college options. The Resource List for Postsecondary Advising is a chart of online tools for college and career exploration, which could be used at a workshop or event, such as the Junior College Match Day example from Kelly High school. The two Senior Passports, similar to the Freshman Passport found in Tool Set A, usher students through the postsecondary process by helping them reach scaffolded benchmarks.



## Making Postsecondary Plans

# Lesson Plan and Presentation: Junior College Match Day

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The presentation and lesson plan from Kelly High School helps highly-qualified juniors understand the importance of match in the college application process.

## Lesson Plan: Junior College Match Day

### Sample from Kelly High School

#### Outcomes

- Students will be introduced to the concept of College Match
- Students will know their selectivity level on the College Access Grid
- Students will get an overview of colleges within their selectivity level
- Students will get an overview of the college application process

#### Match Level: Very Selective/Selective

<b>What is College Match?</b>	<ul style="list-style-type: none"> <li>• Explain College Access Grid</li> <li>• Explain Safety, Match, and Reach colleges according to student qualifications</li> <li>• Disclaimer: Current selectivity level is based on practice ACT scores. Students may fall in a different selectivity category based on actual ACT scores.</li> <li>• Show students examples of Safety, Match, and Reach colleges</li> <li>• Discuss strategies for transferring from community college to a 4-year university</li> </ul>	10 minutes
<b>Proprietary Schools</b>	<ul style="list-style-type: none"> <li>• Review pitfalls of proprietary/for-profit schools</li> </ul>	5 minutes
<b>Application Process</b>	<ul style="list-style-type: none"> <li>• Early Action versus Early Decision versus Regular Decision</li> <li>• Common Application</li> </ul>	10 minutes
<b>What should you do this summer?</b>	<ul style="list-style-type: none"> <li>• Ask students to:               <ul style="list-style-type: none"> <li>◦ Pick some colleges/universities to visit</li> <li>◦ Participate in summer college programs</li> <li>◦ Consider Teachers or Counselors who can write a letter of recommendation for college applications/scholarships</li> </ul> </li> </ul>	5 minutes
<b>Dual Enrollment</b>	<ul style="list-style-type: none"> <li>• Students should contact counselor for information</li> <li>• These classes allow students to earn college credit while in high school</li> <li>• Can begin as early as this summer</li> </ul>	3 minutes

# Junior College Match Day

Sample from Kelly High School

## What is College Match?

A formula based on your unweighted **GPA** and **ACT** scores that matches you to appropriate postsecondary institutions.

**TABLE 1**  
Categories for access to college types based on CPS graduates' GPAs and ACT scores and patterns of college enrollment

		Unweighted GPA in Core Courses				
		<2.0	2.0-2.4	2.5-2.9	3.0-3.4	3.5-4.0
Composite ACT Score	Missing ACT	Two-Year Colleges	Nonselective Four-Year Colleges	Somewhat Selective Colleges	Selective Colleges	Selective Colleges
	<18	Two-Year Colleges	Nonselective Four-Year Colleges	Somewhat Selective Colleges	Somewhat Selective Colleges	Selective Colleges
	18-20	Nonselective Four-Year Colleges	Somewhat Selective Colleges	Somewhat Selective Colleges	Selective Colleges	Selective/Very Selective Colleges
	21-23	Somewhat Selective Colleges	Somewhat Selective Colleges	Selective Colleges	Selective/Very Selective Colleges	Selective/Very Selective Colleges
	24+	Somewhat Selective Colleges	Selective/Very Selective Colleges	Selective/Very Selective Colleges	Very Selective Colleges	Very Selective Colleges

**Note:** Students in the Selective category who are either in an IB program or have taken at least two AP and at least six honors courses are moved up to the Very Selective category.

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## Examples of Very Selective Schools in Illinois

- Illinois Institute of Technology
- University of Chicago
- University of Illinois Urbana-Champaign
- Northwestern University
- Illinois Wesleyan University
- Wheaton College

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## Examples of Selective Schools in Illinois

- |                       |                             |
|-----------------------|-----------------------------|
| • Augustana College   | • Loyola University         |
| • Bradley University  | • McKendree College         |
| • DePaul University   | • North Central College     |
| • Illinois College    | • Rockford College          |
| • Knox College        | • Roosevelt University      |
| • Lake Forest College | • Trinity Christian College |

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## Types of Colleges: Safety | Reach | Match

- Your current Match Level might **change** based on your real ACT (not practice test)
- You should apply to at least one **Safety** college (Somewhat Selective) and one **Reach** college (Very Selective)
  - Most students in this Match Level under-match
  - Studies show graduation rates increase when you enroll in a college that is in your Match Level!

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## Types of Colleges: Safety | Reach | Match (cont.)

- Don't like your ACT score?
  - **Re-take** the ACT! The next ACT test is **October 25, 2014**. You can get a fee waiver and register by **September 19**.
  - Maintain excellent grades in your **senior year!**
- Apply **Early Action** (in November) when it is less competitive!

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## Beware of Proprietary Schools

- These are **for-profit** (to make money) and predatory companies
- They cost **a lot** more than city and community colleges
- Examples:
  - Everest College
  - Lincoln Technical Institute
  - The Illinois Institute of Art Chicago
  - Northwestern College
  - Harrington College of Design

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## Beware of Proprietary Schools (cont.)

- They offer certificates that are all **available at city and community colleges**
- Don't sign anything or give them your contact information unless you are really serious about enrolling in one of these schools
- Examples:
  - University of Phoenix
  - Universal Technical Institute
  - Le Cordon Bleu: College of Culinary Arts
  - International Academy of Design and Technology

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## The Application Process: Early Action | Early Decision

- **Early Action**
  - Apply **Early** (November 15)
  - Receive response early (January 15)
  - Typically less competitive
  - You will receive priority for merit scholarships
  - **Not required to enroll**
- **Early Decision**
  - Same as Early Action but...
  - You can only apply **Early Decision** to 1 school (your first choice)
  - Not offered by all schools
  - This is a **binding** contract
  - **Required to enroll**

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## The Application Process: Regular Decision

- **Regular Decision**
  - This puts you in the general pool for admission = more competitive
  - You **must** still meet their deadlines to be considered for admission

TOOL SET

B

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## The Application Process: Common Application

The Common Application is an online application that allows you to apply to any participating college using **one** application. Many schools in your Match Level use the Common Application exclusively.

- Complete all personal and educational information
- Write about your extracurricular activities
- 500-650 word essay answering one of five questions

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## The Application Process: Common Application (cont.)

- Some colleges require supplemental writing portions
- Most colleges require one teacher recommendation
- All schools require one Counselor recommendation (complete and turn in a Personal Profile to your Counselor in September)

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## Over the Summer

1. Pick 6 to 10 potential colleges
  - Visit colleges you are interested in!
  - Review application requirements on their “**prospective students**,” “**admissions**” or “**undergraduate**” web pages
2. Participate in summer college programs, interview for a job/internship, and/or participate in **dual enrollment classes**

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## Over the Summer (cont.)

3. Prepare a draft of your **personal statement** using the Common Application questions
4. Choose people to ask for **letters of recommendation**
  - Teachers, Counselor, employers
  - Give them a personal profile or resume to help them write the letter

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## Dual Enrollment

Allows you to **gain college credit** while you are enrolled in high school through the City Colleges of Chicago

- Courses offered:
  - Biology, English, Math, Philosophy, Business, Manufacturing, Computer Informational Systems, Sociology, Humanities, History, Literature, Philosophy



## Making Postsecondary Plans

# College Access Grid

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Based on the UChicago Consortium's 2008 report, *Potholes on the Road to College*, the College Access Grid has become a ubiquitous tool in the Chicago postsecondary landscape. The Grid shows a student's college match level based on their Unweighted GPA and ACT score.

## College Access Grid

Find your unweighted GPA and your ACT score, then circle the box where they meet. This is your College Match Level. Students should spend most of their time applying to match colleges and universities because:

1. It increases the chance of being accepted
2. It increases the chance of graduating

TABLE 1

Categories for access to college types based on CPS graduates' GPAs and ACT scores and patterns of college enrollment

		Unweighted GPA in Core Courses				
		<2.0	2.0–2.4	2.5–2.9	3.0–3.4	3.5–4.0
Composite ACT Score	Missing ACT	Two-Year Colleges	Nonselective Four-Year Colleges	Somewhat Selective Colleges	Selective Colleges	Selective Colleges
	<18	Two-Year Colleges	Nonselective Four-Year Colleges	Somewhat Selective Colleges	Somewhat Selective Colleges	Selective Colleges
	18-20	Nonselective Four-Year Colleges	Somewhat Selective Colleges	Somewhat Selective Colleges	Selective Colleges	Selective/Very Selective Colleges
	21-23	Somewhat Selective Colleges	Somewhat Selective Colleges	Selective Colleges	Selective/Very Selective Colleges	Selective/Very Selective Colleges
	24+	Somewhat Selective Colleges	Selective/Very Selective Colleges	Selective/Very Selective Colleges	Very Selective Colleges	Very Selective Colleges

**Note:** Students in the Selective category who are either in an IB program or have taken at least two AP and at least six honors courses are moved up to the Very Selective category.



## Making Postsecondary Plans

# College Application Progress (CAP) Report for Juniors

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This sample tool from Schurz High School helps juniors understand their selectivity level and gives students examples of local colleges matching their qualifications.

# College Application Progress (CAP) Report for Juniors

## Sample from Schurz High School

**Name: Jane Brooks | Cumulative Unweighted GPA: 2.71 | Cumulative Weighted GPA: 2.91  
Practice SAT: 930 | Practice ACT: 19 | Current Access: Somewhat Selective**

### Students and Families

The following two tables can serve as useful tools when thinking about and planning for life after Schurz High School. The first table offers three viable college options, based on current college access level information (see above). The second table is a College Access Grid developed by the University of Chicago that illustrates the relationship between GPA, test scores, and patterns in college acceptance. As a junior in high school, access levels can change depending on ACT performance and grades in classes next year.

Match Institutions	Website	Type	Public
University of Illinois at Chicago	www.uic.edu	4-year college	Yes
Eastern Illinois University	www.eiu.edu	4-year college	Yes
Illinois State University	www.ilstu.edu	4-year college	Yes

**TABLE 1**  
**Categories for access to college types based on CPS graduates' GPAs and ACT scores and patterns of college enrollment**

		Unweighted GPA in Core Courses				
		<2.0	2.0–2.4	2.5–2.9	3.0–3.4	3.5–4.0
Composite ACT Score	Missing ACT	Two-Year Colleges	Nonselective Four-Year Colleges	Somewhat Selective Colleges	Selective Colleges	Selective Colleges
	<18	Two-Year Colleges	Nonselective Four-Year Colleges	Somewhat Selective Colleges	Somewhat Selective Colleges	Selective Colleges
	18–20	Nonselective Four-Year Colleges	Somewhat Selective Colleges	Somewhat Selective Colleges	Selective Colleges	Selective/Very Selective Colleges
	21–23	Somewhat Selective Colleges	Somewhat Selective Colleges	Selective Colleges	Selective/Very Selective Colleges	Selective/Very Selective Colleges
	24+	Somewhat Selective Colleges	Selective/Very Selective Colleges	Selective/Very Selective Colleges	Very Selective Colleges	Very Selective Colleges

**Note:** Students in the Selective category who are either in an IB program or have taken at least two AP and at least six honors courses are moved up to the Very Selective category.



## Making Postsecondary Plans

# College Parent Guide

---

A parent guide from Lincoln Park High School that focuses on how families can utilize resources within the high school to help their children plan for life after graduation.

[Click here to read >>](#)



## Making Postsecondary Plans

# Lesson Plan: Orienting Juniors to Naviance

---

A lesson plan that introduces juniors to Naviance, a postsecondary planning software, so they can explore college options before senior year.

## Lesson Plan: Orienting Juniors to Naviance

### Objective

Students will explore their postsecondary options and learn about important Naviance features, including: updating profile information, engaging in a college search, and using the Super Match tool.

### Essential Question

How do I use Naviance to explore college options before my senior year?

### Student Will Be Able To

- Log in to Naviance account and utilize basic functions
- Use the Super Match tool to deepen understanding of match

### Materials

- Laptop
- Projector
- How to Use Naviance for College Research handout

#### Introduction

- |        |  |            |
|--------|--|------------|
| Step 1 | <ul style="list-style-type: none"> <li>• To begin, there will be a round-robin where students answer the following question:             <ul style="list-style-type: none"> <li>◦ What is your name and what is your top college choice or plan for life after high school?</li> </ul> </li> <li>• Facilitators will introduce themselves and provide the objective of today's session.</li> <li>• Explain: <i>"Today we will introduce a tool that will be essential for you to engage in postsecondary planning during senior year. You can use Naviance to keep track of your college applications and scholarships, and to request that your transcripts, letters of recommendation, and other documents are sent. I'm also going to demonstrate how to use some essential functions. Any questions?"</i></li> </ul> | 10 minutes |
|--------|--|------------|

**Naviance Demonstration**

- |        |  |            |
|--------|--|------------|
| Step 2 | <ul style="list-style-type: none"> <li>• Go to the Naviance login page.             <ul style="list-style-type: none"> <li>◦ Click on “Student Login” and use email and password.</li> <li>◦ Navigate to the student perspective in “Family Connection.” (This should be projected so that all students are following along.)</li> </ul> </li> <li>• Explain: <i>“Today, we are going to focus on just a few tools under “College Research.” You can see that there are many other areas that you can utilize, which you can explore on your own time or in the College Lab with your Counselor. Any questions?”</i></li> <li>• Click on “College Lookup.” Type in the name of a university (i.e. University of Illinois at Chicago). Now, highlight aspects of the general information, admissions, financial aid, etc.</li> <li>• Click on “Super Match.” Explain: <i>“The Super Match tool uses your Grade Point Average (GPA ) and ACT (when available) to match you to colleges where your academic qualifications are on par with the average incoming freshman. You can also update the fit characteristics on this side panel here. Any questions?”</i></li> </ul> | 10 minutes |
|--------|--|------------|

**College Research**

- |        |  |            |
|--------|--|------------|
| Step 3 | <ul style="list-style-type: none"> <li>• Students have 25 minutes to navigate Naviance on their own.</li> <li>• Explain: <i>“When you come back in the fall, you will have to be ready to submit applications right away! We want you to be able to utilize Naviance over the summer to engage in postsecondary planning. For the next 25 minutes, please stay confined to the “College Research” functions in Naviance, which includes College Search, Look Up, Super Match, and Scattergram. There will be staff members floating around the room who will check-in with you today. Any questions?”</i></li> </ul> | 25 minutes |
|--------|--|------------|

**Wrap Up**

- |        |  |           |
|--------|--|-----------|
| Step 4 | <ul style="list-style-type: none"> <li>• To wrap up, regain the attention of the classroom five minutes before the end of the period. Ask one to two students to share out on the following question:             <ul style="list-style-type: none"> <li>◦ How will you use Naviance this summer to engage in postsecondary planning?</li> </ul> </li> </ul> | 5 minutes |
|--------|--|-----------|



## Making Postsecondary Plans

# Exploring Institutional Graduation Rates

---

An exercise for students to compare college options by graduation rates, affordability, gender, and race using practical online tools. Students can use the nationally-vetted sources and tools to inform their college exploration.

## Exploring Institutional Graduation Rates

### Online Tools for College Exploration

#### College Affordability and Transparency Center

The College Affordability and Transparency Center (CATC) was designed by the U.S. Department of Education to meet requirements in the Higher Education Opportunity Act and to provide better information to student and parent consumers about college costs. It serves as a central point to several tools that allow users to compare colleges tuition and fees, net price, and other characteristics. The CATC is maintained by the Office of Postsecondary Education with support and technical assistance from the National Center of Education Statistics.

*-description taken directly from organization website*

#### College Navigator

College Completion is a microsite produced by The Chronicle of Higher Education with support from the Bill & Melinda Gates Foundation. Its goal is to share data on completion rates in American higher education in a visually stimulating way. This microsite is a tool to help you navigate a complex subject: which colleges do the best job of graduating their students?

*-description taken directly from organization website*

#### College Results Online

College Results Online (CRO) is an interactive, user-friendly web tool designed to provide policy-makers, counselors, parents, students, and others with information about college graduation rates for nearly any four-year college or university in the country. This information reveals that some colleges do a much better job of graduating students than others. It also shows that at many colleges, significant gaps exist in graduation rates between white students and students of color. But, it also provides powerful examples of colleges that prove that low graduation rates - especially for diverse students - are not inevitable.

*-description taken directly from organization website*

## Institution Comparison Chart

Utilizing the online tools, compare graduation rates and other criteria for the colleges you are exploring. Fill in the chart and reflect on the questions below.

College/ University	4-Yr Graduation Rate	6-Yr Graduation Rate	Specific Gender Graduation Rate	Specific Race Graduation Rate	Average Net Price	Net Price Calculator Estimate

### Reflection Questions

- What do I **SEE**?
- What else do I **NEED** to know?
- Why is *College Choice* important?
- Do I know my *Expected Family Contribution* (EFC)?
- So now **WHAT**?



## Making Postsecondary Plans

# Resource List for Postsecondary Advising

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A list of websites that can be used by students — and adults who support them — to plan for life after graduation. There is information on the recommended use for each website and whether or not an account is required.

## Resource List for Postsecondary Advising

Name	Website	Description	Recommended Use	Account Required?
Bureau of Labor Statistics: Employment Projections	<a href="https://www.bls.gov/news.release/ecopro.toc.htm">https://www.bls.gov/news.release/ecopro.toc.htm</a>	"The Bureau of Labor Statistics is the principal fact-finding agency for the Federal Government in the broad field of labor economics and statistics."	Comprehensive database for career research	No
Choose Your Future	<a href="http://chooseyourfuture.cps.edu/">http://chooseyourfuture.cps.edu/</a>	"Developed to provide students with the resources they need to plan a successful path to graduation and post-high school success."	Strategic scholarship database and list of college and career events from Chicago Public Schools	Student: No Advisor: Yes
College Board - Net Price Calculator	<a href="http://netpricecalculator.collegeboard.org/">http://netpricecalculator.collegeboard.org/</a>	"The Net Price Calculator is a tool that students can use to estimate their "net price" to attend a particular college or university."	Net price comparison tool; award letter comparison	No
College Board's College Search	<a href="https://bigfuture.collegeboard.org/college-search">https://bigfuture.collegeboard.org/college-search</a>	"You have 3,912 college options. Choose a category on the left to find the right ones for you. We'll help along the way."	College admissions and campus information; calculating financial aid	Depends
College Data	<a href="http://www.collegedata.com/">http://www.collegedata.com/</a>	"College Data helps you conduct a college and scholarship search, predict admission chances, and calculate financial aid."	Predicting admission chances; large scholarship database	Depends
College Completion	<a href="http://collegecompletion.chronicle.com">http://collegecompletion.chronicle.com</a>	This microsite is a tool to help students navigate a complex subject: which colleges do the best job of graduating their students?	Tool to help students visualize institutional graduation rates.	No

Name	Website	Description	Recommended Use	Account Required?
College Majors 101	<a href="http://www.collegemajors101.com/">http://www.collegemajors101.com/</a>	"To teach students about different college majors in depth so that they can make more informed college and career choices, a major decision to make."	Research college majors and coursework requirements for each	No
College Navigator	<a href="http://nces.ed.gov/collegenavigator/">http://nces.ed.gov/collegenavigator/</a>	"...a free consumer information tool designed to help students, parents, high school counselors, and others get information about over 7000 colleges and universities."	Thorough college admissions and campus information	No
College Prowler	<a href="https://colleges.niche.com/">https://colleges.niche.com/</a>	"Millions of college reviews and rankings. Student reviews and polls give you deep insight you can't find anywhere else."	Great for students: gives comprehensive information about campus life at each school from current students	Yes
College View	<a href="http://www.collegeview.com/index.jsp">http://www.collegeview.com/index.jsp</a>	"College View contains hundreds of articles pertaining to the college planning process, along with over 4,000 college-specific information pages."	College admissions and campus information	No
Thought Co.	<a href="https://collegeapps.about.com/">https://collegeapps.about.com/</a>	"Learn all about college admissions - SAT College profiles and ACT exams, AP courses, college essays, admissions changes; monthly financial aid, college preparation, and more."	College admissions, campus information, scholarship bulletins	No
Common App	<a href="https://www.commonapp.org/">https://www.commonapp.org/</a>	"We serve students, member institutions, and secondary schools by providing applications that students and school officials may submit to any of our over 500 members."	Student can complete one college application and send it to an unlimited amount of schools	Yes
Education Planner	<a href="http://www.educationplanner.org/">http://www.educationplanner.org/</a>	"We make it easy for you to understand college costs, the admissions process, and student aid as you transition from high school, to college, to the "real" world."	Research coursework requirements for majors and careers	No

Name	Website	Description	Recommended Use	Account Required?
Educators for Fair Consideration	<a href="http://e4fc.org/">http://e4fc.org/</a>	“Empowering undocumented young people in their pursuit of college, career and citizenship.”	Resources for undocumented students pursuing any postsecondary path	No
Finaid	<a href="http://www.finaid.org/">http://www.finaid.org/</a>	Helps students search for scholarships, compare financial aid award letters, and learn about forms of federal aid.	Thorough award letter comparison	No
Illinois Coalition for Immigrant and Refugee Rights—College Planning Guide	<a href="http://www.icirr.org/content/documents/student_guide_2016_update.pdf">http://www.icirr.org/content/documents/student_guide_2016_update.pdf</a>	“An undocumented students guide to college.”	Explore resources related to postsecondary planning for undocumented students	No
Naviance	<a href="http://www.naviance.com/">http://www.naviance.com/</a>	“...A comprehensive college and career readiness solution for middle and high schools that helps connect academic achievement to post-secondary goals.”	Helps students manage and track postsecondary planning process efficiently and effectively	Yes, a school-based account is required
Project Greenlight	<a href="http://www.collegegreenlight.com/">http://www.collegegreenlight.com/</a>	“We connect first generation and underrepresented students to caring colleges, generous scholarships, and life-changing counselors and mentors.”	Great for students; creates customized list of scholarships	Yes
StudentAid	<a href="https://studentaid.ed.gov/sa/resources">https://studentaid.ed.gov/sa/resources</a>	“We provide resources on preparing for college or career school, applying for aid, consumer protection, and more.”	Provides publications, fact sheets, and online tools to research and compare financial aid options at different colleges/universities	No
US News and World Reports	<a href="https://www.usnews.com/best-colleges">https://www.usnews.com/best-colleges</a>	“From picking out a school to buying a car, our rankings help make hard decisions easier.”	Most comprehensive database for college rankings as well as admissions and campus information	No



## Making Postsecondary Plans

# Senior Passport: Tracking Postsecondary Milestones

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Two samples of a Senior Passport from Network for College Success partner schools, Schurz and Tilden High Schools.

[To view Schurz's Senior Passport, click here >>](#)

## Senior Passport: Tracking Postsecondary Milestones

Sample from Tilden High School





# Organizing Schoolwide Events

## Contents

**Senior Presentation on College Planning**

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**Washington College Café: Agenda, Conversation Template, and Student Form**

---

**Senior Day of Action Guidelines**

---

**College Decision Day Materials**

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## Purpose

When Counselors involve a broad range of educators to implement schoolwide postsecondary events, they leverage the social capital of the school to better serve students. Chicago is a city segregated by race and further segregated by educational attainment. Thus, in schools located in areas with low social capital, involving teachers and other school staff—after they receive professional development on how to advise students—is essential to creating a college-going culture.

## How & When to Use

Tool Set C includes examples of schoolwide events from Network for College Success partner schools. Counselors and other educators can use these tools to create schoolwide events in their communities. The artifacts from the Washington College Café showcase one school's detailed plan to engage students in setting goals for the future. Also included are artifacts from two events for seniors on how to finalize their postsecondary plans. These tools, as well as the Network for College Success presentation on college planning for seniors, showcase multiple ways for educators to support students so they succeed after high school.



## Organizing Schoolwide Events

# Senior Presentation on College Planning

---

A Network for College Success presentation for seniors as they choose their best fit college option.

# Senior Presentation on College Planning

Network for College Success

## Introductions

The Network for College Success (NCS) is located at the University of Chicago. Driven by research, NCS supports a cohort of Chicago high schools to increase the number of students enrolling in college. We are Postsecondary Leadership Coaches in your school.

## Overview

- Considerations for your decision in this “Moment of Choice”
- What we have learned?
- What do loans look like?
- Q & A
- Resources

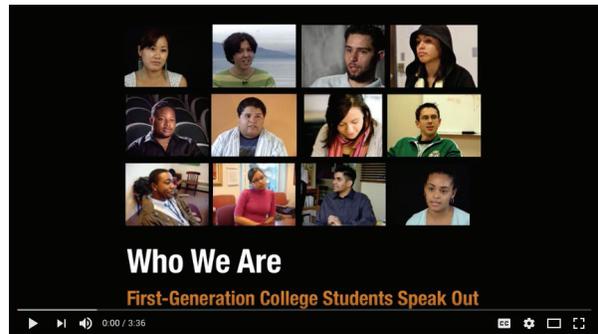
## The Moment of Choice

- Where am I in this moment of time?
- How can I think about my college choice?
- How can my family support me?

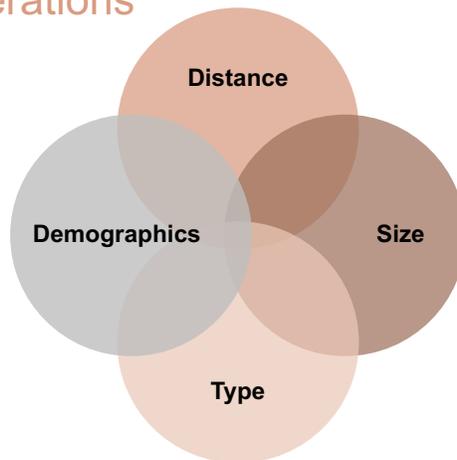
### Opening Video

Who We Are: First-Generation College Students Speak Out

Click screen to play



### College Considerations



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C

Organizing Schoolwide  
Events

## Non-Negotiables

### Institutional Graduation Rates

Consider schools that have a 50% or higher graduation rate, where you will have a better opportunity to succeed.



### Financial Resources

Who is making an offer worth my consideration? If I need to take a loan, what will the debt look like over time?  
Consider loans for schools that are worth that investment.



### Resources

How will I be supported once I get there? Is there a summer bridge option? Work study?

TOOL SET

C

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Events

## My Family

- How well does my family understand my choice?
- Can my Counselor or Teacher support the conversation?
- Does my family understand the financial aid options available?
- How can my family support my decision?

TOOL SET

C

Organizing Schoolwide Events

### Opportunity to Think

Turn to your neighbor and take a minute to discuss your biggest fear in transitioning to college next fall.



## What We have Learned

- Findings from the UChicago Consortium on School Research
- Undecided is not a bad thing

## Success Indicators

- What You Bring to the Table
  - Your grades will carry you further than you think!
  - Leadership and involvement in academics and extracurricular activities
  - Study skills
  - Network of support to help you during the tough times

## Success Indicators (cont.)

- Strategies that will Help You
  - Living on campus (generally means you are more engaged)
  - Making friends
  - Capacity to self-advocate and seek resources
  - Knowing your professors
  - Looking for alternatives to buying textbooks

## Undecided: Reality

- At most colleges, you have until the end of your second year to declare a major
- The first year is typically focused on meeting general education requirements to help you build a foundation as well as explore courses
- Typically, college students can change their major up to three times

## Undecided: Self-Advocacy Strategies

- Meet with your academic advisor frequently
- Visit the college and career center to do some “soul searching”
- Explore through life-learning experiences, such as study abroad and internships
- Take advantage of liberal arts opportunities, such as research projects

## Understanding Loans

- Loans as a Tool of Opportunity
- Loan Repayment
- Loans in Illinois

## Loans as a Tool of Opportunity

- Recommendation: only accept Federally-funded student loans
  - These are the only loans that may have perks (loan forgiveness) depending on your major
- If you have an Expected Family Contribution (EFC) of 0, do not engage in Parent Plus Loans
- Research the different types of loans
- You have no protections with private loans

Sources: [studentaid.govcollegezone.com](http://studentaid.govcollegezone.com)

## Loans Repayment: How It Could Look

For a loan of \$5,000 per year for four years at the current interest rate of 4.6%

Repayment Plan	Repayment Period	Monthly Payment	Total Interest Paid	Total Amount Paid
Standard Plan	120 Months 10 years	\$208	\$4,989	\$24,989

Source: studentloan.gov – Repayment Calculator

## Loans in Illinois

**According to the Institute for College Access and Success:**

- The average student loan rate in Illinois is \$28,543
- 70% of students have to take out loans

## Preparing for Your Transition

- Complete award letter comparisons to figure out financial gap
- Submit decision formally to college and Counselor
- Complete Free Application for Federal Student Aid (FAFSA) updates
- Submit housing application/roommate selection
- Pay for orientation and housing fees

## Preparing for Your Transition (cont.)

- Complete my loan intake process
- Find out dorm regulations and what you can bring
- Submit health records
- Attend summer bridge programs and explore work study
- Discuss everything with your family!



## Organizing Schoolwide Events

# Washington College Café: Schedule, Conversation Template, and Student Form

A collection of artifacts from Washington High School's College Café. Counselors and other educators organized a two-day event where students planned for the future and discussed their thoughts with school staff in one-on-one interviews.



## Washington College Café: Schedule

Tuesday, April 21st		
Period	Class	Participants (Advisors)
1 (7:45-8:36)	OPEN	OPEN
2 (8:41-9:32)	Senior Seminar: Walton (28 students)	Miller, Seaquist, Pestich, Cowhy
3 (9:37-10:28)	Theory of Knowledge: Lang (24 students)	Moreno, O’Gorman, Seaquist, Cowhy, Pestich
4 (10:33-11:24)	Senior Seminar: Walton (18 students)	Lang, Karnes, Cowhy, Barron, Sellers
5 (11:29-12:20)	Theory of Knowledge: Lang (27 students)	McGuire, Malone, Barron, Escherich, Cowhy, Monge-Pacheco
7 (1:21-2:12)	Senior Seminar: Walton (17 students)	May, Malone, Cowhy, Zimmerman, Monge-Pacheco
8 (2:17-3:08)	Senior Seminar: Walton (27 students)	Malone, Zimmerman, Cowhy, Monge-Pacheco

Wednesday, April 22nd		
Period	Class	Participants (Advisors)
1 (7:45-8:36)	Senior Seminar: Aseves (25 students)	Hardy, Boszhardt, Florenzano, McFarlane
2 (8:41-9:32)	Senior Seminar: Aseves (26 students)	Hardy, Miller, Seaquist, Pestich
3 (9:37-10:28)	Senior Seminar: Aseves (29 students)	Hardy, Seaquist, Pestich
4 (10:33-11:24)	Non-Senior Seminar/ Non-IB (22 students)	Lang, Karnes, Malone, Tai Sellers, Pestich , Moeller
5 (11:29-12:20)	Senior Seminar: Aseves (31 students)	McGuire, Malone, Florenzano, Jo Day, Moeller
7 (1:21-2:12)	Senior Seminar: Aseves (13 students)	Fleming, May, Malone, Zimmerman, Pitcher, Jo Day, Moeller
8 (2:17-3:08)	Theory of Knowledge: Lang (22 students)	Malone, Zimmerman, Rihani, Rosu, Pitcher, Jo Day



## Washington College Café: Conversation Template

1. What are your top three college choices right now?
  - *Advisor Note: Student should present their Flight Itinerary Options (FIO) at this time. This should give you an indication of the student's academic qualifications, college fit preferences, and affordability options.*
2. What factors did you consider when you applied to these colleges?
  - *Advisor Note: Advisor should feel free to engage in a deeper conversation about the student's options at this time. Key talking points may include: Match, Affordability, Student Loans, College Fit, and Return on Investment.*
3. Considering all financial aid sources (scholarships, grants, and loans), which college(s) can you and your family afford?
  - *Advisor Note: Advisor should prompt the student to speak explicitly to the financial breakdown as well as the pros and cons of each institution. Again, Advisor can refer to the FIO to help guide the discussion here.*
4. Decision Day is May 1st. Many colleges require that you notify them of your plans to attend on or before this date. Which college are you most likely to attend next fall?
  - *Advisor Note: Student should complete the Decision Day Boarding Pass (DDBP) at this time and then turn it into you.*

### Your trip is booked!

Congratulations on making your college choice! This is a decision you will not regret. Please be sure to hold on to your boarding pass, as you will need it later to board your flight. Sit back, enjoy the flight, and thank you for flying Washington Airlines.

READY FOR TAKEOFF!		
<b>BOARDING PASS</b>	Passenger/Student Name	FLIGHT NO.
	College Destination	SEAT
	Living on Campus Y N	** FIRST CLASS **
		



## Washington College Café: Comparison Guide

A Decision Day guide for comparing schools by selectivity, fit, and affordability.

✈️		FLIGHT 001	FLIGHT 002	FLIGHT 003
University/College Name				
SELECTIVITY	Selectivity Level			
	Match, Reach, or Safety?			
	Graduation Rate			
	Retention Rate			
	Transfer Rate (if 2-year college)			
FIT	Size of School			
	Location			
	Distance from Home			
	Major of Choice			
	Housing Options			
	Student Demographics			
	Campus Setting			
AFFORDABILITY	Cost of Attendance			
	Gift Aid			
	Self-Help Aid			
	Final Cost			
	Additional Options Aid			



## Washington College Café: Menu

### Breakfast

Fresh Banana

Assorted Low-Fat Yogurt w/ Granola

Blueberry Muffins with Cinnamon Streusel

Zucchini Loaf Bread

Iced Caramel Flavored Coffee

Freshly Squeeze Orange Juice

### Lunch

Turkey Wrap

Roasted Sliced Turkey with American cheese, tomato, lettuce, and chipotle ranch wrapped inside of a flour tortilla

Pesto Pasta Salad

Tender Pasta Noodles, roasted peppers, mozzarella cheese, and tomatoes with pesto

Popcorn

Sugar Cookies

Red Velvet Cupcakes w/ Cream Cheese Frosting

Fruit Punch

Water



## Organizing Schoolwide Events

# Senior Day of Action Guidelines

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A set of guidelines from Tilden High School and Umoja Student Development Corporation on how to engage in one-on-one interviews with seniors as they navigate the college application process.

## Senior Day of Action Guidelines

### Sample from Tilden High School and Umoja Student Development Corporation

The Senior Day of Action is an opportunity for volunteers to help seniors navigate the college application process.

The One-on-One student interviews are a very important part of today's experience. Since the beginning of the school year, students have been immersed in some difficult discussions about college and their readiness for life after Tilden. The portfolio you will see from many students is a physical representation of some of the critical questions they have tackled. Depending on where they are in the process, they may still be tackling those questions.

#### Some of the questions include

- Who am I? Who do I want to be? How will I get from where I am to where I want to be?
- What will make or break my success?
- Is college for me? What is the perfect college for me?
- How do my choices today impact my options tomorrow?

#### What you can expect today

- You will conduct 2 to 3 twenty-minute One-on-One Interviews (3 rounds).
- Take a minute to introduce yourself and tell them a little about your background. Allow the student to introduce himself or herself.
- For the next 5 to 7 minutes, the student will share his/her responses to some of the questions above with the portfolio. If the student doesn't take the lead, feel free to jump in and ask questions.
- The remaining 10 to 12 minutes should be spent having a conversation that pushes the student to dig a little deeper and force a little more personal reflection.
- Allow 5 minutes for the student to ask you some questions.
- Use your final 3 to 5 minutes wrapping up with some parting words of advice and feedback on how the student represented himself or herself.
- Please don't hesitate to share your personal experiences, mistakes, and successes. This is a great opportunity for students to learn about the many different paths people take in life to get to where they are today.

### Guiding questions

You may use the following prompts/questions to help the conversation along if the conversation doesn't flow organically on its own.

- Tell me about yourself.
- What do you do for fun?
- What has been your greatest challenge in high school? How did you overcome it?
- In what ways have you contributed to the Tilden Community?
- How have you changed as a person since your freshman year?
- What is your greatest weakness? What is your greatest strength?
- What do you see yourself doing in 5 to 10 years? How did you come to realize that?
- You've spent 4 years in high school. If you could do one thing differently, what would it be?
- Do your grades accurately reflect who you are as a student and/or person?
- What does success look like to you?
- Why do you want to (or not want to) go to college?
- Who do you most admire? Why?
- What makes you special?

### Questions for students with a more career-focused portfolio

- What jobs or volunteer experiences have you held during high school?
- What extra-curricular activities have you been involved with?
  - Have you volunteered or participated in service learning projects?
  - What skills or positive habits do you believe you gained or strengthened from the experience?
  - What lessons did you learn yourself, working with others, etc.?
- Do you believe the job/volunteer experience gives you an advantage when seeking out future opportunities?
- Tell me about a time when you had to adjust to a classmate's working style in order to complete a project or reach a goal.
- What steps do you take to study a problem before making a decision? Why? Give an example.
- Tell me about a successful experience you had making a speech or presentation.
  - How did you prepare?
  - What obstacles did you face?
  - How did you handle them?

- Give an example of a time when you were able to successfully communicate with another person, even when the individual may not have personally liked you (or vice versa). How did you handle the situation?
- Tell me about a problem that you solved in a unique or unusual way. What was the outcome? Were you happy or satisfied with it?
- Give an example of a time when you had to make a decision quickly. What obstacles did you face? What did you do?
- Have you ever had to make a decision that was unpopular with your peers, but you made it anyway because you knew it was the right decision?
- Tell me about a team project when you had to take the lead. What did you do? How did you do it? What was the result?
- Are you someone who uses your time well? Why or why not?
- Describe a situation that required you to do a number of things at the same time. How did you handle it? What was the result?
- How do you prioritize projects and tasks when scheduling time?



## Organizing Schoolwide Events

# College Decision Day Materials

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A collection of artifacts from Tilden High School on their College Decision Day event.



## College Decision Day Materials: Metacognitive Log for Videos

### Sample from Tilden High School

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Sometimes “text” can be information we watch rather than read. We can use the evidence we see and hear on video to help us make assumptions, connections, and arguments in the same way we use direct quotes from a piece of text.

#### PART I Directions

As we view the assigned film/clip/documentary, we will pause to write our observations and thoughts using the graphic organizer below.

#### Michelle Obama Celebrates National College Signing Day (MTV News) >>

Write at least two observations for this video clip.

I saw / heard / observed...	My thoughts, reactions, and/or questions related to the observation...
<i>Example: I saw the title flash across the screen from left to right.</i>	<i>Example: This is a good way to get the viewer's attention because it moves quickly and lets the viewer know what he or she is about to watch.</i>



**College Decision Day Overview >>**

Write at least two observations for this video clip.

I saw / heard / observed...	My thoughts, reactions, and/or questions related to the observation...

**Sample College Decision Day Event: Harmony Public Schools 2015 >>**

Write at least three observations for this video clip.

I saw / heard / observed...	My thoughts, reactions, and/or questions related to the observation...



**PART II Directions**

Respond to the questions below using your metacognitive log notes.

**How does what you observed in the video clips apply to your own thoughts and plans for life after high school?**

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**What do you hope/predict/expect to see happen at Tilden’s College Decision Day event on Thursday, May 4th?**

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## College Decision Day Materials: Reflection Activity

Name: \_\_\_\_\_ Date: \_\_\_\_\_

This document provides structured reflection opportunities for students to make meaning of what occurred during Thursday's College Decision Day event. Students should answer the questions below in detail and then prepare to discuss in pairs or small groups.

**On Wednesday, you made a prediction about what you hoped/expected to see at Tilden's College Decision Day event. How did your predictions align with what occurred? What was as expected? What was different?**

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**During Thursday's College Decision Day event, you had the opportunity to see the different colleges that seniors in the Class of 2017 are planning to attend. Which college do you want to learn more about? List 1 to 2 colleges here.**

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**Choose one response that best fits how you currently feel:**

I believe that I can attend and be successful in college.      **Yes**      **No**      **Undecided**

Why did you select your response above? Explain.

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**What career field or job do you aspire to have in the future (long term)?**

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**Why did you select that career?**

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**What steps will it take for you to obtain your desired career? If you are unsure, what might you do to determine the steps you need to take?**

Step 1: \_\_\_\_\_

Step 2: \_\_\_\_\_

Step 3: \_\_\_\_\_

Step 4: \_\_\_\_\_

**What do you need to do now so that, one day, you can be on stage like your peers announcing your own college decision? *A note especially for juniors: You are about to become seniors and next year it will be you on the stage at Decision Day. What do you need to consider doing now to be adequately prepared for one year from now?***

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**Do you have any feedback regarding the College Decision Day event? If yes, please share it here:**

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Your reflections will be collected by your 4th block teacher. Once your 4th block teacher reviews and grades the activity (as applicable), he/she will submit the reflections to your respective Advisory leader. Advisory leaders will use the information you shared in this reflection to plan future activities and field trips for students based on common themes in the responses. Thank you!

## College Decision Day Materials: Senior Note



A note of congratulations and inspiration from: \_\_\_\_\_

**Dear Class of 2017 Graduate:**

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A note of congratulations and inspiration from: \_\_\_\_\_

**Dear Class of 2017 Graduate:**

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TILDEN CLASS OF 2017

# DECISION DAY

## CELEBRATION EVENT!

Come celebrate with the class of 2017 as they announce to the world their postsecondary decisions!

### WHERE

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**Tilden Career Community Academy**  
4747 S. Union Ave.

### WHEN

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**Thursday, May 4, 2017**

Give-Aways! Music! Photos!

The program takes place from 2:30 - 3:30 p.m. in the Auditorium. A reception with light refreshments for seniors and their families will follow in the Library from 3:30-4:30 p.m.



# Exploring College Affordability

## Contents

[FAFSA Ready Worksheet](#)

[Financial Aid Comparison Worksheet](#)

[Dependent Student FAFSA Checklist](#)

[Example Financial Aid Award Letters](#)

## Purpose

College success is underscored by college affordability. As students engage in the postsecondary planning process, Counselors and other educators should encourage them to think about college match and fit. In other words, students should consider attending colleges with high institutional graduation rates that are simultaneously a worthwhile investment. This ensures that students are set up for success in the long term. The Network for College Success finds the following student- and family-facing tools to be essential when exploring the financial viability of different college choices.

## How & When to Use

Counselors and other educators should use Tool Set D with students during the college application process. The FAFSA Ready Worksheet can be paired with the Dependent Student FAFSA Checklist to help students understand and prepare to apply for financial aid. The Financial Aid Worksheet can be utilized to compare the cost of attendance at three different colleges using a student's award letters.



## Exploring College Affordability

# FAFSA Ready Worksheet

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A one-pager from Ladder Up for students and families to record all financial information reflected in the FAFSA. Students can also complete this with their respective Counselors or College & Career Coaches.

# FAFSA Ready Worksheet

To complete the FAFSA, you must bring tax return copies and know your and your parent(s)'s Social Security Numbers.

## Student Information

- S1. Your name as it appears on your Social Security card: \_\_\_\_\_
- S2. Your Social Security Number (SSN): **\*\*\*-\*\*-\*\*\*\*** (Memorize this number! Required for FAFSA)  
If you have a green card, what is your Alien Registration Number? A \_\_\_\_\_
- S3. Did you work in 2014?  Yes  No If yes, how much did you earn? \$ \_\_\_\_\_
- S4. After paying bills, how much money do you have in a checking/savings account on average? \$ \_\_\_\_\_
- S5. Who do you live with?\*
- Mom & Dad  Just Mom  Just Dad  1 parent + Stepparent  A relative  Other
- \*Please use the flow chart on the back of this sheet to figure out how you should complete the rest of this worksheet*
- S6. What is the marital status of the parent(s) you live with?
- Married  Divorced  Separated  Remarried  Single
- Approximately when did your parent(s) get married, divorced, separated or remarried? (MM/YYYY) \_\_\_\_/\_\_\_\_/\_\_\_\_
- S7. Do you or anyone in your household receive benefits from any of the federal programs listed? Check all that apply.
- SSI  Link  Free/Reduced Price Lunch  TANF  WIC

## Parent Information (For the parent or parents identified in Question S5)

- P1. Mom's/Stepmom's Name (as it appears on SS card) \_\_\_\_\_ Dad's/Stepdad's Name (as it appears on SS card) \_\_\_\_\_
- \_\_\_\_\_
- Mom's/Stepmom's Date of Birth (MM/DD/YYYY) \_\_\_\_\_ Dad's/Stepdad's Date of Birth (MM/DD/YYYY) \_\_\_\_\_
- \_\_\_\_/\_\_\_\_/\_\_\_\_
- Mom's/Stepmom's SSN (if she has one) \_\_\_\_\_ Dad's/Stepdad's SSN (if he has one) \_\_\_\_\_
- \*\*\*-\*\*-\*\*\*\*** (Required for FAFSA) **\*\*\*-\*\*-\*\*\*\*** (Required for FAFSA)
- P2. Parent e-mail address (if applicable): \_\_\_\_\_
- P3. Will your parent(s) be filing a tax return this year?  Yes  No\*

*\*Skip P4-P6. You must talk to your counselor or Ladder Up to find out what other information you will need to provide*

**If you do not have your 2014 tax return completed by the time you fill out your FAFSA, you should submit with estimates using your 2013 tax return. You must then "Make Corrections" to your FAFSA after completing your 2014 taxes by logging into FAFSA.gov again and using the IRS Data Retrieval Tool 2 weeks after you e-file your taxes.**

- P4. Parent earnings (i.e. look at Form W-2, Form 1099, year-end pay stubs):
- Mom/Stepmom: \$ \_\_\_\_\_ Dad/Stepdad: \$ \_\_\_\_\_
- P5. Amount of income tax paid (Form 1040 Line 55; Form 1040A Line 35): \$ \_\_\_\_\_
- P6. Adjusted Gross Income (AGI) on tax return (Form 1040 Line 37; Form 1040A Line 21): \$ \_\_\_\_\_
- P7. After paying bills, how much money does your parent(s) have in a checking/savings account on average? \$ \_\_\_\_\_
- P8. For parents that have completed a FAFSA before: What is your PIN? \_\_\_\_\_
- P9. Child support paid in your household: \$ \_\_\_\_\_ Child support received in your household: \$ \_\_\_\_\_

**Note:** If your family owns any property **besides** the home you live in, you will need to report that property's net worth.

If you are uncertain about any of your responses or need help, PLEASE talk with your counselor or contact Ladder Up!

Ladder Up: (312) 458-9105 or [lift@goladderup.org](mailto:lift@goladderup.org)





## Exploring College Affordability

# Financial Aid Comparison Worksheet

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This one-pager from the Illinois Student Assistance Commission can be used to compare up to three colleges in terms of out-of-pocket cost after financial aid.

# Financial Aid Comparison Worksheet

- ▶ Use this worksheet to generate a side-by-side comparison of the financial aid offers you have received.
- ▶ To search for scholarships, explore colleges, and plan for college, go to [studentportal.isac.org](http://studentportal.isac.org)

When considering college options, try not to rule out any college simply because of cost. Upon completing the financial aid application process, the financial aid administrators at the colleges that you are considering will “package” all available financial aid options and send them to you for consideration.

## Q: What does it cost?

The COST OF ATTENDANCE is an estimate of expenses usually incurred by students attending a college.

The EXPECTED FAMILY CONTRIBUTION (EFC) is derived from information reported on the *Free Application for Federal Student Aid (FAFSA)*. It is a family’s expected ability over an academic year to absorb some of the educational costs. The financial aid office will use it to distribute need-based financial aid funds.

The difference between the *Cost of Attendance* and the *Expected Family Contribution* is the student’s **TOTAL FINANCIAL NEED**.

## Q: How is your financial need being met?

Students will receive **FINANCIAL AID AWARD LETTERS** – also referred to as **OFFERS** or **PACKAGES** – from the colleges. These letters will outline the aid that each college can offer and may include any or all of the financial aid programs listed here. It is recommended that students and parents review award letters carefully, ask questions, and meet deadlines.

## Q: Was your financial need met?

▶ <b>Name of College:</b>			
---------------------------	--	--	--

What is the cost of attendance?			
Tuition & Fees			
Room & Board	+	+	+
Books & Supplies	+	+	+
Transportation Expenses	+	+	+
Miscellaneous Expenses	+	+	+
<b>Step 1 TOTAL COST OF ATTENDANCE (COA)</b>	=	=	=

What is your financial need?			
<b>TOTAL COST OF ATTENDANCE (COA)</b>			
<b>Step 2 EXPECTED FAMILY CONTRIBUTION (EFC)</b>	-	-	-
<b>Step 3 TOTAL FINANCIAL NEED</b>	=	=	=

Financial Aid Sources		How will your financial need be met?		
 Federal Grants	Federal Pell Grant			
	Federal Supplemental Educational Opportunity Grant (FSEOG)	+	+	+
 Grants & Scholarships	Monetary Award Program (MAP)	+	+	+
	Other	+	+	+
College Grants & Scholarships		+	+	+
Other Grants & Scholarships		+	+	+
<b>◆ Total Gift Aid</b>		=	=	=
Federal Work-Study		+	+	+
Student Loans	Direct Subsidized Loan	+	+	+
	Direct Unsubsidized Loan			
	Federal Perkins Loan			
	Alternative Loan			
Parent Loans/PLUS		+	+	+
<b>Step 4 TOTAL FINANCIAL AID OFFER</b>		=	=	=

▶ <b>What is your out-of-pocket cost?</b>			
Cost of Attendance (Step 1) – Total Financial Aid Offer (Step 4)	\$	\$	\$



## Exploring College Affordability

# Dependent Student FAFSA Checklist

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A checklist from Chicago Public Schools for dependent students so they can consider all of the required documents to complete the FAFSA.



## FAFSA DOCUMENTATION CHECKLIST FOR DEPENDENT STUDENTS

Use this to ensure you have all you need to complete a FAFSA. As a dependent student you will also need the same information for the parent's information you intend to use in completing your FAFSA (birth, adoptive, or step only.)

Take the completed checklist along with copies of documentation to your Counselor/Coach when you are ready to complete your FAFSA. **Keep copies of all documentation in your file in case you need it!**

<input type="checkbox"/>	*Student Name _____ Student ID# _____ Student Div# _____ <i>(*as it appears on your social security card)</i>	
<input type="checkbox"/>	Your Social Security Number. <input type="checkbox"/> Parent(s) Social Security Number.	<b>BE SURE IT'S CORRECT!</b>
<input type="checkbox"/>	Your alien registration or permanent resident card (if you are not a U.S. citizen)	
<input type="checkbox"/>	Current and full home address (including apt. or floor # ) <i>ex: 4655 S. Dearborn St. Chicago, IL 60609</i> _____	
<input type="checkbox"/>	Registered for Selective Services (Mandatory) <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>FOR MALES</b>
<input type="checkbox"/>	Your official birth date _____ <input type="checkbox"/> Parent(s) official birth date _____	<b>AS IT APPEARS ON BIRTH CERTIFICATE</b>
<input type="checkbox"/>	Your current W-2 Forms and other records of money earned <input type="checkbox"/> Parent(s) current W-2 Forms, etc.	
<input type="checkbox"/>	Your (and your spouse's, if you are married) <u>current</u> Federal Income Tax Return. Parent(s) <u>current</u> Federal Income Tax Return	
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ IRS 1040, 1040A, 1040 EZ</li> <li>▪ Foreign Tax Return, or</li> <li>▪ Tax return for Puerto Rico, Guam, American Samoa, the U.S. Virgin Islands, the Marshall Islands, the Federal States of Micronesia, or Palau</li> </ul>	
<input type="checkbox"/>	Your <u>current</u> untaxed income records (If applicable) Parent(s) current untaxed income records (If applicable)	
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>▪ Social Security</li> <li>▪ Temporary Assistance for Needy Families</li> <li>▪ Welfare</li> <li>▪ Veterans benefits records</li> <li>▪ Disability or workman's compensation</li> </ul>	
<input type="checkbox"/>	You and your parent(s) cash, checking, savings amount in the bank <u>as of today</u>	
<input type="checkbox"/>	<u>Completed</u> FAFSA Worksheet (Parents can submit this <u>only</u> if uncomfortable sending documents)	

I certify this student is:  Ready to complete the FAFSA  Ready to start the FAFSA  Not ready to start the FAFSA

\_\_\_\_\_  
Counselor/Coach Signature

\_\_\_\_\_  
Date



## Exploring College Affordability

# Example Financial Aid Award Letters

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Three sample financial aid award letters that outline various types of grants, loans, and work study typically available to Illinois students.

## Example Financial Aid Award Letters



**SQUARE STATE UNIVERSITY**

Jane Doe  
12345 E. Some Street  
Chicago, IL 12345

Financial Aid Award Letter  
IN: 123456987  
2014-2015 Award Year

Dear Jane Doe:

The Office of Student Financial Aid (OSFA) is pleased to offer you this Financial Aid Package for the 2014-2015 Aid Year. We may adjust your award at a later time if you receive additional funding. Those affected will receive an e-mail notification upon revision. By receipt of financial aid funds you are held responsible for any terms and conditions associated with your awards as outlined on the Office of Student Financial Aid website and that all the information you have provided to the OSFA is true and complete to the best of your knowledge.

Your aid package is based upon the following. If this is incorrect, your award may need to be revised. Report any changes when completing your award letter.

CLASS LEVEL: Freshman                      COLLEGE: LAS - Science                      HOUSING: With Parents

Fall Term: 12+ Hours                      Spring Term: 12+ Hours

Awards have specific enrollment requirements. Review the Undergraduate Information Guide.

**Cost of Attendance**

Direct costs payable to the University:	Amount
Tuition - In State	\$ 10,584.00
Tuition Differential	\$ 1,750.00
Mandatory Fees	\$ 4,004.00
<b>Total Direct Costs:</b>	<b>\$ 16,338.00</b>
Estimated Costs:	Amount
Books & Supplies	\$ 1,400.00
Transportation	\$ 1,452.00
Stafford Loan Fees	\$ 68.00
Personal Expenses	\$ 3,676.00
<b>Total Estimated Costs:</b>	<b>\$ 6,596.00</b>
<b>Total Estimated Costs of Attendance:</b>	<b>\$ 22,934.00</b>

**Need Calculation**

Component	Amount
Cost of Attendance	\$ 22,934.00
Estimated Family Contribution (EFC)	0
Initial Need	\$ 22,934.00
Outside Resources	0
Need	\$ 22,934.00

**Award Summary**

Fund	Status	Fall	Spring	Total
Federal Pell Grant	Accepted	\$ 2,865.00	\$ 2,865.00	\$ 5,730.00
State of IL MAP Grant (Est)	Accepted	\$ 2,360.00	\$ 2,360.00	\$ 4,720.00
Federal Direct Sub-Loan	Offered	\$ 1,242.00	\$ 1,242.00	\$ 2,484.00
University's Access to Excellence Grant	Accepted	\$ 2,500.00	\$ 2,500.00	\$ 5,000.00
University's President's Award - Merit	Accepted	\$ 2,500.00	\$ 2,500.00	\$ 5,000.00
<b>Total</b>		<b>\$ 11,467.00</b>	<b>\$ 11,467.00</b>	<b>\$ 22,934.00</b>

Review the following important information (if any) for additional steps you may need to complete in order to receive your awards.

Electronically sign a **Direct Loan Promissory Note**. Note: If you have completed this requirement, it will continue to appear until loan records are received from the U.S. Department of Education in late July for the academic year.

Electronically complete your **Direct Loan Entrance Counseling**.

Would you like our office to speak to your parents, spouse, or another trusted individual? Print and submit a FERPA Authorization Form (optional).

## Example Financial Aid Award Letters



### Circle College

Office of Student Financial Aid 2000  
East Pivot Drive Gribbly, IL 61832

Jane Doe  
12345 E. Some Street  
Chicago, IL 12345

Date: 4/4/2014  
SID: XXX0000015  
SSN: XXX-XX-1234  
Award Year: 2014-2015

Dear Jane Doe:

Below is the financial assistance you are eligible to receive for the coming academic year. Please review the awards below and mark (Y) yes, or (N) no on each line to indicate your acceptance or rejection of each award. Return this letter promptly. These awards are based on you being a resident student.

**Award Summary**

Fund	Annual Amt	Fall Amt	Spring Amt	
Circle Achievement Grant	\$ 15,000.00	\$ 7,500.00	\$ 7,500.00	Y ___ N ___
Circle Grant	\$ 9,017.00	\$ 4,508.50	\$ 4,508.50	Y ___ N ___
Federal Pell Grant	\$ 5,730.00	\$ 2,865.00	\$ 2,865.00	Y ___ N ___
Federal Supp Educ Oppor Grant	\$ 573.00	\$ 286.00	\$ 287.00	Y ___ N ___
Est IL MAP Grant	\$ 4,720.00	\$ 2,360.00	\$ 2,360.00	Y ___ N ___
Federal Perkins Loan	\$ 500.00	\$ 250.00	\$ 250.00	Y ___ N ___
Federal Direct Subsidized Loan	\$ 3,500.00	\$ 1,750.00	\$ 1,750.00	Y ___ N ___
Federal Direct Unsubsidized Loan	\$ 2,000.00	\$ 1,000.00	\$ 1,000.00	Y ___ N ___
Federal Work Study	\$ 990.00	\$ 495.00	\$ 495.00	Y ___ N ___
Direct (Parent) PLUS Loan Option	\$ 1,770.00	\$ 885.00	\$ 885.00	Y ___ N ___

Award Total \$ 43,800.00 \$ 21,899.50 \$ 21,900.50

These awards are based on information supplied by the student and spouse/parent. Any change in information may result in an amended award.

Yours truly,  
*Minerva McGonagall*  
Minerva McGonagall  
Director, Office of Financial Aid

PLEASE TURN OVER AND CONTINUE ON THE BACK SIDE OF THIS FORM  
**YOUR SIGNATURE IS REQUIRED ON THE REVERSE SIDE**

## Example Financial Aid Award Letters



**THE UNIVERSITY OF DIAMONDS**  
Office of Student Financial Services - 14789 Color Street, Hue, IL 65134 - OSFA@whiteu.edu

Jane Doe 12345 E. Some Street Chicago, IL 12345	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Estimated Cost of Tuition &amp; Fees:</td> <td style="text-align: right;">\$ 33,960.00</td> </tr> <tr> <td>Estimated Cost of Housing:</td> <td style="text-align: right;">\$ 9,545.00</td> </tr> <tr> <td><b>Total Estimated Direct Costs:</b></td> <td style="text-align: right;"><b>\$ 43,505.00</b></td> </tr> <tr> <td>Estimated Total Gift Aid (Scholarships &amp; Grants)</td> <td style="text-align: right;">\$ 27,582.00</td> </tr> <tr> <td><b>Estimated Unmet Direct Costs (After Gift Aid)</b></td> <td style="text-align: right;"><b>\$ 15,923.00</b></td> </tr> <tr> <td>Total Estimated Loans:</td> <td style="text-align: right;">\$ 5,500.00</td> </tr> <tr> <td><b>Estimated Direct Costs (After All Aid):</b></td> <td style="text-align: right;"><b>\$ 10,423.00</b></td> </tr> <tr> <td>Estimated Other Personal Costs:</td> <td style="text-align: right;">\$ 3,995.00</td> </tr> <tr> <td><b>Estimated Total Educational Expenses (2014-2015):</b></td> <td style="text-align: right;"><b>\$ 14,418.00</b></td> </tr> </table>	Estimated Cost of Tuition & Fees:	\$ 33,960.00	Estimated Cost of Housing:	\$ 9,545.00	<b>Total Estimated Direct Costs:</b>	<b>\$ 43,505.00</b>	Estimated Total Gift Aid (Scholarships & Grants)	\$ 27,582.00	<b>Estimated Unmet Direct Costs (After Gift Aid)</b>	<b>\$ 15,923.00</b>	Total Estimated Loans:	\$ 5,500.00	<b>Estimated Direct Costs (After All Aid):</b>	<b>\$ 10,423.00</b>	Estimated Other Personal Costs:	\$ 3,995.00	<b>Estimated Total Educational Expenses (2014-2015):</b>	<b>\$ 14,418.00</b>
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Estimated Other Personal Costs:	\$ 3,995.00																		
<b>Estimated Total Educational Expenses (2014-2015):</b>	<b>\$ 14,418.00</b>																		

Dear Jane Doe:

We are pleased to offer you the financial assistance described below for the 2014-2015 academic year while attending The University of Diamonds. The award is based on the information you have provided to the Office of Student Financial Services and is subject to revision if new information becomes available. Your financial aid is based on being enrolled full-time and living in campus housing for the year. If you DO NOT plan to live in campus housing, please contact the Office of Student Financial Services as soon as possible.

**\*\*\* 2014-2015 FINANCIAL AID AWARD \*\*\***

Award Description	Fall 2014	January 2015	Spring 2015	Summer 2015
Enrichment Scholarship	\$ 5,616.00 * ~	~	\$ 5,616.00 * ~	~
Pell Grant	\$ 2,865.00 * ~	~	\$ 2,865.00 * ~	~
Fed. Supplemental Grant	\$ 100.00 * ~	~	\$ 100.00 * ~	~
State IL MAP Grant (Est)	\$ 2,360.00 * ~	~	\$ 2,360.00 * ~	~
Tatooine Grant	\$ 2,850.00 * ~	~	\$ 2,850.00 * ~	~
Federal Work Study	\$ 600.00 A D ~	~	\$ 600.00 A D ~	~
Subsidized Direct Loan	\$ 1,750.00 A D ~	~	\$ 1,750.00 A D ~	~
Unsubsidized Direct Loan	\$ 1,000.00 A D ~	~	\$ 1,000.00 A D ~	~
<b>Totals:</b>	<b>\$ 17,141.00</b>	<b>\$ -</b>	<b>\$ 17,141.00</b>	<b>\$ -</b>
<b>Grant Total:</b>	<b>\$ 34,282.00</b>			

\* No action Necessary      ~ No Award for Award Period      ^ Declined but funds still available

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

We ask that you accept or decline your awards within three weeks of receiving this notice. You may do this in one of the following two ways: You may circle A or D next to the award, and then sign and date the award notice. Please return a copy to the Student Financial Services Office by fax, e-mail, or mail. You may also visit The University of White and click on My Financial Aid Awards Accept or Reject under the My Financial Aid Section where you can choose current academic year and select accept or decline for the award.

It is expected that you will have additional educational expenses such as books, transportation and other costs while you are a student at The University of Rectangles. These Estimated Other Personal Costs are listed above and are not billed by the college. It is essential that you familiarize yourself with the information contained on the reverse side of this document. Additional information is available in the Financial Aid Guide. We look forward to assisting you in pursuit of your educational goals.