Engaging Students & Families

TOOL SET A: Supporting Student Identity
TOOL SET B: Making Postsecondary Plans
TOOL SET C: Organizing Schoolwide Events
TOOL SET D: Exploring College Affordability
Supporting Student Identity

Contents

Freshman Passport: Tracking Postsecondary Milestones
Behavior, Attendance, & Grades (BAG) Report
Overview of Social/Emotional Learning (SEL)
Small Group Plan
Genogram Lesson Plan and Sample
DREAMers Presentation
First Generation Documentary Overview

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.
Freshman Passport: Tracking Postsecondary Milestones

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
- Maintain a 3.25 GPA
- Attend One After School Event Each Semester
- 85% Attendance

Supporting Student Identity
Engaging Students & Families
NCS POSTSECONDARY SUCCESS TOOLKIT
Behavior, Attendance, & Grades (BAG) Report

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): __________

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>Student Self-Reflection: In what ways do I contribute to a safe and respectful school climate? Do my actions reflect the real me?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quarter 1</td>
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<td>Quarter 2</td>
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<td>Quarter 3</td>
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<td>Quarter 4</td>
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<tr>
<td># of Detentions</td>
<td># of Days of ISS</td>
</tr>
<tr>
<td></td>
<td># of Days of ISS</td>
</tr>
</tbody>
</table>

For questions regarding misconducts, make an appointment with the Dean of Discipline.

<table>
<thead>
<tr>
<th>Year-to-Date Totals:</th>
<th># of Detentions</th>
<th># of Days of ISS</th>
<th># of Days of OSS</th>
</tr>
</thead>
</table>

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)

<table>
<thead>
<tr>
<th>Total # School Days</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
<th>Year-to-Date Total:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td># of Absences AEX/AUX</td>
<td># of Tardies</td>
<td># of Absences AEX/AUX</td>
<td># of Tardies</td>
<td># of Absences AEX/AUX</td>
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<td>Period</td>
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<td>8</td>
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<tr>
<td>Daily Attendance</td>
<td></td>
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</tr>
</tbody>
</table>

**Key:**  
- AEX = Absence Excused  
- AUX = Absence Unexcused

For questions regarding attendance, schedule an appointment with the Attendance Coordinator.
### Supporting Student Identity

TOOL SET A

**Engaging Students & Families**

NCS POSTSECONDARY SUCCESS TOOLKIT

#### GRADES

<table>
<thead>
<tr>
<th>Period</th>
<th>Course Semester 1</th>
<th>Course Semester 2</th>
<th>P1</th>
<th>Q1</th>
<th>P2</th>
<th>S1</th>
<th>P3</th>
<th>Q3</th>
<th>P4</th>
<th>S2</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

**Student Self-Reflection:** How am I doing academically in my classes? Do my grades represent my true ability?

**GPA (unweighted):**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
</table>

For questions regarding grades, schedule an appointment with the corresponding Teacher or your assigned Counselor.

**Key:**
- P 1-4 = Progress Report 1-4
- Q 1-3 = Quarter 1-3
- S 1-2 = Semester 1-2
- GPA = Grade Point Average
### SERVICE LEARNING

**Student Self-Reflection:** How many projects/hours have I completed? 
How many projects/hours do I have left to complete to meet the graduation requirement?

<table>
<thead>
<tr>
<th>Year-to-Date Total:</th>
<th>45 Hrs Required</th>
</tr>
</thead>
</table>

For questions regarding Service Learning hours/projects, make an appointment with your assigned Counselor.

### TEST SCORES

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore</td>
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<tr>
<td>Plan</td>
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<tr>
<td>ACT</td>
<td></td>
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</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Session &amp; Theme</th>
<th>Lesson Plan</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meet and Greet</td>
<td>• Introductions and group overview</td>
<td>• Icebreaker</td>
</tr>
<tr>
<td></td>
<td>• Group norms and expectations</td>
<td>• Calendar of meeting dates and times</td>
</tr>
<tr>
<td></td>
<td>• Icebreaker: Name that Celebrity</td>
<td>• Magazines, paper, and markers for collage</td>
</tr>
<tr>
<td></td>
<td>• Collage visual representation of themselves</td>
<td></td>
</tr>
<tr>
<td>2. Genograms</td>
<td>• Group chooses a name (for this group, participants decided on InspiRED)</td>
<td>• Poem</td>
</tr>
<tr>
<td></td>
<td>• Phenomenal Woman by Maya Angelou</td>
<td>• Pre-survey</td>
</tr>
<tr>
<td></td>
<td>• Assessing College-Going Culture</td>
<td>• PowerPoint</td>
</tr>
<tr>
<td></td>
<td>• Pre-survey</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Genograms</td>
</tr>
<tr>
<td>4. Visionary Goal Setting</td>
<td>• Genogram follow-up</td>
<td>• Group Genograms</td>
</tr>
<tr>
<td></td>
<td>• Steps to Success: Barriers &amp; Resources</td>
<td>• PowerPoint</td>
</tr>
<tr>
<td>5. College Match</td>
<td>• Candybar Icebreaker (participants choose one candy and answer the</td>
<td>• College Match Sheets</td>
</tr>
<tr>
<td></td>
<td>corresponding question)</td>
<td>• Candy</td>
</tr>
<tr>
<td></td>
<td>• College Match, Grades, GPA, and Graduation Status</td>
<td></td>
</tr>
<tr>
<td>6. Values</td>
<td>• Exploring Individual and Family Values</td>
<td>• Traditional American Values Worksheet</td>
</tr>
<tr>
<td></td>
<td>• Identifying Barriers and Solutions</td>
<td></td>
</tr>
<tr>
<td>7. First-Generation College</td>
<td>• College Video: “Is College Real for Me?”</td>
<td>• Video</td>
</tr>
<tr>
<td>Students</td>
<td>• Share out</td>
<td></td>
</tr>
<tr>
<td>Theme</td>
<td>Lesson Plan</td>
<td>Materials</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
</tbody>
</table>
| 8. Monitoring Growth                       | • Assessing College-Going Culture and Reflection  
• Post-survey                                         | • Post-survey                                       |
| 9. Goal Setting and Resources to Support those Goals | • Progress towards College and Career Goals  
• Identifying Current School and Family Support Systems | • Steps to Success Worksheet                        |
• Vote with Your Feet activity                     |
| 11. Real Colors                            | • Real Colors Personality Test                                             | • Real Colors by National Curriculum and Training Institute |
| 12. National Louis University Field Trip   | • Tour National Louis University and learn about the Harrison Professional Pathways Program  
• Year-end survey                                       | • Bus cards                                         
• Permission slips from parents                        
• Lunch                                                
• Year-end survey                                      |
Genogram Lesson Plan and Sample

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

Key:
- Female
- Male
- Deceased

Jorge
- army
- 6th grade
- laborer

Rafella
- 3rd grade
- laborer
- housewife

Uriel
- 3rd grade
- laborer

Flora
- high school
- laborer
- housewife

Angelina
- high school
- laborer

Chila
- high school
- laborer

Chulo
- high school
- laborer

Lorena
- high school
- laborer

Jose
- high school
- laborer

Ofelia
- 3rd grade
- laborer

Arizbel
- Master's Degree
- Counselor

Vianely
- Master's Degree
- Teacher

Edgar
- 11th grade
- unemployed

Adela
- high school
- laborer

Gloria
- high school
- laborer

Carly
- high school
- laborer

Uriel
- high school
- laborer

Jose
- high school
- laborer
DREAMers Presentation

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
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.

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
Structure and Functions

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

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
Supporting Student Identity

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 (#nocuestasasñar)
  - 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!
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

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

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

Contents
Lesson Plan and Presentation: Junior College Match Day
College Access Grid
College Application Progress (CAP) Report for Juniors
College Parent Guide
Lesson Plan: Orienting Juniors to Naviance
Exploring Institutional Graduation Rates
Resource List for Postsecondary Advising
Senior Passport: Tracking Postsecondary Milestones

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.
Lesson Plan and Presentation: Junior College Match Day

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

<table>
<thead>
<tr>
<th>What is College Match?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain College Access Grid</td>
</tr>
<tr>
<td>Explain Safety, Match, and Reach colleges according to student qualifications</td>
</tr>
<tr>
<td>Disclaimer: Current selectivity level is based on practice ACT scores. Students may fall in a different selectivity category based on actual ACT scores.</td>
</tr>
<tr>
<td>Show students examples of Safety, Match, and Reach colleges</td>
</tr>
<tr>
<td>Discuss strategies for transferring from community college to a 4-year university</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proprietary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review pitfalls of proprietary/for-profit schools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Application Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Action versus Early Decision versus Regular Decision</td>
</tr>
<tr>
<td>Common Application</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What should you do this summer?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask students to:</td>
</tr>
<tr>
<td>° Pick some colleges/universities to visit</td>
</tr>
<tr>
<td>° Participate in summer college programs</td>
</tr>
<tr>
<td>° Consider Teachers or Counselors who can write a letter of recommendation for college applications/scholarships</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dual Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should contact counselor for information</td>
</tr>
<tr>
<td>These classes allow students to earn college credit while in high school</td>
</tr>
<tr>
<td>Can begin as early as this summer</td>
</tr>
</tbody>
</table>
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.
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

Examples of Selective Schools in Illinois

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

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!
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

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
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

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
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

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)
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

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
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
College Access Grid

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

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.

<table>
<thead>
<tr>
<th>Composite ACT Score</th>
<th>Unweighted GPA in Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt;2.0</td>
</tr>
<tr>
<td>Missing ACT</td>
<td>Two-Year Colleges</td>
</tr>
<tr>
<td></td>
<td>Nonselective Four-Year Colleges</td>
</tr>
<tr>
<td></td>
<td>Somewhat Selective Colleges</td>
</tr>
<tr>
<td></td>
<td>Selective Colleges</td>
</tr>
<tr>
<td></td>
<td>Selective Colleges</td>
</tr>
<tr>
<td>&lt;18</td>
<td>Two-Year Colleges</td>
</tr>
<tr>
<td></td>
<td>Nonselective Four-Year Colleges</td>
</tr>
<tr>
<td></td>
<td>Somewhat Selective Colleges</td>
</tr>
<tr>
<td></td>
<td>Somewhat Selective Colleges</td>
</tr>
<tr>
<td></td>
<td>Selective Colleges</td>
</tr>
<tr>
<td></td>
<td>Selective Colleges</td>
</tr>
<tr>
<td>18-20</td>
<td>Nonselective Four-Year Colleges</td>
</tr>
<tr>
<td></td>
<td>Somewhat Selective Colleges</td>
</tr>
<tr>
<td></td>
<td>Somewhat Selective Colleges</td>
</tr>
<tr>
<td></td>
<td>Selective Colleges</td>
</tr>
<tr>
<td></td>
<td>Selective/Very Selective Colleges</td>
</tr>
<tr>
<td>21-23</td>
<td>Somewhat Selective Colleges</td>
</tr>
<tr>
<td></td>
<td>Somewhat Selective Colleges</td>
</tr>
<tr>
<td></td>
<td>Selective Colleges</td>
</tr>
<tr>
<td></td>
<td>Selective/Very Selective Colleges</td>
</tr>
<tr>
<td>24+</td>
<td>Somewhat Selective Colleges</td>
</tr>
<tr>
<td></td>
<td>Selective/Very Selective Colleges</td>
</tr>
<tr>
<td></td>
<td>Selective/Very Selective Colleges</td>
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<tr>
<td></td>
<td>Very Selective Colleges</td>
</tr>
<tr>
<td></td>
<td>Very Selective Colleges</td>
</tr>
</tbody>
</table>
College Application Progress (CAP) Report for Juniors

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.

<table>
<thead>
<tr>
<th>Match Institutions</th>
<th>Website</th>
<th>Type</th>
<th>Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Illinois at Chicago</td>
<td><a href="http://www.uic.edu">www.uic.edu</a></td>
<td>4-year college</td>
<td>Yes</td>
</tr>
<tr>
<td>Eastern Illinois University</td>
<td><a href="http://www.eiu.edu">www.eiu.edu</a></td>
<td>4-year college</td>
<td>Yes</td>
</tr>
<tr>
<td>Illinois State University</td>
<td><a href="http://www.ilstu.edu">www.ilstu.edu</a></td>
<td>4-year college</td>
<td>Yes</td>
</tr>
</tbody>
</table>

TABLE 1

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

<table>
<thead>
<tr>
<th>Unweighted GPA in Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;2.0</td>
</tr>
<tr>
<td>2.0–2.4</td>
</tr>
<tr>
<td>2.5–2.9</td>
</tr>
<tr>
<td>3.0–3.4</td>
</tr>
<tr>
<td>3.5–4.0</td>
</tr>
</tbody>
</table>

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.
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 >>
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

Step 1
Introduction
• To begin, there will be a round-robin where students answer the following question:
  ° What is your name and what is your top college choice or plan for life after high school?
• Facilitators will introduce themselves and provide the objective of today’s session.
• Explain: “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?”
Step 2

Naviance Demonstration

- Go to the Naviance login page.
  - Click on “Student Login” and use email and password.
  - Navigate to the student perspective in “Family Connection.” (This should be projected so that all students are following along.)
- Explain: “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?”
- 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.
- Click on “Super Match.” Explain: “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?”

Step 3

College Research

- Students have 25 minutes to navigate Naviance on their own.
- Explain: “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?”

Step 4

Wrap Up

- 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:
  - How will you use Naviance this summer to engage in postsecondary planning?
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 policymakers, 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.

<table>
<thead>
<tr>
<th>College/University</th>
<th>4-Yr Graduation Rate</th>
<th>6-Yr Graduation Rate</th>
<th>Specific Gender Graduation Rate</th>
<th>Specific Race Graduation Rate</th>
<th>Average Net Price</th>
<th>Net Price Calculator Estimate</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

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?
Resource List for Postsecondary Advising

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Website</th>
<th>Description</th>
<th>Recommended Use</th>
<th>Account Required?</th>
</tr>
</thead>
</table>
| Choose Your Future                                                   | http://chooseyourfuture.cps.edu/                                      | “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   |
<p>| 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                |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Website</th>
<th>Description</th>
<th>Recommended Use</th>
<th>Account Required?</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Majors 101</td>
<td><a href="http://www.collegemajors101.com/">http://www.collegemajors101.com/</a></td>
<td>“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.”</td>
<td>Research college majors and coursework requirements for each</td>
<td>No</td>
</tr>
<tr>
<td>College Navigator</td>
<td><a href="http://nces.ed.gov/collegenavigator/">http://nces.ed.gov/collegenavigator/</a></td>
<td>“…a free consumer information tool designed to help students, parents, high school counselors, and others get information about over 7000 colleges and universities.”</td>
<td>Thorough college admissions and campus information</td>
<td>No</td>
</tr>
<tr>
<td>College Prowler</td>
<td><a href="https://colleges.niche.com/">https://colleges.niche.com/</a></td>
<td>“Millions of college reviews and rankings. Student reviews and polls give you deep insight you can’t find anywhere else.”</td>
<td>Great for students: gives comprehensive information about campus life at each school from current students</td>
<td>Yes</td>
</tr>
<tr>
<td>College View</td>
<td><a href="http://www.collegeview.com/index.jsp">http://www.collegeview.com/index.jsp</a></td>
<td>“College View contains hundreds of articles pertaining to the college planning process, along with over 4,000 college-specific information pages.”</td>
<td>College admissions and campus information</td>
<td>No</td>
</tr>
<tr>
<td>Thought Co.</td>
<td><a href="https://collegeapps.about.com/">https://collegeapps.about.com/</a></td>
<td>“Learn all about college admissions - SAT College profiles and ACT exams, AP courses, college essays, admissions changes; monthly financial aid, college preparation, and more.”</td>
<td>College admissions, campus information, scholarship bulletins</td>
<td>No</td>
</tr>
<tr>
<td>Common App</td>
<td><a href="https://www.commonapp.org/">https://www.commonapp.org/</a></td>
<td>“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.”</td>
<td>Student can complete one college application and send it to an unlimited amount of schools</td>
<td>Yes</td>
</tr>
<tr>
<td>Education Planner</td>
<td><a href="http://www.educationplanner.org/">http://www.educationplanner.org/</a></td>
<td>“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.”</td>
<td>Research coursework requirements for majors and careers</td>
<td>No</td>
</tr>
<tr>
<td>Name</td>
<td>Website</td>
<td>Description</td>
<td>Recommended Use</td>
<td>Account Required?</td>
</tr>
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<td>------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Educators for Fair Consideration</td>
<td><a href="http://e4fc.org/">http://e4fc.org/</a></td>
<td>“Empowering undocumented young people in their pursuit of college, career and citizenship.”</td>
<td>Resources for undocumented students pursuing any postsecondary path</td>
<td>No</td>
</tr>
<tr>
<td>Finaid</td>
<td><a href="http://www.finaid.org/">http://www.finaid.org/</a></td>
<td>Helps students search for scholarships, compare financial aid award letters, and learn about forms of federal aid.</td>
<td>Thorough award letter comparison</td>
<td>No</td>
</tr>
<tr>
<td>Naviance</td>
<td><a href="http://www.naviance.com/">http://www.naviance.com/</a></td>
<td>“...A comprehensive college and career readiness solution for middle and high schools that helps connect academic achievement to post-secondary goals.”</td>
<td>Helps students manage and track postsecondary planning process efficiently and effectively</td>
<td>Yes, a school-based account is required</td>
</tr>
<tr>
<td>Project Greenlight</td>
<td><a href="http://www.collegegreenlight.com/">http://www.collegegreenlight.com/</a></td>
<td>“We connect first generation and underrepresented students to caring colleges, generous scholarships, and life-changing counselors and mentors.”</td>
<td>Great for students; creates customized list of scholarships</td>
<td>Yes</td>
</tr>
<tr>
<td>StudentAid</td>
<td><a href="https://studentaid.ed.gov/sa/resources">https://studentaid.ed.gov/sa/resources</a></td>
<td>“We provide resources on preparing for college or career school, applying for aid, consumer protection, and more.”</td>
<td>Provides publications, fact sheets, and online tools to research and compare financial aid options at different colleges/universities</td>
<td>No</td>
</tr>
<tr>
<td>US News and World Reports</td>
<td><a href="https://www.usnews.com/best-colleges">https://www.usnews.com/best-colleges</a></td>
<td>“From picking out a school to buying a car, our rankings help make hard decisions easier.”</td>
<td>Most comprehensive database for college rankings as well as admissions and campus information</td>
<td>No</td>
</tr>
</tbody>
</table>
Senior Passport: Tracking Postsecondary Milestones

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

To view Schurz’s Senior Passport, click here >>
Senior Passport: Tracking Postsecondary Milestones
Sample from Tilden High School

September
- SEP 11: Meet with Counselor
- SEP 21: Complete brag sheet
- SEP 28: Revise and finalize personal statement

October
- OCT 5: Begin College Applications
- OCT 23: Meet with Mentor
- OCT 13: Research and finalize list of 5 schools to apply to

December
- DEC 11: Complete Resume
- DEC 18: Finalize and give college application packets to Counselors
- DEC 18: Complete at least 3 Scholarship Applications
- DEC 18: Submit your Free Application for Federal Student Aid/ Provide counselor with copy of your Student Aid Report
- SEP 21: Complete brag sheet
- SEP 28: Revise and finalize personal statement

End of Semester 1
- END OF SEM 1: Confirm that you are on-track to graduate
- END OF QUARTER 3: Complete 40 Service Learning hours
- MAY 1: Accept your financial aid award
- MAY 1: Review financial aid award letters with Counselor

Graduation!
- GRADUATION!
- Complete enrollment at your school of choice
- Complete Senior Exit Survey
- Review financial aid award letters with Counselor
Contents

Senior Presentation on College Planning

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

Senior Day of Action Guidelines

College Decision Day Materials

Purpose

When Counselors involve a broad range of educators to implement school-wide 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.
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?
Organizing Schoolwide Events

Opening Video

Who We Are: First-Generation College Students Speak Out

College Considerations

- Distance
- Demographics
- Size
- Type
Non-Negotiables

<table>
<thead>
<tr>
<th>Institutional Graduation Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider schools that have a 50% or higher graduation rate, where you will have a better opportunity to succeed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>How will I be supported once I get there? Is there a summer bridge option? Work study?</td>
</tr>
</tbody>
</table>

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?
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
TOOL SET

Organizing Schoolwide Events

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.gov, collegezone.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%

<table>
<thead>
<tr>
<th>Repayment Plan</th>
<th>Repayment Period</th>
<th>Monthly Payment</th>
<th>Total Interest Paid</th>
<th>Total Amount Paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Plan</td>
<td>120 Months</td>
<td>$208</td>
<td>$4,989</td>
<td>$24,989</td>
</tr>
<tr>
<td>10 years</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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!
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

<table>
<thead>
<tr>
<th>Period</th>
<th>Class</th>
<th>Participants (Advisors)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>OPEN</td>
<td>OPEN</td>
</tr>
<tr>
<td>2</td>
<td>Senior Seminar: Walton (28 students)</td>
<td>Miller, Seaquist, Pestich, Cowhy</td>
</tr>
<tr>
<td>3</td>
<td>Theory of Knowledge: Lang (24 students)</td>
<td>Moreno, O’Gorman, Seaquist, Cowhy, Pestich</td>
</tr>
<tr>
<td>4</td>
<td>Senior Seminar: Walton (18 students)</td>
<td>Lang, Karnes, Cowhy, Barron, Sellers</td>
</tr>
<tr>
<td>5</td>
<td>Theory of Knowledge: Lang (27 students)</td>
<td>McGuire, Malone, Barron, Escherich, Cowhy, Monge-Pacheco</td>
</tr>
<tr>
<td>7</td>
<td>Senior Seminar: Walton (17 students)</td>
<td>May, Malone, Cowhy, Zimmerman, Monge-Pacheco</td>
</tr>
<tr>
<td>8</td>
<td>Senior Seminar: Walton (27 students)</td>
<td>Malone, Zimmerman, Cowhy, Monge-Pacheco</td>
</tr>
</tbody>
</table>

### Wednesday, April 22nd

<table>
<thead>
<tr>
<th>Period</th>
<th>Class</th>
<th>Participants (Advisors)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Senior Seminar: Aseves (25 students)</td>
<td>Hardy, Boszhardt, Florenzano, McFarlane</td>
</tr>
<tr>
<td>2</td>
<td>Senior Seminar: Aseves (26 students)</td>
<td>Hardy, Miller, Seaquist, Pestich</td>
</tr>
<tr>
<td>3</td>
<td>Senior Seminar: Aseves (29 students)</td>
<td>Hardy, Seaquist, Pestich</td>
</tr>
<tr>
<td>4</td>
<td>Non-Senior Seminar/Non-IB (22 students)</td>
<td>Lang, Karnes, Malone, Tai, Sellers, Pestich, Moeller</td>
</tr>
<tr>
<td>5</td>
<td>Senior Seminar: Aseves (31 students)</td>
<td>McGuire, Malone, Florenzano, Jo Day, Moeller</td>
</tr>
<tr>
<td>7</td>
<td>Senior Seminar: Aseves (13 students)</td>
<td>Fleming, May, Malone, Zimmerman, Pitcher, Jo Day, Moeller</td>
</tr>
<tr>
<td>8</td>
<td>Theory of Knowledge: Lang (22 students)</td>
<td>Malone, Zimmerman, Rihani, Rosu, Pitcher, Jo Day</td>
</tr>
</tbody>
</table>
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.

### BOARDING PASS

<table>
<thead>
<tr>
<th>Passenger/Student Name</th>
<th>FLIGHT NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Destination</td>
<td>SEAT</td>
</tr>
<tr>
<td>Living on Campus</td>
<td>Y N</td>
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</tbody>
</table>

** FIRST CLASS **
# Washington College Café: Comparison Guide

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

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

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
Senior Day of Action Guidelines

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?
College Decision Day Materials

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.

<table>
<thead>
<tr>
<th>I saw / heard / observed...</th>
<th>My thoughts, reactions, and/or questions related to the observation...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: I saw the title flash across the screen from left to right.</td>
<td>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.</td>
</tr>
<tr>
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</tbody>
</table>
### College Decision Day Overview >>
Write at least two observations for this video clip.

<table>
<thead>
<tr>
<th>I saw / heard / observed...</th>
<th>My thoughts, reactions, and/or questions related to the observation...</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

### Sample College Decision Day Event: Harmony Public Schools 2015 >>
Write at least three observations for this video clip.

<table>
<thead>
<tr>
<th>I saw / heard / observed...</th>
<th>My thoughts, reactions, and/or questions related to the observation...</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
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?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
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?

________________________________________________________________________

________________________________________________________________________

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.

________________________________________________________________________

________________________________________________________________________

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.

________________________________________________________________________

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

__________________________________________________________________________________________________________

Why did you select that career?

__________________________________________________________________________________________________________

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?*

__________________________________________________________________________________________________________

__________________________________________________________________________________________________________

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

__________________________________________________________________________________________________________

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:

A note of congratulations and inspiration from:

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

WHERE

Tilden Career Community Academy
4747 S. Union Ave.

WHEN

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

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.
FAFSA Ready Worksheet

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

LADDER 🧞‍♀️
Financial Aid Comparison Worksheet

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.
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.

<table>
<thead>
<tr>
<th>Name of College:</th>
</tr>
</thead>
</table>

### What is the cost of attendance?

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>+</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>+</td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>+</td>
</tr>
<tr>
<td>Transportation Expenses</td>
<td>+</td>
</tr>
<tr>
<td>Miscellaneous Expenses</td>
<td>+</td>
</tr>
</tbody>
</table>

**Step 1** TOTAL COST OF ATTENDANCE (COA) = = =

### What is your financial need?

<table>
<thead>
<tr>
<th>Step 2</th>
<th>EXPECTED FAMILY CONTRIBUTION (EFC)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
</tr>
</tbody>
</table>

**Step 3** TOTAL FINANCIAL NEED = = =

### Financial Aid Sources

<table>
<thead>
<tr>
<th>Source</th>
<th>How will your financial need be met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Grants</td>
<td></td>
</tr>
<tr>
<td>Federal Pell Grant</td>
<td></td>
</tr>
<tr>
<td>Federal Supplemental Educational Opportunity Grant (FSEOG)</td>
<td>+ + +</td>
</tr>
<tr>
<td>Monetary Award Program (MAP)</td>
<td>+ + +</td>
</tr>
<tr>
<td>Other</td>
<td>+ + +</td>
</tr>
<tr>
<td>College Grants &amp; Scholarships</td>
<td>+ + +</td>
</tr>
<tr>
<td>Other Grants &amp; Scholarships</td>
<td>+ + +</td>
</tr>
<tr>
<td><strong>Total Gift Aid</strong></td>
<td>= = =</td>
</tr>
<tr>
<td>Federal Work-Study</td>
<td>+ + +</td>
</tr>
<tr>
<td>Student Loans</td>
<td></td>
</tr>
<tr>
<td>Direct Subsidized Loan</td>
<td></td>
</tr>
<tr>
<td>Direct Unsubsidized Loan</td>
<td>+ + +</td>
</tr>
<tr>
<td>Federal Perkins Loan</td>
<td></td>
</tr>
<tr>
<td>Alternative Loan</td>
<td></td>
</tr>
<tr>
<td>Parent Loans/PLUS</td>
<td>+ + +</td>
</tr>
</tbody>
</table>

**Step 4** TOTAL FINANCIAL AID OFFER = = =

### What is your out-of-pocket cost?

Cost of Attendance (Step 1) – Total Financial Aid Offer (Step 4) = $ = $
Dependent Student
FAFSA Checklist

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!**

| *Student Name ___________________________ Student ID# _______________ Student Div# ________
| *(as it appears on your social security card)* |
| Your Social Security Number.  | ☐ Parent(s) Social Security Number. |
| ☐ Your alien registration or permanent resident card (if you are not a U.S. citizen) |
| Current and full home address (including apt. or floor # ) ex: 4655 S. Dearborn St. Chicago, IL 60609 |
| ☐ Registered for Selective Services (Mandatory)  ☐ Yes  ☐ No |
| ☐ Your official birth date _________  | ☐ Parent(s) official birth date________ |
| ☐ Your current W-2 Forms and other records of money earned  | ☐ Parent(s) current W-2 Forms, etc. |
| ☐ Your (and your spouse’s, if you are married) current Federal Income Tax Return.  
Parent(s) current Federal Income Tax Return  |
| ☐ IRS 1040, 1040A, 1040 EZ  
☐ Foreign Tax Return, or  
☐ Tax return for Puerto Rico, Guam, American Samoa, the U.S. Virgin Islands, the Marshall Islands, the Federal States of Micronesia, or Palau |
| ☐ Your current untaxed income records (If applicable)  
Parent(s) current untaxed income records (If applicable)  |
| ☐ Social Security  
☐ Temporary Assistance for Needy Families  
☐ Welfare  
☐ Veterans benefits records  
☐ Disability or workman’s compensation |
| ☐ You and your parent(s) cash, checking, savings amount in the bank as of today |
| ☐ Completed FAFSA Worksheet (Parents can submit this only 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
Example Financial Aid Award Letters

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

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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition - In State</td>
<td>$10,584.00</td>
</tr>
<tr>
<td>Tuition Differential</td>
<td>$1,750.00</td>
</tr>
<tr>
<td>Mandatory Fees</td>
<td>$4,004.00</td>
</tr>
<tr>
<td></td>
<td>$16,338.00</td>
</tr>
</tbody>
</table>

Estimated Costs:

<table>
<thead>
<tr>
<th>Component</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books &amp; Supplies</td>
<td>$1,400.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>$1,452.00</td>
</tr>
<tr>
<td>Stafford Loan Fees</td>
<td>$88.00</td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>$3,676.00</td>
</tr>
<tr>
<td></td>
<td>$6,596.00</td>
</tr>
</tbody>
</table>

Total Estimated Costs of Attendance: $22,934.00

Need Calculation

<table>
<thead>
<tr>
<th>Component</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of Attendance</td>
<td>$22,934.00</td>
</tr>
<tr>
<td>Estimated Family Contribution (EFC)</td>
<td>0</td>
</tr>
<tr>
<td>Initial Need</td>
<td>$22,934.00</td>
</tr>
<tr>
<td>Outside Resources</td>
<td>0</td>
</tr>
<tr>
<td>Need</td>
<td>$22,934.00</td>
</tr>
</tbody>
</table>

Award Summary

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

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 Counselling.

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 Pivet Drive Gribbly, IL 61832

Jane Doe  
12345 E. Some Street  
Chicago, IL 12345  

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.

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

**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

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**

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

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

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 Section to 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.