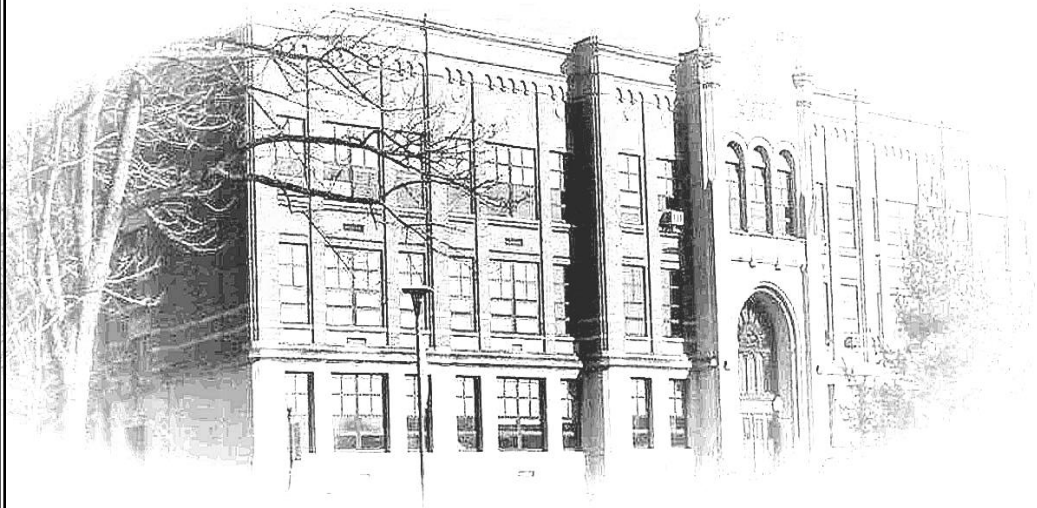
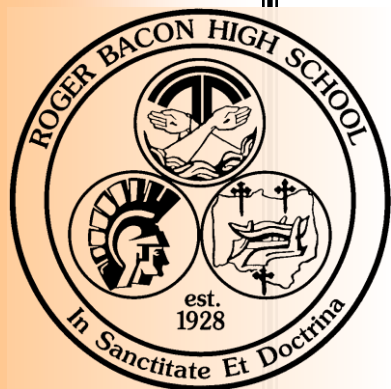


Roger Bacon High School



College Planning Handbook

A Resource for Students and Parents
Class of 2021

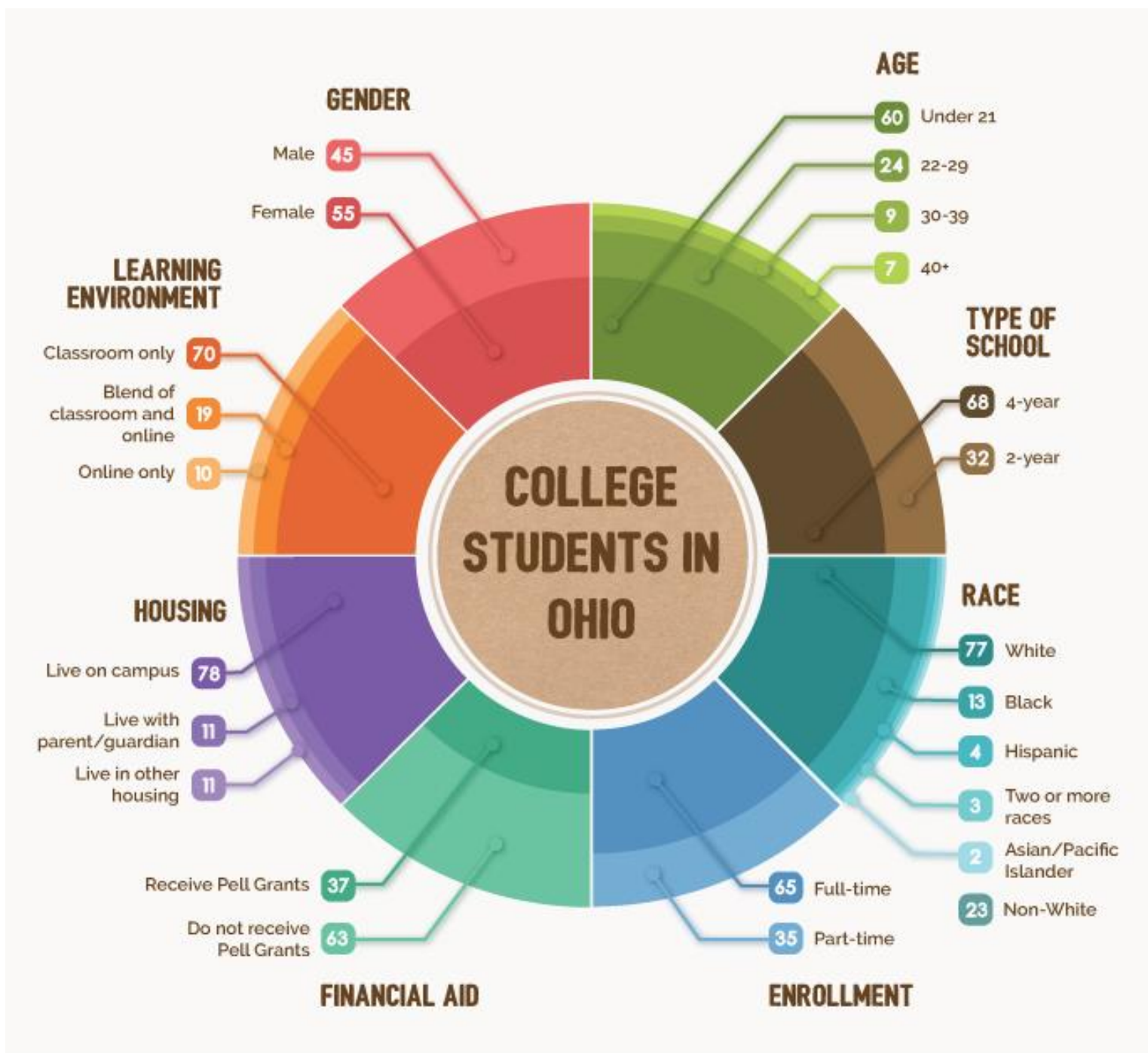


Roger Bacon High School Guidance Department
Revised, September 2019

**Welcome parents and students of the class of 2021
to the beginning of the college search and
application process.**

This is an exciting time for you! The process may seem complex and even overwhelming at times, but we have tried to simplify things for you in this **College Planning Handbook**. Many resources are available in here, in the Roger Bacon Guidance Office, and on our Roger Bacon Guidance web page (under the tab “Academics”.) Students will also attended College/Career Readiness sessions with the Guidance Counselors during flex bells. We encourage you to be thorough in your investigation and pursuit of college information, and we look forward to working with you.

*Jessica Smith and Pam Rosfeld
Guidance Counselors*



America's college student population is more diverse than ever. Many students attend school while working part- or even full-time. There's no one-size-fits-all path to (or through) college – and we need to help students to plan accordingly.

Six Steps to Simplify College Planning

College is an investment in yourself and your future. It can be expensive and requires research to find the best academic match and financial fit. You also want to make sure you match your college choice to your personality and your academic and career goals. Consider the following steps when making your decision and plan for a smooth transition into college life:

1. Know yourself and your reasons for attending college

Questions to consider:

- What do you expect out of college?
- Do your interests match your skills?
- How important is it to be close to home and family?
- Would starting at a community college be a better way to begin your college education?

Answering these questions and others about school environment and your academic preparation can help you figure out why you're going to college and what type of college experience would be best for you.

Next steps:

Complete the College Planning Values Assessment in the Resources Section of this handbook.



3. List, compare, and visit colleges

Research, research, research! Use college catalogs (a few schools still print them!), Naviance, the Internet, the college planning section of your ACT or SAT score report, college representatives, parents/guardians, friends and alumni to find out about colleges that interest you. **Schedule to meet with college representatives who visit Roger Bacon during flex bells.** Visit campuses, attend a class, and meet with a faculty member in your field of study. Talk to students and try to get an idea of what it's like to attend the college.

- How many schools should I apply to?

Pick ten schools to start, you do not have to apply to all ten but it gives you a chance to thoroughly research your options.

Why ten? Because that allows you to divide your list like this:

- 1 Wild Card (1%-10% chance)
- 3 Reach (Low Chance of Acceptance (11%-25% chance))
- 3 Maybe (Medium Chance of Acceptance (26%-60% chance))
- 3 Likely (High Chance of Acceptance (61%+ chance))

Keep searching and researching until you have narrowed down your list to the places that are the best fit/match for you. Many students have a final list of 3-5 schools that they apply to.

Next Steps:

Type your list of schools into that document as you research. Like this:

1	SCHOOL	general % acceptan	How many students?	How many students?
2	Site		x	x
3	Login/password		x	x
4	REACH	1-24%	ANSWER THESE QUESTIONS:	
5	Amherst	12%	1800	
6	Wesleyan	20%	3200	
7	Tufts	21%	around 10,000	
8				
9	MAYBE	25-75%		
10	Brandeis	39%	around 5,000	
11	Hampshire College	63%	1500	
12	Mt. Holyoke	42%	2400	
13	Emerson College	48%	4500	
14	Boston College	28%	13000	
15	MATCH	76-100%		
16	Wheaton College	64%	1600	

4. Apply for admission and observe deadlines

Students can apply to most schools on-line. The first thing you want to do is check if your college(s) accept the Common Application. If so, use that, it is easy! If the college does not accept the Common Application, apply on-line through the college's website.

Pay attention to deadlines! Each school will have its own application deadline. Apply as early as possible – some colleges have set **November 1** as their deadline to be considered for scholarships. Another common deadline is **December 1**.

Here are some of the different admissions plans:

EARLY DECISION (ED) is a plan for students who have a definite first-choice college where they are 100% certain they would want to attend if accepted. When you apply ED, you sign a *binding contractual agreement* that you will attend that college if admitted. You may apply to only one school under ED. If accepted, you must withdraw any other college applications.

EARLY ACTION (EA) is a plan similar to ED, you apply early and find out an admissions decision early. **This is often the scholarship deadline.** However, you are not bound by contract to attend this institution if accepted, and you may apply to other schools. This plan should still be utilized for students' first-choice colleges, and you can apply to more than one college under EA.

REGULAR DECISION (RD) is the traditional plan where you complete and submit your application & supplemental materials by a given deadline (which typically varies from January to March). Colleges review the applications and send all admissions decisions at the same time, usually in late March/early April. Students then have until May 1st to notify the college they have chosen to attend.

ROLLING ADMISSIONS is a plan where colleges review completed applications as they are received from August through the end of the application cycle (spring of senior year). Once an application is evaluated, an admissions decision is sent. Though there may be no formal deadline, it is best to apply by December of senior year, before colleges limit their freshmen class enrollment.

5. Develop a plan to finance your education

The FAFSA (Free Application for Federal Student Aid) is now available **October 1**. While it may not be processed by some colleges until January, you should apply for financial aid at the same time you are applying to colleges.

Determine what it will cost at the college of your choice, both fixed fees such as tuition, room and board, and variable costs such as books, fees, travel expenses, etc. All colleges are required to have “**Net Price Calculators**” on their websites now. Add these costs for total expenses, then estimate what funds you have available: savings, possible income, and parents’ financial resources.

There are many quality sites that offer such tools as a financial aid need estimator to estimate the federal financial aid for which you may be eligible. Don’t rule out a college just because you think it’s too expensive. You typically won’t find out about your final financial aid package until the winter/spring of your senior year. If you don’t get the financial aid you hoped for, you can appeal with the Office of Financial Aid at the college.

TYPES OF GRANTS

- ✓ Federal Pell grants
- ✓ Federal Supplemental Educational Opportunity Grants (FSEOGs)
- ✓ Teacher Education Assistance for College and Higher Education (TEACH)
- ✓ Iraq and Afghanistan service grants
- ✓ Grants for American Indians, Alaska natives, and native Hawaiians
- ✓ State-based college grants

TYPES OF SCHOLARSHIPS

- ✓ External scholarships
- ✓ School-sponsored scholarships
- ✓ Need-based scholarships
- ✓ Merit-based scholarships
- ✓ Renewable scholarships
- ✓ Non-renewable scholarships

TYPES OF LOANS

- ✓ Direct subsidized loans
- ✓ Direct unsubsidized loans
- ✓ Direct PLUS Loans
- ✓ Direct Consolidation Loans
- ✓ Federal PERKINS loans
- ✓ Private loans

6. Review and complete your plans

You are making plans for your future, so show initiative and be assertive. Follow up with the colleges to which you've applied with any and all questions. Keep track of all of the documents they mail and email you!

The students who benefit most from college are those who are most engaged in academic life and their campus communities, taking full advantage of the college's opportunities and resources- so remember what students *do* at college seems to be the thing that matters more than where they *go*. YOU are the most important part of that!

If you still aren't sure where to go, talk it over with your parents and guidance counselor.

Accept the offer from the college of your choice by May 1st and let the others know you won't be attending.

Getting into college might seem like a lot of work, but once you set foot on campus and begin your freshman year, you will know it was well worth your effort.



NAVIANCE

What is Naviance?

- Naviance is an online comprehensive college and career readiness platform that enables self-discovery, career exploration, academic planning, and college preparation.
- Naviance eDocs supports electronic document transfer to the more than 800 Common Application (Common App) colleges and universities, plus the more than 2,500 colleges and universities that receive submissions electronically.

What features and tools in Naviance are available to students?

- Strengths Explorer - identifies a student's three strongest emerging talents and includes strategies for capitalizing on strengths to apply them towards success
- Career Interest Profiler - provides students with suggestions for matching careers based on student answers to questions related to their career interests
- Do What You Are - is a Meyers-Briggs based personality profile. It reveals information about a student's strengths and blind spots, recommended career paths and college majors, as well as tips for conducting the most effective career search.
- Resume Builder –students keeps a log of school activities, personal awards, volunteer experience, skills, and more using this tool.
- SuperMatch college search- select from a number of criteria, indicate its level of importance and quickly get a response based on those criteria, including an explanation of the results.
- College Application Process – tracks a list of in-progress college applications. Students request electronic transcripts to be sent to colleges they are applying to. Students will also request teacher letters of recommendation on Naviance.
- College Representative Visits to Roger Bacon- students will sign up for college rep visits on Naviance.
- Naviance Test Prep- game-based and tablet-compatible, encouraging students to earn points and badges as they take the course. Personalized, adjusting student activities each day and predicting scores on test day.

Roger Bacon's Naviance website: <https://student.naviance.com/rogerbhs>



RESEARCHING AND VISITING COLLEGES

Colleges Visiting Roger Bacon

Many college representatives will visit Roger Bacon High School in the fall and spring. During their visits, reps meet with interested students in small groups to discuss topics such as the academic programs, campus life, financial aid, and admission procedures of their college. They also answer students' questions. Most of these admissions representatives are scheduled during the flex period. Students may sign up for the presentation on Naviance. If a student sign up, we will be expecting them to attend, so plan time accordingly. All students are encouraged to talk with these admissions representatives and pick up additional information they may provide. There is a link to the calendar of visitors on the Guidance web page

College Visits

Campus Tours & Information Sessions

- This is the most traditional way to visit a college. Students will get an informational session hosted by the Office of Admissions, typically followed with a walking tour of campus. Students can register for these on the college's Admissions website or by calling the college.

Overnight Campus Visit

- Students often get paired with a student and shadow them for a class or two and spend the night in their dorm room. Contact the Office of Admissions at individual colleges about these programs.

Summer Programs

- These programs help students get a feel for college curriculum & spend time on campus. There are many types of summer program options students can look into, including ones geared towards majors. Some of these programs come with a cost but there are many that are free to students.

Juniors are allowed **one** college visit day, and seniors are allowed **three** college visit days during the school year. Prior approval from the main office is required. A sample of the **college visit permission form**, as well as tips for students when making a college visit, are included in this *College Planning Handbook*. These days are considered excused absences, and should not be taken at the beginning of a new term or at the very end to avoid conflicts with tests or exams.

College Fairs

NACAC - Cincinnati National College Fair Annually in September/October Duke Energy Center	CABUCA- Historically Black College Fair Annually in September Tyred Stone New Beginning Church
Northern Kentucky Regional College Fair Annually in late September/early October Thomas More University	Annual Spring College Fair Annually in March/April Cintas Center (Xavier University)
NACAC Performing & Visual Arts Fair Annually in September Cintas Center (Xavier University)	

As counselors we are often asked: What is a “good” college?

A good college...

- Is in the location/environment that you want
- Offers the academic program/major you are interested in
- Offers activities you are interested in
- Is affordable for you and your family
- Offers the internships/ research opportunities/ co-ops/ career placement/ study abroad opportunities that you need/want
- **Is a place you will graduate from**



APPLYING TO COLLEGE

The Application

The Common Application: More than 800 colleges now (including Xavier University, the University of Cincinnati, Ohio University, and Ohio State University) use the Common Application. The Common Application allows a student to apply to multiple colleges with one application. Before applying to any college, check the Common Application website (www.commonapp.org) and see if the college is included. Students must set up a personal account to submit their information and essay, and then match their account to Naviance. This will allow counselors to send important documents (transcripts, letters of recommendation) to the colleges/universities. After students have finished and submitted the application through the Common Application, they will receive an email confirming that the application has been successfully submitted. **If you do not receive the confirmation email, the application was not submitted. Please check the application for errors/omitted information and re-submit.**

Other online applications: Most colleges NOT using the Common Application prefer **online applications**. If a student applies online, the student must request their official transcript be sent to that school on Naviance. Applications cannot be processed by an admissions office without the student's official school transcript. **Counselors will not know if you have applied online unless you tell them!**

What else goes with my application?

- The Transcript

A transcript is your academic record. These must be sent from a counselor to be considered an "official" transcript. Transcripts have all semester and final grades, cumulative GPA and testing scores.

Most transcripts are now sent to colleges electronically. It often takes several weeks for it to be processed by the college.

If there is a specific deadline for an application, we request that the transcript be requested **TWO WEEKS** before that deadline, to allow ample time for it to be processed.

- Letters of Recommendation

Seniors are responsible for requesting letters of recommendation that may be required with admissions and scholarship applications. The purpose of the recommendation letter is to supplement the information already included in the application (courses taken, grades, activities, work experience, etc.) and address personal qualities of the student. Please request letters at least two weeks in advance and be sure to thank the person who writes the recommendation.

All teachers have a Naviance account and students will request letters of recommendation on Naviance. Teachers will upload their recommendations directly to Naviance.

- Resume

A resume may be sent with admissions and scholarship applications. The resume should include all honors, extracurricular activities (both in and out of school), volunteer service, and work experience since ninth grade. These also help counselors and teachers write letters of recommendation. The "*Senior Questionnaire/Brag Sheet*" should be completed at the beginning of senior year and turned in to their counselor with a copy of the student's resume.

- Essay

College essays typically include a combination of one longer personal statement (250 to 500 words); a short answer about a meaningful activity or volunteer or work experience (150 words); and a question on a topic such as “why are you interested in College X and why is it a good match for you?” See these essays as opportunities to reveal different sides of a student: What makes you different? What are your major academic and non-academic interests and strengths? What are your goals for college and beyond? Essays are a chance for a student to give admission officers a better idea of their character and strengths. Remember to proofread essays carefully before sending them in.

- Test Scores

Some colleges require or recommend that a student send scores from tests such as the SAT or ACT. Some colleges accept scores only from the testing organizations themselves and some will take the scores off of the student’s transcript. Be sure to ask the college how they accept test scores.

- Auditions and Portfolios

If a student is applying to music, art or theater programs, the colleges may want to see samples of work. This means a student may need to audition or send portfolios or videos showing artistic ability as part of the application.

- Interviews

Interviews are not needed at many schools but it’s a good idea to do an interview if it is included as an option on the college’s admissions website. It shows that a student is serious and gives the student a chance to connect with someone in the admission office. Even if a college is far away, a student may be able to interview with a local alumnus.

- Fee Waivers

Most college applications require a fee. The exact amount depends on the school, but the fees commonly hover around \$60. The purpose of the application fee is to help the college or university pay for the cost of reviewing the application and making an admissions decision.

Fee waivers are generally given to students who demonstrate financial need. However, some schools will allow any student to avoid paying the application fee if they meet certain requirements, such as making an official on-campus visit.

For students who request a fee waiver based on financial need, the exact requirements to qualify will depend on the waiver process the student is using. For example, some colleges have their own fee waiver application process. However, students can expect a fee waiver if they receive Free/Reduced lunch or government assistance based on family income.

Fee waivers are also available for ACT and SAT test registrations.

Students who qualify can meet with their counselor to get application fee waivers.

If a student is unsure if they qualify for a fee waiver, ask a counselor!

SCHOLARSHIPS & FINANCIAL AID

One of our primary resources in communicating information to students is on our website at www.rogerbacon.org. It will contain all the information we receive in the Guidance Office pertaining to college open houses, special programs, job opportunities, and scholarships. This information is also posted on the bulletin boards outside the Guidance Office and on the TV monitors in the cafeteria. (We will also tweet out reminders – follow us at [@RBGuidance](https://twitter.com/RBGuidance)!) By mid-year there is an extensive list of scholarships posted for college bound seniors. Seniors should refer to this often as it is updated frequently.

Applications for all scholarships that are posted are kept in the Guidance Office where all students have access to them. Criteria for the scholarships and instructions for applying are also included. Since these web updates are the primary way for the Guidance Office to communicate the same information to every senior, it is important that they be read by every senior. If the scholarship requires an official school transcript, the request should talk with or email their counselor.

Scholarships may be available from colleges, local community groups, the military, employers, or national organizations. Keep your eyes and ears open for any scholarship opportunity. There are websites on the internet that also offer scholarship listings. Scholarship search services will do the looking for students, usually at a significant cost. Be wary of them! We receive warnings of scholarship scams every year. They do not guarantee that a student will receive a scholarship, only that they will inform students of scholarships. All students have access to the same information at no cost. Check financial aid and scholarship links on our RBHS Guidance web page as well.

The financial aid process begins with the completion of the Free Application for Federal Student Aid (FAFSA.) This federal financial aid form can be submitted after **October 1**. It requires income and tax information from the previous year for both the student and parent. We will host a Financial Aid Night for seniors and their parents in the fall to explain the financial aid process in detail with a college financial aid administrator.

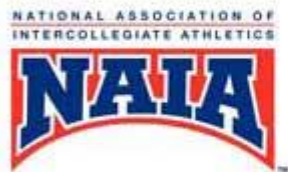


STUDENT ATHLETES

Student athletes who will be accepting an athletic scholarship from a Division I or II College must register with the **NCAA Clearinghouse** after their junior year. The NCAA requires that this registration be done on-line at their website at www.ncaa.org. Be sure to print out the "*Guide for the College-Bound Student Athlete*," which contains detailed information about eligibility for Divisions I, II, and III. Students complete the eligibility form on-line and then must request their official transcript be sent to the Clearinghouse. The official transcript is used by the Clearinghouse to open a file for that student-athlete. College coaches can then access information about that student's academic record, to determine their potential for qualifying for an athletic scholarship. Your final transcript is sent to the NCAA from the Guidance Office after graduation. The NCAA will not classify you as eligible until you have met all requirements and have received your diploma.

To determine if a student-athlete is eligible to receive an athletic scholarship, the NCAA Clearinghouse uses the student's core grade point average and ACT® or SAT® scores. The core GPA includes only English, Math, Science, and Social Studies, and other approved electives (foreign language and other academic electives.) Religion, Physical Education, and Fine Arts courses cannot be used in determining the student's core GPA. The "*Guide for the College-Bound Student Athlete*" provides details about how to calculate the core GPA and determine eligibility.

The **NAIA** now requires a similar registration process for student-athletes participating in athletics at an NAIA school. Students should visit their website at www.naia.org for registration information. At this time, no specific grades or test scores are required, but an official transcript must be sent to the NAIA.



SERVICE HOURS

All seniors are required to have completed 20 hours of volunteer community service before they may receive their diploma AND participate in graduation. Questions about service hours and the required paperwork should be addressed to Fr Roger Lopez or Ms. Moors-Dressing in the Outreach Office.

ACT/SAT TESTS AND SCORE REPORTS

Registration for the ACT® and SAT® is online (the links are on the guidance webpage). Test dates and regular registration deadlines are noted in this booklet, posted on the Guidance webpage, and on the Guidance TV monitor in the cafeteria. The ACT/SAT school code for Roger Bacon is **361-080**. Score reports will be mailed to school, but are available even sooner for students online. Students should register for the **ACT Assessment®** and/or the **SAT Reasoning® test**. Colleges will accept results from either test. A comparison chart is available in this booklet. **You should take the Writing test on the ACT® and SAT® if you are applying to a college that requires it.**

For more information about the **ACT Assessment®**, visit www.act.org

For more information about the **SAT Reasoning Test®**, the **PSAT®**, and **AP®** courses, visit www.collegeboard.org

Colleges often request that official scores be sent to them by the testing company. When you register for the test be sure to indicate the proper code for the college or agency where you want your scores to be sent. For example, the code for the NCAA Clearinghouse is 9999. If you are applying to a military academy you will also need to have scores reported to your Representative in Congress. Your test fee includes the cost of sending your scores to four colleges, so you should have them sent even for the first test that you take. Scores will also be listed on your official Roger Bacon transcript. Most colleges begin awarding scholarships in January, so you will want to have your best score by then. Both tests may be taken as often as they are offered. Colleges are only looking for your best score; therefore you have nothing to lose by taking it more than once.

Important Dates for 2019-20

ACT TEST	
Test Date	Registration Deadline
February 8, 2020	January 10, 2020
April 4, 2020	February 28, 2020
June 13, 2020	May 8, 2020
July 18, 2020	June 19, 2020

SAT TEST	
Test Date	Registration Deadline
March 14, 2020	February 14, 2020
May 2, 2020	April 3, 2020
June 6, 2020	May 8, 2020

Late Registration for both ACT and SAT require an additional fee

Ohio State law requires schools to administer the state-funded ACT to all grade 11 students in the spring of the school year. All Roger Bacon juniors will take the ACT on February 25th.
This ACT is no cost to students/families.

ACT vs. SAT Comparison Chart

SAT	VS	ACT
Content-based test	Type of Test	Content-based test
Reading: 1, 65-min section; Math: 1, 25-min section (no calculator) & 1, 55-min section (w/ calculator); Writing & Language: 1, 35-min section; Essay: 1, 50-min section (optional)	Test Format	English: 1, 45-min section; Math: 1, 60-min section; Reading: 1, 35-min section; Science: 1, 35-min section; Writing: 1, 40-min essay (optional)
Reading, relevant words in context, math, grammar & usage, analytical writing (optional)	Content Covered	Grammar & usage, math, reading, science reasoning, and writing (optional)
Questions are evidence and context-based in an effort to focus on real-world situations and multi-step problem-solving	Test Style	Straightforward, questions may be long but are usually less difficult to decipher
Math and Evidence-Based Reading & Writing are each scored on a scale of 200-800. Composite SAT score is the sum of the two section scores and ranges from 400-1600	Scoring	English, Math, Reading, and Science scores range from 1-36. Composite ACT score is the average of your scores on the four sections; ranges from 1-36
No – you do not lose points for incorrect answers	Penalty for Wrong Answers?	No – you do not lose points for incorrect answers
Yes – you can choose which set(s) of SAT scores to submit to colleges. However, some colleges require or recommend that students submit all scores. Students should review the score-reporting policy of each college to which they plan to apply.	Score Choice?	Yes – you can choose which set(s) of ACT scores to submit to colleges. However, some colleges require or recommend that students submit all scores. Students should review the score-reporting policy of each college to which they plan to apply.
Math questions generally increase in difficulty level as you move through that question type in a section. Reading passage questions generally progress chronologically through the passage, not by difficulty level. Writing & Language passage questions do not progress by difficulty level.	Difficulty Levels	For the English and Reading sections, the difficulty level of the questions is random. For the Math section, questions generally increase in difficulty as you progress through the section. For the Science section, passages generally increase in difficulty as you progress through the test, and questions generally become more difficult as you progress through a passage.
Arithmetic, problem-solving & data analysis, heart of algebra, geometry, pre-calculus, and trigonometry; formulas provided	Math Levels	Arithmetic, algebra I and II, functions, geometry, trigonometry; no formulas are provided
Seven times per year: March or April, May, June, August, October, November, December (note that some states offer the SAT as part of their state testing requirements; these tests are not administered on the national test dates)	Offered when?	Seven times per year: February, April, June, July, September, October, December (note that some states offer the ACT as part of their state testing requirements; these tests are not administered on the national test dates)
Typically about four weeks before the test date	Registration deadline?	Typically about five to six weeks before the test date
www.collegeboard.com	More Information	www.act.org

RESOURCES

Recommended Web Links: Check Links on the Roger Bacon Guidance Page

www.rogerbacon.org	RBHS Guidance Webpage- under "Academics" tab
student.naviance.com/rogerbhs	Career inventories, college search tools, college and career planning
<u>College Search</u>	
www.petersons.com	College search, career information, test prep, and financial aid
www.collegeview.com	Information on career planning, college search, and scholarship search
www.collegenet.com	U.S. and Canadian Colleges and Universities
nces.ed.gov/collegenavigator/	College Navigator - National Center for Education Statistics
www.collegexpress.com	College & scholarship search site
www.campusreel.org	Virtual campus tours
www.cappex.com	College & scholarship search site
<u>ACT/SAT Testing</u>	
www.act.org	Sample test questions and college search and career planning
www.collegeboard.org	Sample test questions and college search and career planning
www.fairtest.org/university/optional	List of test score optional colleges
www.number2.com	Free test preparation for ACT, SAT, and GRE. Includes vocabulary builder and financial aid information

www.princetonreview.com	Understanding standardized tests and the college admissions process
www.khanacademy.org	Offers course and tutoring in STEM, also has resources for test prep and college & career exploration
<u>College Application</u>	
www.commonapp.org/	Common Application
www.coalitionforcollegeaccess.org	Coalition for College Application
commonblackcollegeapp.com	Common Black Colleges Application
<u>Financial Aid</u>	
www.fafsa.ed.gov	Free Application for Federal Student Aid
www.studentaid.ed.gov	Lots of information about Financial Aid and college preparation. Find out what you need to do to prepare for life beyond high school
www.finaid.org	Student Guide to Financial Aid and Scholarships
fsaid.ed.gov	FSA ID
blog.collegegreenlight.com/blog/100percentmeetneed2019/	Colleges that Meet 100% Financial Need in 2019
<u>Scholarship Links * RBHS Guidance Website is the best place to start!</u>	
www.fastweb.com	Free scholarship search and college directory
opportunity.collegeboard.org	College Board Opportunity Scholarships
www.cincinnati-scholarship-foundation.org	Cincinnati Scholarship Foundation

Other Links

www.collegeessayguy.com	Great free resources (also offers one on one for a fee)
blog.collegegreenlight.com/blog	Connects first generation and underrepresented students to colleges & scholarships
www.ncaa.org	Information about initial-eligibility at NCAA Division I and Division II member colleges and universities
www.bls.gov/ooh/home.htm	Occupational Outlook Handbook – career exploration
www.edonline.com/cq/hbcu/alphabet.htm	Complete list of Historically Black Colleges and Universities

Resources for Students with Special Needs

<p>American Council of the Blind www.acb.org</p>	<p>National Research Center on the Gifted and Talented http://nrcgt.uconn.edu/</p>
<p>Association on Higher Education and Disability www.ahead.org</p>	<p>National Center on Secondary Education and Transition Opportunities for youth with disabilities www.ncset.org</p>
<p>Children and Adults with Attention Deficit Disorder www.chadd.org</p>	<p>School Psychology Resources www.nasponline.org</p>
<p>Disabilities Studies and Services Center www.dssc.org</p>	<p>U.S. Dept. of Justice: Americans with Disabilities Act www.ada.gov</p>
<p>ERIC Clearinghouse on Disabilities and Gifted Education www.ericec.org</p>	<p>National Attention Deficit Disorder Association www.add.org</p>
<p>Exceptional Nurse www.ExceptionalNurse.com</p>	<p>Federation for Children with Special Needs www.fcsn.org</p>
<p>Learning Disabilities Online www.ldonline.org</p>	<p>Internet Resources for Special Children www.iser.com</p>
<p>Learning Disabilities Association of America www.ldanatl.org</p>	<p>National Parent Network on Disabilities www.bryanking.net/national-parent-network-on-disabilities-npnd</p>

COLLEGE VISIT FORM

1. Each senior is permitted to take THREE (3) college visit days and each junior is permitted to take ONE (1) college visit day during the school year.
2. **To obtain an official college visit day, complete the form below and return to Mr. Zlatic for his approval at least one week in advance of your planned visit.**
3. Do not assume that your request will automatically be approved. College days are generally not permitted during four-day weeks, or at the end of the quarter.
4. Please note that this day is still considered an absence from school, but it is an excused absence. The student **MUST** obtain a written statement from the admissions office of the college visited, and present it to the attendance office upon return to Roger Bacon.
5. Be sure to call the college admission office to make appointments for interviews, campus tours, and a schedule of classes you can attend. Most colleges will treat you very well if you give them advanced notice of your visit.

I, _____, will miss classes on

_____, for a college visit to the following

college/university: _____

My signature below indicates that I have informed all of my teachers of my absence in advance. **I am aware that it is my full responsibility to make arrangements to make up all work I may miss on the day I am absent.**

(Student's signature)

(Date)

TEACHER SIGNATURES:

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | |

I hereby verify that my son/daughter will be absent from school for an official College Visit day.

Parent signature

College Planning Values Assessment

Name: _____

Students have different reasons for going to college. Eleven reasons or values are found to be most important to students as they think about college. Knowing about your values is the important first step in identifying the colleges where you will fit in and be happy.

To complete the assessment, read through the list of 11 values —A through K. RANK each of them from #1 (the most important to you) to #11 (the least important to you) on the basis of your answer to the following question:

What do you want college to do for you?

Each student will rank them differently; hence, there are no “right” answers. Whereas several, or even most, of these values may be significant for you in one way or another, the goal is to decide which three are the most important.

When you are finished ranking them, go back and CIRCLE the THREE most important ones.

- _____ A. To provide me with a place to learn and study.
- _____ B. To provide me with opportunities to interact with teachers in and outside of the classroom.
- _____ C. To provide me with lots of fun experiences.
- _____ D. To prepare me to make a lot of money.
- _____ E. To provide me with recognition for accomplishments.
- _____ F. To get politically involved and/or to use much of my college years to help those who are disadvantaged.
- _____ G. To prepare me for a career.
- _____ H. To enable me to be more independent.
- _____ I. To provide opportunities for me to grow religiously or spiritually.
- _____ J. To provide me with a variety of new experiences.
- _____ K. To let me receive a degree from a prestigious school.

What do your college planning values say about you?

If A is among the top three priorities on your list, you will want to explore the academic character of the colleges you are considering. Although all colleges are, by definition, intellectual centers, some put more priority on challenging students and pushing them to their limits. Reading about the academic features of the colleges you are considering will be important. Your high ranking of this value says that you will be able to take advantage of intellectual opportunities at college. You may want to select a college where your SAT or ACT scores are similar to or slightly above the ranges of other admitted students—at those colleges you will be able to shine academically. You may desire to take an active part in classroom discussions and will want a college where the student faculty ratio is low.

If B is among your top three priorities, you feel challenged and stimulated by academics and classroom learning. You will want to find a college where your mind will be stretched. You will want to choose a college where you can explore a range of new academic subjects. A liberal arts and sciences college may give you an enriching breadth of academic offerings. You will want to look for a college where academic clubs are popular and where you have a good chance of knowing professors and sharing ideas with them. Access to faculty is important to you and you will want to look at the student faculty ratio in colleges you consider. Also note the ratio of undergraduate students to graduate students. Primarily undergraduate institutions will be the colleges that may best be able to meet your needs, because you will be the focus of teachers' attention. Teachers at such colleges place their priority on teaching and are not distracted by the needs of graduate students or by pressure to balance teaching and student time with research and writing.

If C is circled, you derive satisfaction from social opportunities. You will want a college where the academic demands will not diminish your ability to socialize. You likely will want a good balance between the social and academic sides of campus life. You will want to explore the percentage of students who get involved in intramural sports, clubs, or fraternities and sororities. Look at your college choices on the basis of school spirit and sporting events offered. Consider popular campus events—see if they sound exciting to you. Also look at the percentage of students who stay on campus over the weekend. You will also want a college where it is easy to make friends. Both small and larger colleges would be appropriate for you. Although a larger college would expose you to more students and a larger quantity of potential friends, studies show that students at smaller colleges become more involved in activities and build deep friendships more quickly. Look for supportiveness and camaraderie in the student body.

If D is circled, you will want to consider earning potential, advancement opportunities, and the future market for the careers you consider. You will want to consider this value in your career planning. Remember, however, that there is no sure road to riches! You not only must pick a career direction carefully, but must choose a college where the potential for academic success—good grades—is high. The name of a particular college is less important than good grades or contributions to campus life when securing a good job or being admitted to graduate school. Even if you find that a particular career has tremendous earning potential, those earnings may come to only those who are most successful in the profession. Look at average salaries, but also consider your interests, values, and personality before making your final career choice. Be sure to take advantage of hands-on learning opportunities. Perhaps, for example, there are internships that meet your needs. Also, finding good, career-focused summer jobs can be helpful.

If E is high on your list, you take pleasure in being known for your success in an area of interest. For instance, you might feel good about being recognized or known in school as a good student, a top athlete, or a leader in a club. No doubt this type of recognition contributes to your confidence. You might look for colleges where you will be able to acquire or continue to receive this recognition. Often, recognition is easier to achieve at smaller colleges where you would not be competing against large numbers of students hoping to achieve the same recognition. You will also want to choose colleges where it is easy to get involved and where the activities offered are appealing to you. You may want to consider the benefits of being a “big fish in a small pond.”

If F is important, that value will no doubt guide your vocational or avocational pursuits. You may find yourself choosing a career in which this value can be fulfilled, or you may seek opportunities on a college campus where you can be of service to others. You will want to choose a college where community service is valued. Consider the activities available and note whether community service -related involvements are among them. Colleges vary a great deal in terms of political awareness. At some colleges, students are attuned to national and international

events, often express feelings about current issues and policies, and, in general, show interest in political things. Students at other colleges show no interest in these matters and find other ways to interact with peers.

If G is circled, you may know what career you want to pursue or you may be concerned but uncertain about your career decision. If you have tentatively selected a career, you will want to choose a college where you can take courses leading to the attainment of a degree in your chosen field. Explore whether a college you are considering offers the course work you desire. You will want to make a note of the most popular majors and the strongest majors as they are listed. If you don't yet know what career would suit you, remember that, for most careers, a broad, solid liberal arts foundation is considered good preparation. You will want to look at opportunities for internships and take advantage of the career planning and placement office at your chosen college. Finding a career that will be fulfilling is one of the most important choices you will make in your life. Your selection of a college will be your first step toward achieving your career goal.

If H is circled, personal autonomy is important to you. College is, in general, a time for independence, and students are often anxious to make their own decisions without parental involvement. If you feel you can handle lots of independence, you will want to look for colleges where there is some freedom in choosing courses and where students are given responsibility for their own lives. Colleges vary in terms of these factors. Note which courses must be fulfilled by all students. Be certain that you will not be stifled by too many rules and regulations. You may also want to look for colleges where the personal development of students receives high priority. A priority on independence also suggests that you will be comfortable being away from home and on your own.

If I is one of your top three choices, you will want to look first at the religious life of each of your college options. There are two ways to consider religious life on college campuses. First, the question of how religion affects the day-to-day life of the college. For example, are biblical references made in class? Are religious convocations mandatory? Second, the question of whether there is a religious heritage at the college. Many hundreds of colleges have historical relationships with a religious denomination, but this tie does not effect the rules or the general life of the students. (For example, the college may have a certain number of religion classes required to graduate, but these classes are typically broad-based and not doctrinal.) You may want a college that has a relationship with your particular religious group. Or you may desire a large number of students who belong to the same denomination as you do. As you explore colleges, you will also want to see if the college has a commitment to the values and ideals held by you or your family.

If J is appealing, you like newness and will likely be stimulated by new experiences and new activities. You are in for a treat at most colleges. New experiences are the "stuff" of which college is made. You may see college-going as an adventure and will want to pick colleges where you can meet your need for stimulation and excitement. Because you value newness, you should not hesitate to attend college in a different part of the country, or to experience an environment or a climate that is quite different from your high school. You will also want to look for evidence of diversity in the student body.

If K is appealing, be cautious. Students who are overly concerned about this value might find college planning traumatic and even painful, because of the admission selectivity of "name brand" colleges. Even though it is perfectly acceptable for students to be attuned to the overall excellence of a college, academic quality and prestige are not the same thing. Some colleges are well-known because of, say, a fine football team or because of academic excellence in a subject like psychology or physics. Although it is appropriate to look for a strong faculty and a highly regarded college, you want a college that will give you the greatest chance of academic success. It is success in college, not just academic reputation or prestige, that will lead to admission into graduate school or a broad selection of jobs.

Now that you've read about your top three values, answer the following question: ***In your own words, what do your top three values say about what you are looking for in a college?*** You should write down your response to this question and share it (along with the names of your three highest values) with your counselor, consultant, parent, or others that are helping you find a college that's good for you.

Self-Survey for the College-Bound

Respond carefully to these questions about your educational attitudes, goals, and perspectives. Be absolutely truthful and genuine as you answer each question. Keep in mind, there are no “correct” responses. For each item, check the appropriate answer category—“strongly agree,” “agree,” “lean toward disagree,” or “disagree.” Even if you are unsure of an answer or your response falls between two categories, answer every question but check only one answer per question.

Item	Strongly Agree	Agree	Lean Toward Disagree	Disagree
1. There are several social issues or causes that I care about deeply.				
2. I often participate in class discussions.				
3. I enjoy reading.				
4. I feel I know myself pretty well.				
5. I'm excited for my college years to begin.				
6. There are at least three things I can do better than others around me and at least three things others can do better.				
7. If I don't understand something in class, I typically feel comfortable asking my teacher a question.				
8. School is fun.				
9. I normally am enthused about the classes I am taking.				
10. I can identify at least one school subject or topic about which I am truly passionate.				
11. I believe one of the most important reasons to go to college is to get a job.				
12. I want to organize myself so I have time for both homework and for out-of-class activities.				
13. I love learning for the sake of learning.				
14. If I want to do something on a Saturday afternoon, I usually don't need my friends to do it with me.				
15. I am satisfied with my listening skills in my classes.				
16. I can truly say I enjoy school.				
17. I will enjoy college a lot more if I can see how my classes apply to real life.				
18. I am interested in and feel comfortable talking about current events.				
19. Going to college means growing, learning, changing. In other words, it is not just “the thing to do.”				
20. I enjoy learning things on my own (and not just for a class).				
21. I enjoy hearing and discussing other students' ideas in class.				
22. I see college more as a time for preparing for a career than for discovering my academic interests.				

Item	Strongly Agree	Agree	Lean Toward Disagree	Disagree
23. A college with a blend of studying and socializing is important to me (even if I'd need to sacrifice my grades a little bit to enjoy college).				
24. Even if my friends weren't there, I would still like school.				
25. My friends and I enjoy discussing concepts and new ideas.				
26. My parents don't have to remind me to study or do my homework.				
27. My English teachers commend me on the quality of my papers and written assignments.				
28. Making others happy is one of my primary goals.				
29. Most of the time, I feel others understand me.				
30. On most homework assignments, I do everything that needs to be done.				
31. I am comfortable making some decisions without my parents' input.				
32. I want to commit at least part of my life to bettering society.				
33. Unless I have decided on a career, it will be hard to choose a college.				
34. On most days, I look forward to going to school.				
35. Assuming there was a campus speaker on an interesting topic I knew little about, I'd likely attend.				
36. I am the sort of person who is comfortable going outside of my comfort zone.				
37. There is more to college than going to class and doing homework.				
38. I'm usually good at prioritizing my time to get my studying done.				
39. I usually find class discussions stimulating and interesting.				
40. Learning about many different academic subjects—history, English, math, and so on—is interesting to me.				
41. I usually initiate my own social activities.				
42. I tend to lose interest if class material isn't relevant to real world.				
43. By late summer, I'm eager to go back to school.				
44. The college philosophy "work hard/play hard" appeals to me.				
45. I see many benefits in going to college.				
46. I seek out ways to demonstrate my concern for political, national, and/or international issues.				
47. I seldom get "tongue-tied" when trying to express myself.				
48. Taking lots of different subjects in college (English, math, history, etc.) is not as appealing to me as focusing on those subjects I like.				
49. I usually go beyond class requirements, not because I have to, but because I am interested in the class.				
50. I like colleges that emphasize pre-professional programs (pre-med, pre-law, pre-business, etc.).				

Item	Strongly Agree	Agree	Lean Toward Disagree	Disagree
51. I want to go to college as much as my parents want me to go.				
52. It is easy for me to identify my favorite class in school.				
53. When I know the answer to a question in class, I usually raise my hand.				
54. I do not feel pushed into going to college.				
55. I am not afraid to take a position with which others will disagree.				
56. One of my top goals is to develop a philosophy of life.				
57. One of the prime reasons to go to college is to meet people who will be influential in helping me get a job later in life.				
58. I like a challenge, but I don't want to be academically overwhelmed in college.				
59. I can explain why I want to go to college.				
60. I like teachers who encourage me to think about how academic subjects interrelate.				
61. I am ready to begin thinking about my future and planning for college.				
62. In college, it will be important that I have time to spend with my friends.				
63. Learning by discussion is more fun than learning by listening to a teacher lecture.				
64. I keep up with news, politics, and international affairs via the newspaper, Internet, radio, or podcasts.				
65. It is not that important for me to look and act like my friends.				
66. When I walk into class, I feel prepared and ready to share what I know.				
67. Thinking about one of my weaknesses doesn't make me feel uncomfortable.				
68. The thought of going to college doesn't scare me.				
69. I'm pretty good at making decisions.				
70. Writing essays and papers is relatively easy for me.				
71. Building good relationships with teachers is important to me.				
72. I am willing to study hard in college, but I also want time to be involved in activities.				
73. As far as intelligence, I want the other kids at my college to be similar to me.				
74. I can easily identify the special qualities my friends like about me.				
75. If asked, I could easily list two or three words that describe me.				
76. My note-taking skills are good.				
77. I believe I know how to motivate myself to be successful in school.				
78. I am comfortable with my reading speed and comprehension.				
79. I seldom get homesick when I'm away from home for a few days.				
80. I enjoy volunteering my time to help people in need.				

Self-Survey Scoring

Now score your Self-Survey

Scoring your answers is easy if you follow these steps:

- Go back to the first page of your Self-Survey.
Above the words "Strongly Agree" write a 9.
Above the words "Agree" write a 6.
Above the words "Lean Toward Disagree" write a 3.
Above the words "Disagree" write a 0.
- Each of the questions you answered corresponds to one of 10 overall categories relating to you as a person or as a potential college student. In the categories listed below, the numbers refer to each numbered survey statement.

For each statement, you will refer back to the survey to see which column you checked.

Depending on your response—"Strongly Agree," "Agree," "Lean Toward Disagree," or "Disagree"—you enter one number—9, 6, 3, or 0, respectively. For example, starting with the category "School Enthusiasm," let's say you disagree with the statement "School is fun." You would enter a "0" on the first line next to the number "8."

Go through and fill in all of the blanks for each of the 10 categories.

- Total your score in each category.

<u>School Enthusiasm</u>	<u>Participant Learner</u>	<u>Affection for Knowledge</u>	<u>Basic Academic Skills</u>
8 _____	2 _____	10 _____	3 _____
9 _____	7 _____	13 _____	15 _____
16 _____	21 _____	20 _____	27 _____
24 _____	39 _____	25 _____	38 _____
30 _____	53 _____	35 _____	47 _____
34 _____	63 _____	40 _____	70 _____
43 _____	66 _____	49 _____	76 _____
52 _____	71 _____	60 _____	78 _____
Total _____	Total _____	Total _____	Total _____

<u>Independence</u>	<u>Career Orientation</u>	<u>Social Consciousness</u>	<u>Self-Understanding</u>
14 _____	11 _____	1 _____	4 _____
26 _____	17 _____	18 _____	6 _____
31 _____	22 _____	28 _____	29 _____
36 _____	33 _____	32 _____	67 _____
41 _____	42 _____	46 _____	69 _____
55 _____	48 _____	56 _____	74 _____
65 _____	50 _____	64 _____	75 _____
79 _____	57 _____	80 _____	77 _____
Total _____	Total _____	Total _____	Total _____

<u>Academic/Social Balance</u>	<u>Eagerness for College</u>
12 _____	5 _____
23 _____	19 _____
37 _____	45 _____
44 _____	51 _____
58 _____	54 _____
62 _____	59 _____
72 _____	61 _____
73 _____	68 _____
Total _____	Total _____

What Do the Categories Mean?

School Enthusiasm

If you scored in the mid 30's or higher, you probably feel comfortable with the tasks and central qualities of school. In general, you like attending classes and have positive feelings about the academic nature of school.

If your score is lower here, there are several possible interpretations. You may enjoy some of the social features of school more than the actual classes, teachers, and classroom information. You may not have found school to be a successful academic experience, and your struggle with school may affect your attitude toward it. Your school attitude may impact your feelings about planning for college, your willingness to enter a challenging college environment, the level of competitiveness you prefer, as well as your motivation to stay in school. Do you have the motivation to be successful in college? You may not have enjoyed high school because particular characteristics of your school may not have been right for you. If that is the case, you have a chance to choose the college that provides the kind of environment that suits you. Your analysis of the factors that matter to you in a college will be particularly important in finding a college you can be excited about attending. You also may want consider these questions: Is the time right to enter college? Would you benefit from a year of travel, work, or some other activity before entering college?

Participant Learner

If your score in this category is in the mid 30's or higher, you likely want to take an active, rather than passive, approach to learning. You are not comfortable merely taking notes and regurgitating the teacher's lectures—you want to get involved! You normally do the homework your teachers assign, not because you have to, but because it helps you learn. Likely, you participate in class discussion, enjoy it, and learn from your peers. You read the textbooks and may read additional material on a topic that interests you. Because learning and understanding are so important to you, you are assertive in asking questions of teachers and fellow students. You likely will be most comfortable at colleges where professors are readily available and lecture classes are not huge. In addition, you will want opportunities for discussions and seminars as part of your college experience. High scorers should consider smaller colleges.

If you scored in the lower 30's and below, you have several factors to consider. You may be interested in and committed to learning but prefer to learn quietly and deliberately rather than participate verbally in class. Course lectures, reading, and out-of-class assignments are normally sufficient for you to learn the material. For you, class size probably will not be as significant a factor. Lower scores here suggest that you may not mind being in a large class, and a bigger university would meet your needs.

Affection for Knowledge

If you scored in the 40's or higher here, the life of the mind is exciting to you. You may read widely on a variety of topics, and you enjoy learning for the sake of learning, not because you may get a good grade. You enjoy talking about ideas and philosophies and trading perspectives with others. Students with high scores here should seek academic challenges and colleges that will stimulate their minds. Keep in mind, however, that “big name” colleges are not the only ones that provide intellectual stimulation and that there are dozens of colleges outside the Ivy League Athletic Conference that are intellectually challenging. For some students, nontraditional colleges that do not stress grades may be worth considering because they can offer freedom to follow your curiosity wherever it takes you, without worrying about a GPA.

Lower scores suggest that you are less comfortable with intellectual ideas and concepts. Perhaps you haven't yet have been exposed to compelling topics, issues, or ideas that excite you. You may not have had experiences that gave you a love of learning. You will want to be cautious about applying to a college that expects you to start your first semester with a serious academic focus. You may want to use college as a place to try classes or subjects with which you are unfamiliar; you might be pleasantly surprised by how fascinating a new subject can be. On the other hand, if you have a few specific areas that interest you, you might prefer a college where the classes are more directly related or applicable to these areas.

Basic Academic Skills

If you scored in the 40's or higher, you are likely to have the skills particularly valuable to success in college—writing, reading, note-taking, and prioritizing. You may find college a bit less demanding than you expected, thanks to the strength of your academic skills. There are several considerations for the student with a lower score in this category. You may want to search out colleges where some extra assistance from teachers is readily available and where you can find resources and opportunities to develop your study skills. When choosing classes, think carefully about the workload involved—reading requirements, term papers, and other assignments—especially during freshman year. However, lower scores in this category also may reflect a student who is overly critical of personal study skills but fully capable of handling the academic demands of typical freshmen courses.

Independence

The questions in this category focused on your willingness to make your own plans, follow your instincts, and act independently of others. Are you ready to make the decisions college students face every day—choosing classes, setting your own schedule, negotiating with roommates, determining your own social “do's and don'ts”? Students who score in the 40's or higher will likely be comfortable with such freedom. Having already shown that you take charge of your life, you are less apt to act irresponsibly while away from home and less in need of others' approval before making important decisions. In addition, given your self-sufficiency, you may not need the “excitement” of a college in a large city because even at an isolated college locale you will be able to generate activities and create a social network.

If your scores were lower, you may still be transitioning from dependence to independence. Rather than be overwhelmed by choices your freshman year, you may want some decisions made for you. Some colleges provide more structure, such as a core curriculum or series of required classes, and offer a range of planned activities and events to attend. You may also need to work on self-discipline and practice assuming responsibility for your decisions and their consequences. A smaller college could provide the perfect environment for gradually building your self-confidence and independence.

Career Orientation

A score of 40 or higher in this category indicates that you view college as a means to an end, a way to achieve other lifetime goals and attain a position of professional or vocational competence. Because you see college as a vehicle for vocational preparation, you may want to explore professionally related majors and seek colleges where you'll be able to keep "on track" toward meeting the demands of your chosen career. As you consider colleges, review the general educational requirements that students must fulfill. Too many required humanities courses, for example, may be less appealing to you than the freedom to concentrate on subjects of interest early on.

A lower score in this category is quite common and reflects a student who wants a general, broad-based college education. You are likely very open to the wide variety of learning experiences that college may bring. For you, college may be a time for academic experimentation, a place where you can test a variety of ideas and career paths. You may want to explore traditional liberal art colleges with many options in the humanities, social sciences, and sciences. Whether it's liberal arts or something else, you are on track to discover your likes and dislikes in college.

Social Consciousness

Scores in the high 30's and above suggest you care about the world and may not be satisfied with the status quo. Your concern about the state of the world may influence your life and lead you to seek outlets for your compassion and empathy. Colleges that might appeal to you include those with political action committees, volunteer opportunities, or other activities geared to reaching out beyond the bounds of campus. Some colleges place an explicit value on recognizing one's responsibility to the world.

Lower scores here could have several connotations. You may not be sensitive to or aware of the numerous opportunities for social responsibility. You may be comfortable pursuing your individual goals, or you may have other priorities. A low score doesn't mean you don't have a social conscience! It may merely reflect that, at present, the drive to help others is less strong than other motivators in your life.

Self-Understanding

A score in the high 30's and above suggests that you are in touch with your own good and bad qualities and are accepting of yourself. You are fairly comfortable with who you are and don't let others direct your thoughts and behaviors. This self-awareness will aid you in adjusting to college and in making decisions once you enroll. You will be less prone to modulating your behavior to impress others. You are comfortable with your abilities and personality and such comfort will enable you to make mature decisions in college. If your score was lower here, you may be just beginning to know yourself. Teenagers' perceptions of themselves are usually heavily influenced by peers. Is it possible that you are overly responsive to the wishes and demands others have for you? Your focus on pleasing others may override your personal wants and needs. You might find it easier to acquire self-understanding and confidence at a smaller, more-supportive college than at an enormous university. Look at schools where you'll be a big fish in a small pond. Lower scores are not necessarily bad! Self-understanding is a skill that is a lifetime in the making.

Academic/Social Balance

If you scored in the high 30's and above, both academics and extracurricular experiences are priorities for you. You will want to choose a college where you can have a balanced life, where you can pursue your

studies, participate in sports or other activities, and still have some time for yourself. Colleges known for a “work hard/play hard” philosophy may appeal to you, but consider your college choices carefully—being certain you are not getting in “over your head.” You will want to choose a college where you are academically similar to the majority of students, where you are as likely as anyone else to understand the material in your classes, where you are able to spend about the same amount of time studying and still have a life outside of the classroom. In researching colleges, look carefully at the characteristics of students who enroll. What were their grade point averages? Test scores? Did they take courses in high school fairly similar to the ones you have chosen?

There are several ways to interpret a lower score in this category. Perhaps you are focused more on academics and want college to be all about learning. Or maybe you value your social life more than your studies and want college to be all about having fun. If academics are your highest or even your only priority, you may be comfortable at a college that is academically intense. If social experiences matter most, you will want to consider colleges where you will have time to get involved in campus activities and time for your friends.

Eagerness for College

Scores in the high 30’s or above signal that you anticipate college in a favorable way and are looking forward to the collegiate experience. Adjustment will likely be easy because your enthusiasm will be a great asset in learning to master college life. Although you may have some concerns about college, your attitude is generally positive. Because you played a primary role in deciding to attend college, you likely have specific goals to make the most of your college years.

Lower scores can be interpreted in several ways. Just because you scored low here doesn’t mean that you are not “college material” or are dreading the college experience. Eagerness for college tends to ebb and flow during the high school years. But a lower score is worth thinking about. Are you motivated to attend college? You will want to give special consideration to the ways you can make college a satisfying and productive experience. Some fears about college—such as leaving home and being independent—are perfectly normal. If your score was lower in this category, involving yourself in the planning and decision-making processes will help you feel more in control and less like you are being pushed into college. But think carefully about, and seek assistance with, the timing and the nature of your college years.

Interpreting Your Self-Survey Scores

The survey you just completed and the interpretation that follows in the next worksheet are intended to encourage you to think about yourself as a college student. By looking at your scores and seeing what they mean within each category, you should glean insight about yourself—your attitudes, strengths and weaknesses, aspirations, and fears. This information will be essential to your college planning process.

There is no definitive answer to what a specific score in a category means for you. In the preceding sections describing each category, you saw words like “scores in the mid 30’s or higher suggest . . .” and “lower scores suggest . . .” This lack of specificity is purposeful because these scores can be evaluated in many ways. It is up to you to read the descriptions and to determine what, if any, meaning a particular score has for you. Your score in one category might give you insight into something important, and your score in another category might be less meaningful.

Finding meaning in high scores is a bit easier than doing so for lower scores, but remember, there is no hard-and-fast interpretation of a lower score. In the category School Enthusiasm, for example, the first paragraph interprets scores “in the mid 30’s or above.” The next paragraph is an analysis of the meaning of “lower scores,” i.e., a score from 0 to the mid 30’s.

Keep in mind that your score—whether higher or lower—is on a continuum. Thus, your interpretation of what your score means in this area will vary if your score was a single digit or in the teens versus the high 20’s or low 30’s. In other words, the description associated with a low score might be more true of you if your score was a 6 as compared with a 29.

Finally, don’t get hung up on the numerical aspects of the interpretation of your scores. The goal here is to provide information that can serve as a springboard in your quest to find colleges that are a good match for you. “High” and “low” numbers are less significant than using the information here to come up with match colleges that correspond with your attributes and beliefs.

FEDERAL STUDENT AID AT A GLANCE

WHAT is federal student aid?

Federal student aid comes from the federal government—specifically, the U.S. Department of Education. It's money that helps a student pay for higher education expenses (i.e., college, career school, or graduate school expenses).

Federal student aid covers such expenses as tuition and fees, room and board, books and supplies, and transportation.

There are three main categories of federal student aid: grants, work-study, and loans. Check with your school's financial aid office to find out which programs the school participates in.

WHO gets federal student aid?

Some of the most basic eligibility requirements for students are that you must

- demonstrate financial need (for most programs—to learn more about financial need, visit [StudentAid.gov/how-calculated](https://studentaid.gov/how-calculated));
- be a U.S. citizen or an eligible noncitizen;
- have a valid Social Security number;
- be registered with Selective Service, if you're a male (you must register between the ages of 18 and 25);
- be enrolled or accepted for enrollment in an eligible degree or certificate program;
- be enrolled at least half-time (for most programs);
- maintain satisfactory academic progress in college, career school, or graduate school; and
- show you're qualified to obtain a college or career school education by
 - having a high school diploma or a state-recognized equivalent (for example the General Educational Development [GED] certificate); or
 - completing a high school education in a home-school setting approved under state law; or
 - enrolling in an eligible career pathways program.

See the full list of eligibility requirements at [StudentAid.gov/eligibility](https://studentaid.gov/eligibility).

HOW do you apply for federal student aid?

1. **To apply for federal student aid, you need to complete the FAFSA® form at fafsa.gov.** The FAFSA form is available every Oct. 1 for the next school year. If you plan to attend college from July 1, 2019–June 30, 2020, submit a 2019–20 FAFSA form. Fill it out as soon as possible to meet school and state deadlines. Schools and states often use FAFSA information to award nonfederal aid, but their deadlines vary. Check with the schools that you're interested in for their deadlines, and find state and federal FAFSA deadlines at [StudentAid.gov/fafsa#deadlines](https://studentaid.gov/fafsa#deadlines).
2. **Students and parents are required to use an FSA ID (a username and password combination) to sign their FAFSA form online and to access information about their financial aid on U.S. Department of Education websites.** Your FSA ID is used to confirm your identity and electronically sign your federal student aid documents. Your FSA ID has the same legal status as a written signature. Don't give your FSA ID to anyone or allow anyone to create an FSA ID for you. To create an FSA ID, visit [StudentAid.gov/fsaid](https://studentaid.gov/fsaid).
3. **After you apply, you'll receive a *Student Aid Report*, or SAR.** Your SAR contains the information reported on your FAFSA form and usually includes your Expected Family Contribution (EFC). The EFC is a number (not a dollar amount) used to determine your eligibility for federal student aid. Review your SAR information to make sure it's correct. The school(s) you list on your FAFSA form will get your SAR data electronically.
4. **Contact the school(s) you might attend.** Make sure the financial aid office at each school you're interested in has all the information needed to determine your eligibility. If you're eligible, each school's financial aid office will send you an aid offer showing the amount and types of aid (from all sources) the school will offer you. You can compare the aid offers you received and see which school is the most affordable once financial aid is taken into account.

Completing and submitting the FAFSA form is free and quick, and it gives you access to the largest sources of financial aid to pay for college or career school—federal, state, and school sources. If you need a print-out of the FAFSA PDF, call 1-800-4-FED-AID (1-800-433-3243) or 334-523-2691 (TTY for the deaf or hard of hearing 1-800-730-8913).

Federal
Student
Aid

An OFFICE of the
U.S. DEPARTMENT of EDUCATION

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HAVE QUESTIONS?

Contact or visit the following:

- [StudentAid.gov](https://studentaid.gov)
- a college financial aid office
- studentaid@ed.gov
- 1-800-4-FED-AID (1-800-433-3243) toll-free
- 1-800-730-8913 (toll-free TTY for the deaf or hard of hearing)

FEDERAL STUDENT AID AT A GLANCE

Program and Type of Aid	Program Information	Annual Award Amount (subject to change)
Federal Pell Grant Grant: does not have to be repaid	For undergraduates with financial need who have not earned bachelor's or professional degrees. For details and updates, visit StudentAid.gov/pell-grant .	Amounts can change annually. For 2018–19 (July 1, 2018, to June 30, 2019), the award amount is up to \$6,095.
Federal Supplemental Educational Opportunity Grant (FSEOG) Grant: does not have to be repaid	For undergraduates with exceptional financial need; Federal Pell Grant recipients take priority; funds depend on availability at school. For details and updates, visit StudentAid.gov/fseog .	Up to \$4,000.
Teacher Education Assistance for College and Higher Education (TEACH) Grant Grant: does not have to be repaid unless converted to a Direct Unsubsidized Loan for failure to carry out teaching service obligation as promised	For undergraduate, postbaccalaureate, and graduate students who are completing or plan to complete course work needed to begin a career in teaching. To receive a TEACH Grant, a student must agree to teach for four years in a high-need field at an elementary school, secondary school, or educational service agency that serves low-income families. If a student doesn't complete the teaching service requirement, all TEACH Grants the student received will be converted to a Direct Unsubsidized Loan that must be repaid, with interest. For details and updates, visit StudentAid.gov/teach .	Up to \$4,000.
Iraq and Afghanistan Service Grant Grant: does not have to be repaid	For undergraduate students who are not Pell-eligible and whose parent or guardian died as a result of military service in Iraq or Afghanistan after the events of 9/11. For details and updates, visit StudentAid.gov/iraq-afghanistan .	The grant award can be equal to the maximum Federal Pell Grant amount (see above) but cannot exceed your cost of attending school.
Federal Work-Study Work-Study: money is earned through a job and doesn't have to be repaid	For undergraduate and graduate students; part-time jobs can be on campus or off campus. Money is earned while attending school. Your total work-study award depends on <ul style="list-style-type: none"> • when you apply, • your level of financial need, and • your school's funding level. For details and updates, visit StudentAid.gov/workstudy .	No annual minimum or maximum amounts.
Direct Subsidized Loan Loan: must be repaid with interest	For undergraduate students who have financial need; U.S. Department of Education generally pays interest while the student is in school and during certain other periods; a student must be enrolled at least half-time. Interest rates for new Direct Subsidized Loans can change every year. Loans made to undergraduate students during the 2018–19 award year have the rate fixed at 5.05% for the life of the loan.	Up to \$5,500 depending on grade level and dependency status. For details and updates, visit StudentAid.gov/sub-unsub .
Direct Unsubsidized Loan Loan: must be repaid with interest	For undergraduate and graduate or professional students; the borrower is responsible for interest during all periods; a student must be enrolled at least half-time; financial need is not required. For undergraduate students: Interest rates for new Direct Unsubsidized Loans can change every year. Loans made to undergraduate students during the 2018–19 award year have the rate fixed at 5.05% for the life of the loan. For graduate or professional students: Interest rates for new Direct Unsubsidized Loans can change every year. Loans made to graduate or professional students during the 2018–19 award year have the rate fixed at 6.6% for the life of the loan.	Up to \$20,500 (less any subsidized amounts received for same period), depending on grade level and dependency status. For details and updates, visit StudentAid.gov/sub-unsub .
Direct PLUS Loan Loan: must be repaid with interest	For parents of dependent undergraduate students and for graduate or professional students; the borrower is responsible for interest during all periods; a student must be enrolled at least half-time; financial need is not required; the borrower must not have an adverse credit history. Interest rates for new Direct PLUS Loans can change every year. Loans made during the 2018–19 award year have the rate fixed at 7.6% for the life of the loan.	Maximum amount is the cost of attendance minus any other financial aid received. For details and updates, visit StudentAid.gov/plus .

Note: The information in this document was compiled in summer 2018. For updates or additional information, visit StudentAid.gov.

Creating and Using the FSA ID

What's an FSA ID?

The FSA ID is a username and password you use to log in to U.S. Department of Education (ED) online systems, including the myStudentAid mobile app, fafsa.gov, StudentAid.gov, and StudentLoans.gov. The FSA ID is your legal signature and shouldn't be created or used by anyone other than you—not even your parent, your child, a school official, or a loan company representative. You'll use your FSA ID every year you fill out a *Free Application for Federal Student Aid* (FAFSA®) form and for the lifetime of your federal student loans.

How do I get an FSA ID?

Visit StudentAid.gov/fsaid to create an FSA ID. You'll need your Social Security number, full name, and date of birth. You'll also need to create a memorable username and password, and provide answers to some challenge questions so you can retrieve your account information if you forget it.

You'll be required to either provide your email address or to provide your mobile phone number and opt-in to messaging when you make your FSA ID. Providing a mobile phone number and/or email address that you have access to will make it easier to log in to ED online systems, unlock your account, retrieve your forgotten username, or reset your forgotten password.

Important: Each email address or mobile phone number can be used with only one FSA ID. If you share an email address with someone else, then only one of you will be able to use that email address to create an FSA ID. This applies to your mobile phone number too.

FSA ID Tips

- One of your parents might need an FSA ID as well. If you need to provide information about your parents on the FAFSA® form, one of your parents will have to sign the form. Your parent can create an FSA ID and then sign the FAFSA form electronically using that FSA ID. Not sure whether you'll need to put your parents' information on the FAFSA form? Check out StudentAid.gov/dependency. **Remember:** You should create your own FSA ID, and your parent should create his or her own FSA ID. Also, make sure to use the correct FSA ID when signing the FAFSA form electronically.
- When you first create your FSA ID, use of your FSA ID will be restricted to completing, signing, and submitting an original (first-time) FAFSA form. You'll have to wait one to three days for your information to be confirmed by the Social Security Administration (SSA) before you can use your FSA ID for other actions, such as submitting a FAFSA Renewal or signing a *Master Promissory Note*. If you provided an email address, then you'll receive an email letting you know that your information was successfully matched with the SSA and you can use your FSA ID for all of its purposes.
- If you forget your FSA ID username or password, look for links, such as "Forgot My Username" and "Forgot My Password," at the log-in pages of our online systems. These links will direct you to web pages where you can request a secure code to be texted to your verified mobile phone number or emailed to your verified email address. The secure code will allow you to retrieve your username or reset your password. You can also retrieve your username or reset your password by successfully answering your challenge questions. **Remember:** If you verified your email address or mobile phone number during account creation, you can enter your email address or mobile phone number instead of your username.

Learn more about the FSA ID at StudentAid.gov/fsaid. Find this fact sheet at StudentAid.gov/resources#fsaid.

2020-21 CSS Profile Student Guide

This guide provides the basic information you need to complete your CSS Profile application at cssprofile.org starting Oct. 1, 2019.

WHAT is the CSS Profile?

The **CSS Profile** is an online application that collects information used by nearly 400 colleges and scholarship programs to award non-federal aid. (For **federal** aid you must complete the **FAFSA**, available Oct. 1 at fafsa.ed.gov.) Some colleges may require the CSS Profile from both biological/adoptive parents in cases of divorce or separation.

WHEN do I complete the CSS Profile?

You may complete the CSS Profile as early as **Oct. 1, 2019**. You should submit no later than two weeks before the EARLIEST priority filing date specified by your colleges.

WHO must complete the CSS Profile?

Check your colleges' information to determine whether they require the CSS Profile. A **list of participating colleges** is also found on the CSS Profile Homepage.

HOW do I complete the CSS Profile?

You submit the CSS Profile at cssprofile.org. Once you sign-in, you will find a list of useful documents, such as your federal tax returns and other financial information that you'll need to have at hand to complete the application. Help is provided within the application and additional help is available by chat, phone, or email by clicking "Contact Us" in the application.

WHAT does the CSS Profile Cost?

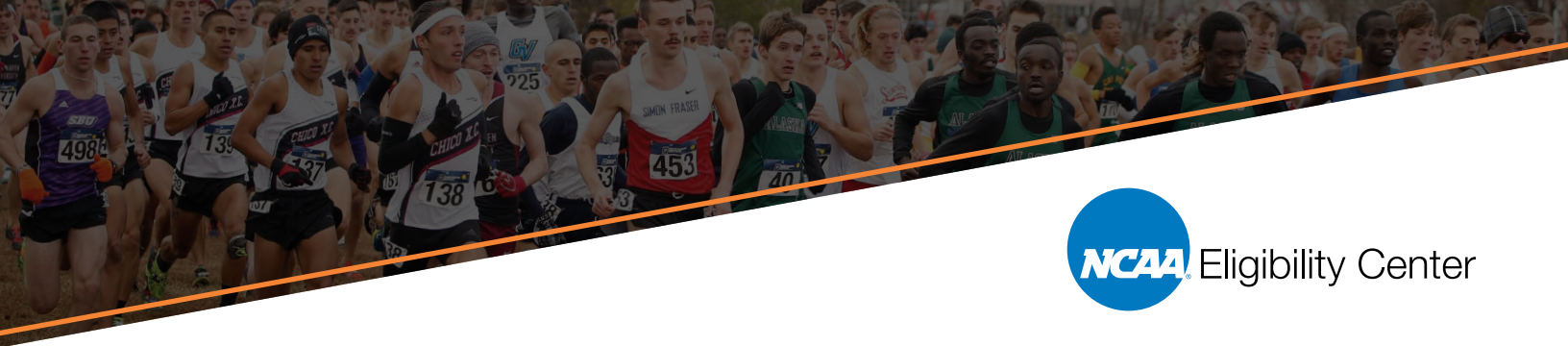
The fee for the initial application is **\$25**. Additional reports are **\$16**. Payment may be made via credit or debit card. First-time domestic college applicants may receive CSS Profile fee waivers if the student qualified for an SAT fee waiver, or if the student is an orphan or ward of the court under the age of 24 or based on parental income and family size (e.g. family of 4 would qualify with income of \$45,000 or less).

The Process

1. , **Sign-in** – Use your College Board username and password or sign up for a new account. If you created an account for the SAT or to view your PSAT or AP scores, you should use the same user name and password for your CSS Profile application.
2. , **Complete the Application** – As you answer questions, the system builds an application tailored to your family's situation. The application provides online help and edits to guide you. You do not need to complete the application in one sitting; save your application and return to complete it at any time.
3. , **Submit the Application** – The date and time you submit your completed application will be recorded based on Eastern Time and your reports will be sent to the colleges you selected.
4. , **Review Your Dashboard** – Once you submit your application, your dashboard will include your payment receipt and any next steps, such as submitting documents to the Institutional Documentation Services (IDOC).

You may add a college at any time. Sign in to the CSS Profile and click **Add a College or Program** on your Dashboard. You will be charged \$16 for each college you add. Any unused fee waivers will be automatically applied to your charges.

Questions? Customer Service Representatives are available via email, online chat, and phone. Visit collegeboard.org/contact-us#css for more details.



WEBSITE REGISTRATION CHECKLIST

Take your first step to becoming an NCAA student-athlete at eligibilitycenter.org.

Choose from our two account types to get started:

- 1. Certification Account:** You need to be certified by the NCAA Eligibility Center to compete at an NCAA Division I or II school. You also need to be registered with a Certification Account before you can make official visits or sign a National Letter of Intent in Division I or II.
- 2. Profile Page:** If you plan to compete at a Division III school or are currently unsure in which division you want to compete, create a Profile Page. If at any time you wish to pursue a Division I or II path, you will be able to transition to a Certification Account.

For Certification Accounts, please allow between 30 to 45 minutes to register completely. If you need to exit and come back at a later time, you can save and exit once your account or profile is created.

Reference the Help section located in the top task bar at any time to answer your questions as you work through registration.

Below is a list of items we recommend you have before beginning your registration with the NCAA Eligibility Center:

Valid Student Email

You need a valid email address that you check regularly to register. This is important for updating prospective student-athletes about their account. For more information about accepted emails, please reference our [FAQ](#).

high school team. It also includes information about any individuals who have advised you or [marketed](#) your skills in a particular sport. This information helps the Eligibility Center certify your amateur status when it is requested by an NCAA school.

Basic Student Personal Information

This includes information such as your name, gender, date of birth, primary and secondary contact information, and address.

Payment

For Certification Accounts, nonrefundable registration fee for U.S., U.S. Territories* and Canadian students: \$90

Basic Student Education History

Please include details about all high schools or secondary schools you have attended in the United States or internationally, and additional programs you have attended.

*U.S. Territories include American Samoa, Guam, Northern Mariana Islands, Puerto Rico and U.S. Virgin Islands.

Nonrefundable registration fee for international students: \$150

[Check](#) if your school has a list of NCAA-approved courses.

The NCAA Eligibility Center accepts Visa, MasterCard, Discover and American Express. For payment questions, look [here](#). Some individuals may qualify to apply for a [fee waiver](#).

Student Sports Participation History

For Certification Accounts, this includes details for any expenses or awards you received, any teams you have practiced or played with or certain events in which you participated, including your

Next Steps

Stay on track in high school and understand these [quick tips](#) to help in your eligibility process.

For more information, please visit: www.NCAA.org/playcollegesports.