



Fall 2014

Greetings from the CCHS/CR Professional Development Committee!

Welcome to college counseling, where you help students attain a higher education - and their dreams.

This Resource Guide will provide you with information on topics like Financial Aid, Academic Advising, the College Application Process, and more. Our hope is that you also utilize the many resources available through the Colorado Council on High School/College Relations—the Colorado Collegiate Handbook, this Resource Guide, and your many colleagues in the state—to build a network of knowledge that will benefit your students.

Those of us who have been doing this for a while have learned that college counseling is a team effort: We utilize our colleagues, mentors, and school counseling and admission connections.

We highly value professional development and encourage you to attend as many conferences, workshops, and networking opportunities as possible. As well, utilize the members of this committee (listed below), who are all mentors for new counselors.

Best wishes for a successful counseling career!

Pamela Decker

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## Academic Advising For Our College-Bound Colorado Students

### **Colorado's Two-Year Colleges**

Our Colorado community colleges offer an excellent opportunity to continue a student's educational path. These schools include:

Aims Community College  
Arapahoe Community College  
Colorado Mountain College  
Colorado Northwestern Community College  
Community College of Aurora  
Community College of Denver  
Front Range Community College  
Lamar Community College  
Morgan Community College  
Northeastern Junior College  
Otero Junior College  
Pikes Peak Community College  
Pueblo Community College  
Red Rocks Community College  
Trinidad State Junior College

The Colorado Community College System offers an informative website at <http://www.coloradocommunitycolleges.com/go/> which will take you to their new website - [go.cccs.edu](http://go.cccs.edu) which details each institution and the more than 800 different programs available to students. Our Colorado Community College System offers many benefits to students and families:

- Convenient locations across our state
- Flexible course schedules
- An open admissions policy
- Extensive student support services
- Childcare services
- Athletic programs
- An affordable college beginning
- Experienced faculty who often work in the field in which they teach
- Small classes
- Residential living at several institutions
- Online learning opportunities

Each community college also offers "transfer agreements" or "articulation agreements" with their four-year counterparts, outlining what courses and requirements a student must complete to successfully transfer to a four-year school. Information on these agreements is available online at <https://resources.cccs.edu/education-services/transfers-articulation/> .

## **Colorado's Four-Year College and Universities**

Our four-year colleges and universities in Colorado include:

**Adams State University**  
**Colorado Christian University**  
**Colorado College**  
**Colorado Mesa University**  
**Colorado School of Mines**  
**Colorado State University**  
**Colorado State University-Pueblo**  
**Fort Lewis College**  
**Johnson & Wales University**  
**Metropolitan State University of Denver**  
**Naropa University**  
**Regis University**  
**United States Air Force Academy**  
**University of Colorado Boulder**  
**University of Colorado at Colorado Springs**  
**University of Colorado Denver**  
**University of Denver**  
**University of Northern Colorado**  
**Western State Colorado University**

The public colleges and universities adhere to the Admission Eligibility Index. From the Colorado Commission on Higher Education's website:

"Admissions standards are established for undergraduate applicants for admission at public institutions of higher education in Colorado. The policy establishes state-level admission standards for both first-time freshmen and transfer students at each of the Colorado baccalaureate public institutions. The standards represent minimum requirements at four-year public institutions and not for the state's community colleges, which are open admissions. Meeting the CCHE admission standards does not guarantee admissions as institutions consider a broad range of factors in making admissions decisions."

**Tip from the Professional Development Committee: To understand the characteristics, offerings, and requirements of Colorado's two- and four-year institutions, we recommend you do the following:**

**Annually attend the Fall Counselor Updates offered by CCHS/CR.**

**Visit each of the institutions as time allows, whether it be on a college-sponsored tour or while driving through on family vacation.**

**Get to know the admission representative of each school. Make sure they understand the characteristics of your high school, and create a relationship of trust and teamwork.**

**Keep the Colorado Collegiate Handbook handy on your desk. Use it often. Encourage families to purchase the handbook as an excellent resource to higher education opportunities in Colorado.**

**Talk with recent graduates of your high school who are attending a Colorado college or university to learn of their experiences. Ask them about their courses, professors, residence hall, roommates, and activities.**



**Pre-college advising can make a meaningful difference in the students' post-secondary trajectory. The intrinsic motivation and social skills built in high school advisory programs engage students and help to form a foundation of social, emotional, and study skills needed for students to succeed in college.**

Below are five detailed, useful tips from a collegiate academic advising view-point to help high school counselors prepare students for a successful transition to college academic programs.

**1) Know your institutional contacts and resources.**

- a. Having a “quick-guide” personalized for you and your students of collegiate contacts in different departments is vital. Often, individual schools at universities or departments at any institution can provide more detailed information tailored to each students' intended area of study.
- b. Knowing contacts in different counseling or student services offices (i.e. financial aid, disability services, LGBTQ resource center, etc...) can exponentially help students decide whether they would be a good fit at that school and help the transition be more seamless.

**2) Be familiar with college career center resources.**

- a. Often times, university or college career centers can provide free, online tools to help students assess what major might fit their interested areas, as well as how their individual learning style fits with that particular institution.

**3) AP/IB/Dual-credit transfer information**

- a. Know your transfer equivalencies or contacts to help you at each institution. Every institution is different when accepting AP/IB/dual-credit courses – this can be the single most frustrating part of attending a college or university for students.
- b. Just because a course transfers to an institution, doesn't mean that it applies to a students intended major (i.e. Calculus may transfer to a college, but may not apply to the Department of “XYZ” Engineering).
  - i. Each institution should provide an AP/IB equivalency chart that will detail this information and this planning should start in the students' sophomore year of high school.
- c. Know your transfer coordinators at each institution – ask the admissions counselor from that school to connect you with them. This can make or break a students' success in transferring credit into their intended major.

**4) The Importance of the college essay**

- a. As colleges and universities become more holistic in their admissions qualifications, the college essay becomes more important. A simple workshop or individual reading session for students can greatly enhance their ability to write a solid essay.

**5) Have the student contact and keep in contact with their intended college**

- a. Each student should contact and research their intended department within the college that they are hoping to attend. Better communication with the department will lead to easier an easier transition and can alleviate any chance of misinformation about major requirements.

## **CCHE's Admission Index and HEAR**

One of the first things you must know as a high school counselor in Colorado is our state's Higher Education Admission Requirements or HEAR. You can find information on these requirements at <http://highered.colorado.gov/Academics/Admissions/default.html>. The information below is from the Colorado Commission on Higher Education's website.

### ***Understanding college admissions in Colorado, from the index score to changes coming in Fall 2019***

Admission standards are established for undergraduate applicants for admission at public institutions of higher education in Colorado. The policy establishes state-level admission standards for both first-time freshmen and transfer students at each of the Colorado baccalaureate public institutions. The standards represent minimum requirements at four-year public institutions and not for the state's community colleges, which are open admissions. Meeting the CCHE admission standards does not guarantee admissions as institutions consider a broad range of factors in making admissions decisions. There are three components of the Admission Standards Policy; the index, the Higher Education Admission requirements, and the transfer admission standards.

In 2003, the Colorado Commission on Higher Education adopted the Higher Education Admission Requirements which are entry requirements for students planning to attend any of Colorado's public four-year colleges or universities. The requirements went into effect in two phases: Phase One for students who graduated in 2008 and 2009, and Phase Two for students who graduated in 2010 and will be graduating beyond 2010. Private colleges and universities set their own admission standards, so students should contact those institutions directly for information regarding their enrollment policies. Additionally, public two-year colleges have open enrollment policies, meaning that students applying to these schools do not need to meet the following admissions requirements.

Students planning to attend a four-year college or university in Colorado will need to complete the following classes in order to fulfill the Higher Education Admission Requirements. In addition to the Higher Education Admission Requirements, students must also meet the [Admission Eligibility Index](#) (see below).

#### **Tips from Professional Development Committee:**

##### **Why were the Higher Education Admission Requirements Adopted?**

Numerous studies have shown that students completing a rigorous set of high school courses are better prepared to undertake college-level classes and subsequently are more successful academically. Research comparing students who complete challenging coursework with those who do not has found that students who complete Higher Education Admission Requirements:

Achieve higher average scores on the ACT Assessment.

Have a lower likelihood of needing remediation in college.

Are retained and persist to degree completion at higher rates.

Additionally, college students who complete Higher Education Admission Requirement coursework are more likely to earn a higher grade point average and complete a baccalaureate degree in a shorter period of time

Higher Education Admission Requirements (HEAR)	
Subject Areas *	Units
English **	4
Math ***	4
Natural Science ***	3 (2 Units Lab-based)
Social Studies	3 (1 U.S. or World History)
Foreign/World Language (In Same Language)	1
Academic Electives ****	2

*\*CCE, CDE, School Districts and its advisors are developing standards for acceptable demonstrations of proficiency to be accepted in lieu of course completion. For course guidelines, see paragraph 4.01 of the Admissions Standards Policy.*

*\*\*Two units of ESL English may count for HEAR requirements when combined with two units of successfully completed college preparatory English.*

*\*\*\*College preparatory ESL mathematics/science courses that include content and academic rigor/level comparable to other acceptable courses may satisfy HEAR requirements.*

*\*\*\*\* Acceptable Academic Electives include additional courses in English, mathematics, natural/physical sciences and social sciences, foreign languages, art, music, journalism, drama, computer science, honors, Advanced Placement, International Baccalaureate courses and appropriate CTE courses.*

Meeting the Higher Education Admissions Requirements does not guarantee admission to a four-year public institution. Colleges and universities may have additional requirements.

The Colorado Commission on Higher Education does not review individual high school courses to determine whether or not they meet Colorado’s Higher Education Admissions Requirements. Because local school districts in Colorado oversee their high school curricula and colleges and universities establish their own entrance requirements, it is their discretion to determine what coursework meets the Higher Education Admission Requirements.

**Admission Eligibility Index**

Available online at <http://highered.colorado.gov/Publications/Policies/Current/i-partf-index.pdf>

The standards established by the Commission in 1987 for an entering first-time freshman were based on the calculation of an admissions index. The index, which will be used until fall 2019, has two components: a student’s high school performance (i.e., high school grade point average or class rank) and performance on a standardized test.

# CCHE's Admissions Standards for First-Time Freshmen

CCHE Admission Eligibility Index, Effective Fall 2013

		CCHE Admission Eligibility Index, Effective Fall 2013																													
		SAT																													
		400	500	550	610	690	750	800	840	880	930	970	1010	1050	1080	1120	1160	1200	1240	1280	1310	1350	1400	1440	1490	1550					
		490	540	600	680	740	790	830	870	920	960	1000	1040	1070	1110	1150	1190	1230	1270	1300	1340	1390	1430	1480	1540	1590	1600				
		ACT		<12	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36		
% H.S. Rank	H.S. GPA																														
0-1	0-1.3	45	47	49	51	53	55	57	59	61	63	65	68	70	72	74	76	78	80	82	84	86	88	90	93	95	97				
2-3	1.4-1.5	49	51	53	55	57	59	61	63	65	67	69	72	74	76	78	80	82	84	86	88	90	92	94	97	99	101				
4	1.6	51	53	55	57	59	61	63	65	67	69	71	74	76	78	80	82	84	86	88	90	92	94	96	99	101	103				
5-6	1.7	52	54	56	58	60	62	64	66	68	70	72	75	77	79	81	83	85	87	89	91	93	95	97	100	102	104				
7-8	1.8	54	56	58	60	62	64	66	68	70	72	74	77	79	81	83	85	87	89	91	93	95	97	99	102	104	106				
9-10	1.9	56	58	60	62	64	66	68	70	72	74	76	79	81	83	85	87	89	91	93	95	97	99	101	104	106	108				
11-12	2.0	58	60	62	64	66	68	70	72	74	76	78	81	83	85	87	89	91	93	95	97	99	101	103	106	108	110				
13-15	2.1	60	62	64	66	68	70	72	74	76	78	80	83	85	87	89	91	93	95	97	99	101	103	105	108	110	112				
16-18	2.2	61	63	65	67	69	71	73	75	77	79	81	84	86	88	90	92	94	96	98	100	102	104	106	109	111	113				
19-22	2.3	63	65	67	69	71	73	75	77	79	81	83	86	88	90	92	94	96	98	100	102	104	106	108	111	113	115				
23-26	2.4	65	67	69	71	73	75	77	79	81	83	85	88	90	92	94	96	98	100	102	104	106	108	110	113	115	117				
27-30	2.5	67	69	71	73	75	77	79	81	83	85	87	90	92	94	96	98	100	102	104	106	108	110	112	115	117	119				
31-34	2.6	69	71	73	75	77	79	81	83	85	87	89	92	94	96	98	100	102	104	106	108	110	112	114	117	119	121				
35-38	2.7	70	72	74	76	78	80	82	84	86	88	90	93	95	97	99	101	103	105	107	109	111	113	115	118	120	122				
39-43	2.8	72	74	76	78	80	82	84	86	88	90	92	95	97	99	101	103	105	107	109	111	113	115	117	120	122	124				
44-48	2.9	74	76	78	80	82	84	86	88	90	92	94	97	99	101	103	105	107	109	111	113	115	117	119	122	124	126				
49-53	3.0	76	78	80	82	84	86	88	90	92	94	96	99	101	103	105	107	109	111	113	115	117	119	121	124	126	128				
54-58	3.1	78	80	82	84	86	88	90	92	94	96	98	101	103	105	107	109	111	113	115	117	119	121	123	126	128	130				
59-62	3.2	79	81	83	85	87	89	91	93	95	97	99	102	104	106	108	110	112	114	116	118	120	122	124	127	129	131				
63-67	3.3	81	83	85	87	89	91	93	95	97	99	101	104	106	108	110	112	114	116	118	120	122	124	126	129	131	133				
68-72	3.4	83	85	87	89	91	93	95	97	99	101	103	106	108	110	112	114	116	118	120	122	124	126	128	131	133	135				
73-76	3.5	85	87	89	91	93	95	97	99	101	103	105	108	110	112	114	116	118	120	122	124	126	128	130	133	135	137				
77-81	3.6	87	89	91	93	95	97	99	101	103	105	107	110	112	114	116	118	120	122	124	126	128	130	132	135	137	139				
82-85	3.7	88	90	92	94	96	98	100	102	104	106	108	111	113	115	117	119	121	123	125	127	129	131	133	136	138	140				
86-89	3.8	90	92	94	96	98	100	102	104	106	108	110	113	115	117	119	121	123	125	127	129	131	133	135	138	140	142				
90-92	3.9	92	94	96	98	100	102	104	106	108	110	112	115	117	119	121	123	125	127	129	131	133	135	137	140	142	144				
93-100	4.0	94	96	98	100	102	104	106	108	110	112	114	117	119	121	123	125	127	129	131	133	135	137	139	142	144	146				

CCHE INDEX SCORE FOR FIRST-TIME FRESHMEN	
Institution	Fall 2013
Adams State University*	80
Colorado School of Mines	110
Colorado State University	101
Colorado State University – Pueblo	86
Fort Lewis College	92
Colorado Mesa University*	92
Metropolitan State University of Denver**	76
University of Colorado Boulder	103
University of Colorado Colorado Springs	92
University of Colorado Denver	93
University of Northern Colorado	94
Western State Colorado University	80

\*Applies to students admitted to four-year programs only;  
 \*\*Applies to admitted students 19 years of age and younger;



# ICAP: Individual/Self Discovery Career Exploration Academic & Career Planning and Management Personal Financial Literacy



## Legislative Definition:

### **Individual Career and Academic Plan (ICAP)**

An individualized plan, developed by the student and the student's parent or legal guardian, in collaboration with their school counselors, school administrators, school personnel and/or Approved Postsecondary Service Providers that is used to help establish personalized academic and career goals, explore postsecondary career and educational opportunities, align course work and curriculum, apply to postsecondary institutions, secure financial aid and ultimately enter the workforce school.

## DRAFT Working Definition:

### **Individual Career and Academic Plan (ICAP)**

The development of an ICAP is part of a life-long process designed to assist a student and their guardian in the exploration of career and postsecondary educational opportunities. The ICAP supports a student's understanding of the relevance of school courses as well as out-of-school learning opportunities. It provides the student access to career development opportunities that incorporate self-exploration, career exploration, and career planning and academic planning, life management activities and personal financial literacy. An ICAP is evidence of a student's intentional course work sequence & post-secondary plans aligned to career goals. The ICAP ensures readiness for postsecondary and workforce success.

## Benefits:

**Students:** An ICAP is a way to bring meaning and relevance to a student's education. It helps them to better understand themselves and give them direction to potential career and college pathways. A student's four-year high school academic plan starts them on the path to achieving his/her goals.

**Parents:** The ICAP offers parents an opportunity to further support and guide their child's academic endeavors, college plans, and career explorations. Parents and their child can discuss steps to take now and for future success in school, the community, and college and career.

**Schools:** The ICAP can increase graduation rates and improve student success. Academics become more relevant when students have a documented plan. Schools are able to connect high school success to students' future goals. Additionally, schools are able to offer meaningful courses to help students to reach his/her aspirations.

**Community:** The ICAP will benefit the community by developing productive citizens and increasing post-secondary completion. This will create a more skilled and educated workforce, thereby improving our businesses, neighborhoods, and communities.

## Career and College Readiness Resources

“A Complete Definition of College and Career Readiness, David T. Conley, Educational Policy Improvement Center, 2012.

<http://www.epiconline.org/publications/documents/College%20and%20Career%20Readiness%20Definition.pdf>

Things to Think About:

What is the definition of career and college readiness?

Is there a difference between being career and college ready?

What are the four keys to College and Career Readiness?

Thinking about your settings which of the key areas are currently most emphasized and which area has the greatest need for development?

## Colorado’s Perspective: Postsecondary Workforce Readiness (PWR) Handbook

<http://www.coloradostateplan.com/Counseling/PWR2-15-2012.pdf>

Things to Think About:

Have you heard of PWR in the past? If so, in what context.

From your perspective, which of the skills need to be most emphasized?

In looking in the future, how can PWR be used foundationally within curriculum (established framework), institutionalized meaningfully and/or utilized to impact student and family success?

## National Perspective



Policy Brief from National Center for Work With Disabilities on Individual Learning Plans (ILP's) (Referred to as an ICAP in Colorado).

[http://www.ncwd-youth.info/sites/default/files/PolicyBrief\\_issue\\_6.pdf](http://www.ncwd-youth.info/sites/default/files/PolicyBrief_issue_6.pdf)

Things to Think About:

What are the key components of an ILP (ICAP)?

Are there any noted differences between and ICAP and an ILP?

What are your “big takeaways” from this article in regards to ILPs?

## ICAPs as Part of the Graduation Guidelines Work

After viewing Colorado’s perspective: <http://www.coloradostateplan.com/ICAP.htm>

Incorporation in Graduation Guidelines Work

<http://www.cde.state.co.us/secondaryinitiatives/GraduationPlanningPhases.htm> and

[http://www.cde.state.co.us/postsecondary/gg\\_icap](http://www.cde.state.co.us/postsecondary/gg_icap)

**Things to Think About:**

How are the ICAP initiatives similar or different within your current setting?

How would it or does it fit within your school culture?

**Parent Involvement**

Parent Involvement Research: Building Family Capacity to support post high school transitions:

<http://www.ncwd-youth.info/ilp/produce-college-and-career-ready-high-school-graduates#Family>

**Things to Think About:**

What does ICAP look like at your setting?

How does it affect your job/role at your school? If it doesn't, how can you leverage it to enrich your job/role?

How does family involvement affect your ICAP process? If it doesn't or it isn't there, how could you leverage it to enrich your ICAP process?

**From Theory, Research, Reflect to Action**

Plans/Programs of Study: <http://www.ncpn.info/2014downloads/10ComponentsofPOS.pdf>

**Things to Think About:**

After perusing the above article, reflect on what components already exist within your current framework, what components are missing?

How can you implement/leverage these in your setting?

What might be your next step?

**Additional Resources**

[www.coloradostateplan.com/counselors.htm](http://www.coloradostateplan.com/counselors.htm)

[www.cde.state.co.us/postsecondary/ICAP](http://www.cde.state.co.us/postsecondary/ICAP)

[www.cde.state.co.us/dropoutprevention/cgp\\_resources](http://www.cde.state.co.us/dropoutprevention/cgp_resources) (ICAP Factsheet - technical assistance)

<http://www.ncwd-youth.info/>

### Sample Four-Year Academic Plans

Many high school counselors meet with 9<sup>th</sup> grade students to develop a Four-Year Academic Plan. This tool encourages students to consider their future goals and determine what courses they should complete in high school to meet those goals as well as graduation requirements. The Four-Year Plan should be developed in collaboration with parents and the student's counselor. Below is a sample Four-Year Plan that can be modified for your school community.

Subject	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English (4 years required)				
Social Studies (3 years required)				
Math (4 years required)				
Science (3 years required)				
Foreign Language (2 years required)				
Fine/Practical Arts (1.5 years required)				
Health (.5 years required)				
PE (1.5 years required)				
Other Requirements				
TOTAL				

**Tip from the Professional Development Committee:** Some high school counselors are working with their middle school colleagues to help students create a “Six-Year Plan” that incorporates middle school courses into students’ planning and encourages them to plan for college at an earlier age.

**NOTE:** The College in Colorado website ([www.CollegeInColorado.org](http://www.CollegeInColorado.org)) offers a High School Planner tool which allows students to build their high school academic plan based on the requirements of a specific Colorado college or university. This Planner is available online at [https://secure.collegeincolorado.org/Plan/Planner/High\\_School\\_Planer\\_V3.aspx](https://secure.collegeincolorado.org/Plan/Planner/High_School_Planer_V3.aspx).

As well, the Colorado Community College System, in collaboration with Colorado Career and Technical Education (CTE), has created “Plans of Study” based on Career Clusters. These Plans of Study offer students and parents insight into recommended high school courses that lead to specific career pathways and college preparation. Templates for the different “Plans of Study” are available online at [www.coloradostateplan.com/default\\_cluster.htm](http://www.coloradostateplan.com/default_cluster.htm).

WICHE

ALASKA

ARIZONA

CALIFORNIA

COLORADO

HAWAII

IDAHO

MONTANA

NEVADA

NEW MEXICO

NORTH DAKOTA

OREGON

SOUTH DAKOTA

UTAH

WASHINGTON

WYOMING

COMMONWEALTH OF THE  
NORTHERN MARIANA ISLANDS

[www.wiche.edu/wue](http://www.wiche.edu/wue)

WUE

WESTERN  
UNDERGRADUATE  
EXCHANGE



*Your ticket to  
affordable out-  
of-state college  
in the West*



2014-15

## What Is WUE?

WUE is the Western Undergraduate Exchange, a program coordinated by the Western Interstate Commission for Higher Education (WICHE). Through WUE, students in Western states may enroll in participating two-year and four-year public college programs at a reduced tuition level: up to 150 percent of the institution's regular resident tuition. In all cases, WUE tuition is considerably less than nonresident tuition. For answers to many of the commonly asked questions about WUE, visit [wiche.edu/askwiche](http://wiche.edu/askwiche).

## Which States and U.S. Territories Participate?

For the academic year 2014-2015, the 26<sup>th</sup> year of WUE's operation, resident students from the following states and U.S. Territories may participate, if they meet eligibility requirements:

Alaska	Idaho	Oregon
Arizona	Montana	South Dakota
California	Nevada	Utah
Colorado	New Mexico	Washington
Hawai'i	North Dakota	Wyoming
Commonwealth of the Northern Mariana Islands		

## Eligibility

Many institutions require evidence of academic performance, such as ACT/SAT test scores or high school GPA, or place other conditions on WUE enrollment. Consult the WUE website for details.

## Programs Available

Virtually all undergraduate fields are available to WUE students at one or more of the participating colleges and universities. Some institutions have opened their entire curriculum on a space-available or first-come, first-served basis. Others offer only designated programs at the discounted WUE rate. To learn about the wide array of programs available, consult our searchable WUE database, located at [wiche.edu/wue](http://wiche.edu/wue). For additional details, follow the links to the enrolling institutions' websites.

## Application and Admission

Apply directly to the institution(s) of your choice for admission and WUE tuition status. **Mark prominently on the institution's application form that you seek admission as a WUE student.**

## More Information

Information about specific programs offered through WUE can be obtained from the admissions office of participating institutions. Information about student eligibility and the operation of the program in any state may be obtained from the state contact offices listed on page four of this handout.

## High School Counselors

An updated version of this handout is available for download on our website.

## **COLORADO**

Community College of Aurora  
Community College of Denver  
Front Range Community College  
Lamar Community College  
Morgan Community College  
Northeastern Junior College  
Otero Junior College  
Pikes Peak Community College  
Pueblo Community College  
Red Rocks Community College  
Trinidad State Junior College

### **FOUR-YEAR INSTITUTIONS**

Adams State University  
Colorado Mesa State University  
Colorado State University, Fort Collins  
Colorado State University, Pueblo  
Metropolitan State University  
University of Colorado, Colorado Springs  
University of Colorado Denver  
University of Northern Colorado  
Western State Colorado University

## **HAWAII**

### **FOUR-YEAR INSTITUTIONS**

University of Hawaii-Hilo  
University of Hawaii-Manoa  
University of Hawaii-Maui College  
University of Hawaii-West Oahu

## **IDAHO**

### **TWO-YEAR INSTITUTIONS**

College of Southern Idaho  
Pullman  
North Idaho College  
Boise State University  
Idaho State University  
Lewis-Clark State College  
University of Idaho

## **MONTANA**

### **TWO-YEAR INSTITUTIONS**

Dawson Community College  
College  
Flathead Valley Community College  
Great Falls College Montana State  
University  
Helena College University of Montana  
High Lands College of Montana Tech  
Miles Community College  
Missoula College University

### **FOUR-YEAR INSTITUTIONS**

Montana State University-Billings  
Montana State University-Bozeman  
Montana State University-Northern  
University of Montana,  
Montana Tech  
University of Montana-Missoula  
University of Montana-Western

## **NEVADA**

### **TWO-YEAR INSTITUTIONS**

College of Southern Nevada  
Great Basin College  
Truckee Meadows Community College  
Western Nevada Community College

### **FOUR-YEAR INSTITUTIONS**

Eastern New Mexico University  
New Mexico Highlands University  
New Mexico Institute of Mining and  
Technology  
New Mexico State University  
Northern New Mexico College  
University of New Mexico  
Western New Mexico University

## **NORTH DAKOTA**

### **TWO-YEAR INSTITUTIONS**

Bismarck State College  
Lake Region State College  
Dakota College at Bottineau  
North Dakota State College of Science  
Williston State College

### **FOUR-YEAR INSTITUTIONS**

Dickinson State University  
Mayville State University  
Minot State University  
North Dakota State University  
University of North Dakota  
Valley City State University

## **OREGON**

### **FOUR-YEAR INSTITUTIONS**

Eastern Oregon University  
Oregon Institute of Technology  
Portland State University  
Southern Oregon University  
Western Oregon University

## **SOUTH DAKOTA**

### **FOUR-YEAR INSTITUTIONS**

Black Hills State University  
Dakota State University  
Northern State University  
South Dakota School of  
Mines and Technology  
South Dakota State University  
University of South Dakota

## **UTAH**

### **TWO-YEAR INSTITUTIONS**

College of Eastern Utah  
Salt Lake Community College  
Snow College

### **FOUR-YEAR INSTITUTIONS**

Dixie State University  
Southern Utah University  
University of Utah  
Utah State University  
Utah Valley University  
Weber State University

## **WASHINGTON**

### **TWO-YEAR INSTITUTIONS**

Spokane Community College  
Spokane Falls Community  
College

### **FOUR-YEAR INSTITUTIONS**

Central Washington University  
Eastern Washington University  
Washington State University,  
Western Washington University

## **WYOMING**

### **TWO-YEAR INSTITUTIONS**

Casper College  
Central Wyoming College  
Eastern Wyoming College  
Gillette College  
Laramie County Community

Northwest Colleges  
Sheridan Colleges  
Western Wyoming Community  
College

### **FOUR-YEAR INSTITUTION**

University of Wyoming 15

## **WUE Contacts in Participating States and U.S. Territories**

If you're interested in applying as a WUE student, go to [www.wiche.edu/wue](http://www.wiche.edu/wue) and click on the database. The profiles of the participating institutions will give their eligibility requirements, application deadlines, majors available at the WUE rate, and more. If you still have questions, you may want to call the people who oversee WUE applications at the institution where you want to apply – most often you will need to talk with someone in the office of admissions. We strongly encourage you to read "ASK WICHE" and WUE FAQ, it will answer most of your general questions about WUE.

WUE applicants must prove that they are a resident of one of the WICHE member states to the enrolling institution's satisfaction. If you have already worked with the institution's residency office and still need assistance verifying your home state residency status, your state office may be able to assist. State office contact information is listed below.

### ALASKA

WICHE Student Exchange Program

Alaska Commission on Postsecondary Education  
Tel: 907.465.6685

### ARIZONA

WICHE Student Exchange Program

Arizona Board of Regents  
Tel: 602.229.2500

### CALIFORNIA

Student Programs Specialist  
Office of the Chancellor  
The California State University System  
Tel: 562.951.4715

### COLORADO

WICHE Student Exchange Program  
Colorado Department of Higher Education  
Tel: 303.866.2090

### COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS

WICHE Student Exchange Program  
Northern Marianas College  
Tel: 670.234.5498, ext 6831

### HAWAII

WICHE Student Exchange Program  
University of Hawaii at Manoa  
Admissions and Records Office  
Tel: 808.956.8975 or 800.823.9771

### IDAHO

WICHE Student Exchange Program  
Idaho Board of Education  
Tel: 298.332.1574

### MONTANA

WICHE Student Exchange Program  
Montana University System  
Office of Commerce on Higher Education  
Tel: 406.444.0322

### NEVADA

WICHE Student Exchange Program

Nevada System of Higher Education  
Tel: 775.784.4900

### NEW MEXICO

WICHE Student Exchange Program

New Mexico Higher Education Department  
Tel: 505.476.8412

### NORTH DAKOTA

WICHE Student Exchange Program  
North Dakota University System  
Tel: 701.224.2647

### OREGON

WICHE Student Exchange Program  
Oregon University System  
Tel: 541.346.5729

### SOUTH DAKOTA

WICHE Student Exchange Program  
South Dakota Board of Regents  
Tel: 605.773.3455

### UTAH

WICHE Student Exchange Program  
Utah Board of Regents  
Tel: 801.321.7104

### WASHINGTON

WICHE Student Exchange Program  
Washington Student Achievement Council  
Tel: 360.753.7846

### WYOMING

WICHE Student Exchange Program  
University of Wyoming  
Tel: 307.766.6704

### WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

[www.wiche.edu/wue](http://www.wiche.edu/wue)

General questions may be addressed to [info-sep@wiche.edu](mailto:info-sep@wiche.edu) or 303-541-0270 16



## **The Nuts and Bolts of the College Application Process**

Planning ahead is a critical step in preparing for college. Below is a timeline for students in each year of high school. Feel free to customize to your school and community and reproduce.

### **College Planning Timeline**

#### **Freshman Year**

- Build strong academic, language, mathematics and critical thinking skills by taking challenging courses.
- Develop a serious attitude toward your studies. Grade point average and class rank are important considerations for your acceptance into most colleges. Your GPA counts!
- Develop good study habits. If you find yourself struggling with your studies at any point during your freshman year, first consult with your teacher, and then check with faculty and counselors for study skills assistance and for peer tutorial help.
- Consider taking a Learning Styles Inventory to determine your learning style and strategies for better study skills.
- Strengthen your vocabulary by increasing your reading.
- Plan your involvement in extra-curricular, class, and community activities purposefully. Your resume (which includes academic achievements, awards, honors, GPA, leadership positions and school/community activities) becomes very important as you apply for jobs, special programs, post-secondary schools and scholarships.
- Meet your high school guidance counselor and discuss your plans for the next four years. Develop a four-year plan of the classes needed to meet your college and career goals.
- Browse through college literature or surf the Web to get an idea of what kinds of schools may be of interest to you.
- Check out what high school courses colleges require.
- Register with NCAA.org to know NCAA (National Collegiate Athletic Association) requirements if you want to play sports in college.
- Keep an academic portfolio and co-curricular record.
- Research career possibilities. Consider taking a career interest inventory and have your counselor help interpret the results with you.
- Continue/Begin saving money for college.

#### **Sophomore Year**

Concentrate on academic preparation and continue to develop basic skills and co-curricular interests.

##### **September**

- Consult your guidance counselor about taking the PSAT in October. The PSAT is a preliminary test that will prepare you for the SAT Reasoning Test. You need to register several weeks in advance for the PSAT, so consult your guidance counselor early in September.

- ASPIRE is a new test from the ACT which replaces the PLAN. Talk with your guidance counselor to see if they will be administering the ASPIRE this school year.
- Take NCAA-approved courses if you want to play sports in college.
- Review your 4 year plan.
- Check your high school classes to ensure you are taking courses to meet requirements and post-graduation plans.
- Look for opportunities to express yourself in leadership, community service, fine arts, and athletics.
- Update your Profile/Resume.

### **October**

- Take the PSAT for practice. The results will not be used for college admission.
- Sign up, if you have not done so already, for co-curricular activities that interest you. The level of involvement and accomplishment is most important, not the number of activities.
- Keep a record of your co-curricular involvement, volunteer work, and employment (all year).

### **November**

- Make sure you are "on top" of your academic work. If necessary, meet with your teachers for additional help.
- Save your best work in academic courses and the arts for your academic portfolio (all year).
- Take interest and personality surveys to help you discover your strengths, interests, etc. and to analyze the results against possible career choices.
- Visit College Campuses while on vacation or schedule.

### **December/January**

- Receive results of the PSAT. Read materials sent with your score report. Consult your guidance counselor to explore ways to improve on future standardized tests and courses to discuss which may be required or beneficial for your post-high school plans.
- Keep studying!
- Volunteer-a great way to identify your interests and to develop skills.

### **February/March**

- It is never too early to start researching colleges and universities. Visit your guidance office to browse through literature and guidebooks and surf the Web to check out college and university home pages.

### **April**

- Register for June SAT Subject Test if you think you may apply to colleges that require or recommend these tests. These are one-hour exams on academic subjects that you have already completed. Among the many to choose from are biology, chemistry, foreign languages and physics. Many colleges require or recommend one or more of the [SAT Subject Tests](#) for admission or placement. Talk to your teachers and counselor about which tests to take.

- Continue to research career options and consider possible college majors that will help you achieve your career goals.

## **May**

- Plan now for wise use of your summer. Consider taking a summer course or participating in a special program (e.g., for prospective engineers or journalists or for those interested in theatre or music) at a local college or community college. Consider working or volunteering.

## **June**

- Take the SAT Subject Tests that you registered for in April.
- If you work, save some of your earnings for college

## **July**

- During the summer, you may want to sign up for a PSAT/SAT prep course, use computer software, or do the practice tests in books designed to familiarize you with standardized tests.

## **August**

- Make your summer productive. Continue reading to increase your vocabulary.

## **Junior Year**

- Begin college selection process.
- Attend college fairs, financial aid seminars, general information sessions, etc., to learn as much as you can about the college application process.
- Make sure you are meeting NCAA requirements if you want to play Division I or II sports in college.

## **September**

- Junior year grades are extremely important in the college admission process, because they are a measure of how well you do in advanced, upper-level courses. Grades also are used to determine scholarships and grants for which you may be eligible. So put in the extra effort and keep those grades up!
- Register for the October PSAT. Meet with your guidance counselor to review your courses for this year and plan your schedule for senior year.
- Save samples of your best work for your academic portfolio (all year).
- Maintain your co-curricular record (all year).
- Develop a schedule with registration and test dates for when you will take the ACT, SAT, SAT II tests during your junior year.
- Begin reviewing scholarship options from local companies and organizations.
- Visit college campuses during your 3-day weekends, fall breaks and holidays.

## **October**

- Junior year PSAT scores may qualify a student for the National Merit Scholarship Competition and the National Achievement and the National Hispanic Scholars Programs. So, even though these scores will not be used for college admission, it is still a good idea to take the PSAT. The more times you take standardized tests, the more familiar you will become with the format and the types of questions asked. If you wish to receive free information from colleges, indicate on the PSAT test answer form that you want to participate in the Student Search.

### **November**

- If you will require financial aid, start researching your options for grants, scholarships and work-study programs.
- Make an appointment with your guidance counselor or start by visiting NACAC's Web Resources for the College-Bound to do research on your own using the Internet.

### **December**

- During December you should receive the results of your PSAT. Read your score report and consult your school counselor to determine how you might improve on future standardized tests. The PSAT is excellent preparation for the SAT Reasoning Test, which you may take in the spring.
- If you plan to take the ACT, register now for the February ACT. Many colleges accept the ACT (American College Test) or the SAT Reasoning Test. Some colleges require the ACT or both SAT Reasoning Test and the SAT Subject Tests. When you begin to explore different colleges and universities, double-check to see if they prefer or require the ACT, the SAT Reasoning Test and/or the SAT Subject Tests.

### **January**

- Begin to make a preliminary list of colleges you would like to investigate further. Surf the Internet and use the college resources in the guidance office or library.
- Ask your parents for your Social Security number (required on many college applications). If you were never issued a Social Security number, contact the closest Social Security office as soon as possible to obtain a number.
- Plan summer activities, camps, internships and/or work.

### **February**

- Meet with your guidance counselor to discuss your preliminary list of colleges. Discuss whether your initial list of colleges meets your needs and interests (academic program, size, location, cost, etc.) and whether you are considering colleges where you are likely to be admitted. You should be optimistic and realistic when applying to colleges.
- Register for the March SAT Reasoning Test if you have completed the math courses covered on the SAT Reasoning Test. If not, plan to take the SAT Reasoning Test in May or June.
- Prepare for the SAT Reasoning Test or ACT by signing up for a prep course, using computer software, or doing the SAT/ACT practice tests available in the counseling office or at bookstores. But don't spend so much time trying to improve standardized test scores that grades and co-curricular involvement suffer.

### **March**

- Write, telephone, or use the Internet to request admission literature and financial aid information from the colleges on your list. There is no charge and no obligation to obtain general information about admission and financial aid.
- Update resume.

### **April**

- When selecting your senior courses, be sure to continue to challenge yourself academically.
- Register for the May/June SAT Reasoning Test and/or the May/June SAT Subject Tests. Not all SAT Subject Tests are given on every test date. Check the calendar carefully to determine when the Subject Tests you want are offered. Register for the June ACT if you want to take that test.
- Continue to evaluate your list of colleges and universities. Eliminate colleges from the original list that no longer interest you and add others as appropriate.
- Look into summer jobs or apply for special summer academic or enrichment programs. Colleges love to see students using their knowledge and developing their skills and interests.

### **May**

- Attend a college fair to get more information about colleges on your list.
- Get a jump start on summer activities. Consider enrolling in an academic course at a local college, pursuing a summer school program, applying for an internship, working, or volunteering. If you work, save part of your earnings for college.
- Begin visiting colleges. Phone to set up appointments. Interviews are always a good idea. Many colleges will tell you they are optional, but an interview will show interest, enthusiasm and initiative on your part and provide an excellent opportunity to have your questions answered.
- Do a practice interview with your counselor, teacher, employer, or a senior who has had college interviews. Set up interviews as early as possible-interview times become booked quickly!
- Take the SAT Reasoning Test or the SAT Subject Tests.

### **June**

- After school ends, get on the road to visit colleges. Seeing the college firsthand, taking a tour and talking to students can be the greatest help in deciding whether or not a school is right for you. Although it is ideal to visit colleges during the academic year, going in the summer will be valuable. Admission offices employ their students to give tours and answer questions from prospective students and their parents.
- Take the SAT Reasoning Test, the SAT Subject Tests and/or the ACT.

### **July**

- Visit colleges, take tours, interview and ask questions. Make college visiting a family event. Involve your parents and siblings in every step of your application process. Choosing the right college is a tough decision; the opinions of those who know you best can provide helpful insight into which college is best for you.

### **August**

- Continue to refine your list of potential colleges and universities.
- Begin preparing for the actual application process: draft application essays; collect writing samples; and assemble portfolios or audition tapes.
- If you are an athlete and plan on playing in college, contact the coaches at the schools to which you are applying and ask about intercollegiate and intramural sports programs and athletic scholarships.
- Complete the NCAA Initial-Eligibility Clearinghouse form if you hope to play Division I or II sports. (This form cannot be completed online until you finish your sixth semester of high school.)

## **Senior Year**

- Apply to colleges. Make decisions. Finish high school with pride in yourself and your accomplishments.

## **September**

- Make sure you have all applications required for college admission and financial aid. Write, phone, or use the Internet to request missing information.
- Check on application and financial aid deadlines for the schools to which you plan to apply. They may vary and it is essential to meet all deadlines!
- Meet with your guidance counselor to be sure your list includes colleges appropriate to your academic and personal record. Review your transcript and co-curricular records with your school counselor to ensure their accuracy.
- Register for the October/November SAT Reasoning Test and/or SAT Subject Tests, or September/October ACT.
- If the colleges require recommendations, ask the appropriate people to write on your behalf. At least three weeks before the due date, ask your counselor and teachers, employers, or coaches to write letters of recommendation. Provide recommendation forms, any special instructions to the people writing your recommendation. Be thoughtful! Write thank-you notes to those who write recommendations and keep them informed of your decisions.
- Plan visits to colleges and set up interviews (if you didn't get to them during the summer or if you want to return to a campus for a second time). Read bulletin boards and the college newspaper. Talk with current students and professors.

## **October**

- Attend a regional college fair to investigate further those colleges to which you will probably apply.
- Submit applications in time to reach the colleges by the deadlines. Check with your guidance counselor to make sure your transcript and test scores have been/will be submitted to the colleges to which you are applying.
- If applying for early decision or early action, submit your application now. Also prepare applications for back-up schools. Remember, if you are accepted under the early decision option, you are expected to enroll at that college and to withdraw all other applications. Submit financial aid information if requested from early decision/action candidates.

- Register for the December/January SAT Reasoning Test and/or SAT Subject Tests, or December ACT if you have not completed the required tests or if you are not happy with your previous test scores and think you can do better.
- Have official test scores sent by the testing agency to colleges on your list.

### **November**

- Take the SAT Reasoning Test or SAT Subject Tests if appropriate. Don't forget to have test scores sent to colleges on your list.
- Be sure your first quarter grades are good.
- Continue completing applications to colleges. Save all applications before submitting the applications.
- If you need financial aid, obtain a FAFSA worksheet (Free Application for Federal Student Aid) online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Check to see if the colleges to which you are applying require any other financial aid form. Register for the CSS Profile if required and obtain the college's own financial aid forms, if available.
- Keep all records, test score reports and copies of applications for admission and financial aid. Do not throw anything away until at least the end of your first year in college. Having detailed records will save you time and effort should anything be lost or should you decide to apply in the future to other colleges and scholarship programs.

### **December**

- Have official test scores sent to colleges on your list if you have not done so.
- Consult your school counselor again to review your final list of colleges. Be sure you have all bases covered. It is a good idea to save copies of everything. If for some reason your application gets lost, you will have a back-up copy. File your last college application.
- If you applied for early decision, you should have an answer by now. If you are accepted, follow the instructions for admitted students. If the decision is deferred until spring or you are denied, submit applications now to other colleges.

### **January**

- Keep working in your classes! Grades and courses continue to count throughout the senior year.
- Request that your counselor send the transcript of your first semester grades to the colleges to which you applied.
- Parents and students, complete your income tax forms as soon as possible. You will need those figures to fill out the FAFSA. Complete and return your FAFSA as quickly as possible after January 1. Check to make sure your colleges or state does not require any other financial aid forms. If they do, consult your guidance counselor or contact the college's financial aid office.

### **February**

- Remember to monitor your applications to be sure that all materials are sent and received on time and that they are complete. Stay on top of things and don't procrastinate; you can ruin your chances for admission by missing a deadline.
- If you completed a FAFSA, you should receive your Student Aid Report (SAR) within four weeks after submitting the FAFSA. Review the SAR carefully and check for any inaccuracies. If necessary,

correct any items on the SAR and return it to the FAFSA processor (if a college transmitted your data directly, notify the college of any change).

- If more than four weeks have passed after sending in your FAFSA and you have not received an acknowledgment, contact the Federal Student Aid Information Center at (319) 337-5665. To identify you, they will need your name, social security number, address, and date of birth exactly as it was written on your FAFSA.
- Complete scholarship applications. You may be eligible for more scholarships than you think, so apply for as many as you can.
- Enjoy your final year in high school, but don't catch senioritis!

### **March**

- Stay focused and keep studying-only a couple more months to go!

### **April**

- Do not take rolling admission applications for granted. (Some colleges do not have application deadlines; they admit students on a continuous basis.) These schools may reach their maximum class size quickly-the earlier you apply, the more availability there may be.
- Review your college acceptances and financial aid awards. Be sure to compare financial aid packages in your decision-making process. If you are positive you will not enroll at one or more of the colleges which accepted you, please notify those colleges that you have selected another college. Keeping colleges abreast of your plans might enable those colleges to admit someone else. If you know which college you will attend, send your tuition deposit and follow all other instructions for admitted students. You must decide which offer of admission to accept by May 1 (postmark date).

### **May**

- By May 1, decide on the one college that you will attend. By May 1, send in your tuition deposit to the college you will attend. Notify the other colleges that accepted you that you have selected another college.
- BE PROUD-you have completed a difficult task.
- If your first-choice college places you on their waiting list, do not lose all hope. Some students are admitted off the waiting list. Talk with your counselor, and contact the college to let them know you are still very interested. Keep the college updated on your activities.
- Take Advanced Placement examinations, if appropriate, and request that your AP scores be sent to the college you will attend.

### **June**

- Request that your counselor send your final transcript to the college you will attend. Notify the college of any private scholarships or grants you will be receiving.
- Know when the payment for tuition, room and board, meal plans, etc., is due. If necessary, ask the financial aid office about a possible payment plan that will allow for you to pay in installments.
- Congratulations, you've made it through high school! Enjoy your graduation and look forward to college.



## July

- Look for information in your email from the college about housing, roommate(s), orientation, course selection, etc. Respond promptly to all requests from the college. August-September
- Ease the transition into college. Accept the fact that you'll be in charge of your academic and personal life. What you do, when you do it and how things get done will be up to you. You'll have new responsibilities and challenges. Think about budgeting your time and establishing priorities. Take charge of the changes that lie ahead and eliminate or minimize pressures. Go forth with confidence and enthusiasm, willingness to adapt and determination to succeed academically and personally.
- Pack for college. Don't forget to include things that remind you of friends and family. Be prepared for the new opportunities and challenges. Have a great freshman year!

## **Types of Applications**

Counselors should be aware of the various types of college applications available to students.

### **ONLINE**

Virtually 100% of our Colorado colleges offer an online application. The majority of students are very comfortable with this format, and when they hit “submit,” their application is electronically transmitted directly to the college, automatically filling in the data fields on their end.

### **PAPER**

Most schools have limited access to paper applications. Please review the college website for their policy on acceptance of Paper Applications

### **COMMON APPLICATION**

The Common Application, available online at [www.commonapp.org](http://www.commonapp.org), is utilized by over 500 member colleges and universities across the country, all of which agree to accept this application in lieu of their own. Many accept only the Common Application. Although this application does simplify the process, students must check carefully to ensure that they submit all required materials, as many of the participating colleges require additional “Supplements.”

### **UNIVERSAL COLLEGE APPLICATION**

The Universal Application is relatively new to the scene, with just over 75 member colleges and universities accepting this application. Although no Colorado institutions currently participate, it may be an option for students considering out-of-state colleges. You can learn more about the Universal Application at [www.universalcollegeapp.com](http://www.universalcollegeapp.com)

### **Admission Options**

Counselors should also be aware of the variety of admission options available to students. The majority of Colorado institutions employ one of two options: Rolling Decision or Regular Decision; however, some of our private colleges also utilize an early application option. Following are definitions of the different options available:

**Non-Restrictive Application Plans** - Students are not restricted from applying to other institutions and have until May 1 to consider their options and confirm enrollment.

**Rolling Decision:** Institutions review applications as they are submitted and render admission decisions throughout the admission cycle.

**Regular Decision:** Students submit an application by a specified date and receive a decision in a clearly stated period of time.

**Early Action (EA):** Students apply early and receive a decision well in advance of the institution’s regular response date.

**Restrictive Application Plans** – Students are responsible for determining and following restrictions.

**Early Decision (ED):** Students make a commitment to a first-choice institution where, if admitted, they definitely will enroll. The application and decision deadline occurs early.

**Restrictive Early Action (REA):** Students apply to an institution of preference and receive a decision early. They may be restricted from applying EA or ED or REA to other institutions. If offered enrollment, they have until May 1 to confirm.

**Tip from the Professional Development Committee:** An excellent flyer outlining these options is below and available on the NACAC website at : [http://www.nacacnet.org/studentinfo/Documents/AdmisOptFlyer\\_Web\\_Color.pdf](http://www.nacacnet.org/studentinfo/Documents/AdmisOptFlyer_Web_Color.pdf)

# DEFINITIONS OF ADMISSION OPTIONS IN HIGHER EDUCATION



## STUDENTS: WHICH COLLEGE ADMISSION PROCESS BEST SUITS YOU?

### Non-Restrictive Application Plans

#### Regular Decision

**DEFINITION:**

Students submit an application by a specified date and receive a decision in a clearly stated period of time.

**COMMITMENT:**

NON-BINDING

#### Rolling Admission

**DEFINITION:**

Institutions review applications as they are submitted and render admission decisions throughout the admission cycle.

**COMMITMENT:**

NON-BINDING

#### Early Action (EA)

**DEFINITION:**

Students apply early and receive a decision well in advance of the institution's regular response date.

**COMMITMENT:**

NON-BINDING

Students are not restricted from applying to other institutions and have until May 1 to consider their options and confirm enrollment.

### Restrictive Application Plans

#### Early Decision (ED)

**DEFINITION:**

Students make a commitment to a first-choice institution where, if admitted they definitely will enroll. The application deadline and decision deadline occur early.

**COMMITMENT:**

BINDING

#### Restrictive Early Action (REA)

**DEFINITION:**

Students apply to an institution of preference and receive a decision early. They may be restricted from applying ED or EA or REA to other institutions. If offered enrollment, they have until May 1 to confirm.

**COMMITMENT:**

NON-BINDING

Students are responsible for determining and following restrictions.

## College Application Requirements

Even within our state, applications vary from college to college, but most require some or all of the following parts:

- Application Form**  
 Students can often apply online directly to an individual school or use one of the uniform applications, entering their information only once. This part of the application typically asks for biographical, parent, and school information.
- Application Fee**  
 The average college application fees range from \$0 - \$100. This fee is nonrefundable. Many colleges offer fee waivers for applicants from low-income families. For more information on fee waivers, call the college's admission office.
- High School Transcript**  
 Transcripts can look very different from school to school. The main point is that they be easy for the colleges to read and understand.
- Admission Test Scores**  
 At many colleges, you have to submit SAT, SAT Subject Test, or ACT test scores. All of our Colorado institutions accept a student's State ACT score, as well as SAT scores. Most schools may require students to send test scores directly from the testing agency.
- Letters of Recommendation**  
 Many colleges ask students to submit one or more letters of recommendation from a teacher, counselor, or other adult who knows them well. Students should request letters of recommendation from teachers in the spring of their junior year, and meet with counselors in the fall of their senior year. Most counselors write their letters in the fall, after meeting individually with the student.

- **Essay**  
The essay is a chance for students to share information that may not surface in other areas of the application, as well as showcase their writing skills. Whether writing an autobiographical statement or an essay on a specific theme, students should take the opportunity to express their individuality in a way that sets them apart from other applicants.
- **Interview**  
This is required or recommended by some colleges. Even if it's not required, it's a good idea to set up an interview because it gives students a chance to make a personal connection with someone who will have a voice in deciding whether or not they will be offered admission. If students are too far away for an on-campus interview, try to arrange to meet with an alumnus in the community.
- **Audition/Portfolio**  
If applying for a program such as music, art, or design, students may have to document prior work by auditioning on campus or submitting an audiotape, slides, or some other sample of their work to demonstrate their ability.

### **The Sum of the Parts**

A student's entire application should create a consistent portrait of who they are and what they will bring to the college. The more the pieces of the puzzle support one impression, the more confident the admission committee will be in admitting that student. If the essay or interview contradicts information given on other forms, they may have doubts about accepting the student.

If all the parts of the application are filled out honestly and carefully, with an attention to their conviction that each school is a good match for them, your students will come across in the best light possible.

*Adapted from the College Board website: <https://bigfuture.collegeboard.org/get-in/applying-101/college-application-checklist>*

#### **Tip from the Professional Development Committee:**

**Many new counselors are initially overwhelmed by the Counselor Evaluation Form or School Report Form that must accompany the transcript and counselor letter of recommendation with some applications. Colleges may ask you to rank or rate students in terms of their academic and personal characteristics. If you feel you cannot rate a student based on your personal knowledge, do not be afraid to mark "No Basis for Judgment." As well, be restrained in your evaluations: Not every student can be "The Top Encountered in My Career." Try to evaluate students based on your knowledge of their peers in the senior class, or state that your evaluation is "to your best knowledge."**

## **College Planning Schedule of Events for the 2014-2015 School Year**

(You can customize this page for your high school community, adding your specific college programs, i.e. Financial Aid Night, Junior College Planning, etc.)

<b><u>ACT Test Date</u></b>	<b><u>Registration Deadline</u></b>	<b><u>Late Fee Required</u></b>
13-Sep-14	9-Aug-14	August 9 – August 22, 2014
25-Oct-14	19-Sep-14	September 20 – October 3, 2014
13-Dec-14	7-Nov-14	November 8 - 21, 2014
7-Feb-15	9-Jan-15	January 10 - 26, 2015
18-Apr-15	13-Mar-15	March 14 – 27, 2015
12-Jun-15	8-May-15	May 9 – 22, 2015

Registration for the ACT can be completed online at [www.actstudent.org](http://www.actstudent.org). Testing locations are available online.

<b><u>SAT Test Date</u></b>	<b><u>Registration Deadline</u></b>	<b><u>Late Fee Required</u></b>
11 & 19-Oct-14	12-Sep-14	30-Sep-14
8 & 9-Nov-14	9-Oct-14	28-Oct-14
6 & 7-Dec-14	6-Nov-14	24-Nov-14
24 & 25-Jan-15	29-Dec-14	13-Jan-15
14 & 15-Mar-15*	13-Feb-15	3-Mar-15
2 & 3-May-15	6-Apr-15	21-Apr-15
6 & 7-June-15	8-May-15	27-May-15

\* SAT Reasoning Test ONLY (no Subject Tests). SAT Registration can be completed online at [www.collegeboard.org](http://www.collegeboard.org). Testing locations available online.

**STATE ACT** – Given to all juniors in the state of Colorado on a new date in April 2015.

**PSAT/NMSQT** – Recommended for juniors. Test is offered Wednesday or Saturday October 15<sup>th</sup>- Wednesday & 18<sup>th</sup>, - Saturday, check with your counselor for registration information.

**Advanced Placement (AP) Exams** – May 4-8 and 11-15, 2015. Sign up with AP Coordinator or AP Teacher.

**International Baccalaureate (IB) Exams** – A new date in May 2015. Sign up with the IB Coordinator.

### **College Fairs of greater Denver, Inc.**

Over 250 college representatives from around the country and 20 college-related workshops throughout the fair		
October 11, 2014	Mountain Vista High School	10:00 a.m. to 12:30 p.m.
October 15, 2014	Monarch High School	6:00 p.m. to 8:00 p.m.
October 16, 2014	John F. Kennedy High School	6:00 p.m. to 7:30 p.m.

Go to the following website for a list of all fairs <http://www.cvent.com/events/college-fairs-of-greater-denver/event-summary>

### **In-State College Day-Night Programs**

Over 70 College Day and College Night programs, organized by the Colorado Council, are held each year at area high schools or colleges from September through November. Geared toward high school students and their parents, these free programs attract thousands of participants to learn about college curriculums, admission requirements, financial aid, and more.

See calendar of programs online at <http://www.coloradocouncil.org/events/day-night>

Students register once at [www.GoToCollegeFairs.com](http://www.GoToCollegeFairs.com) and print out a barcode that they can take to any automated fair. This greatly improved the efficiency for students and colleges because it puts an end to filling out info cards at every table.

### **Annual RMACAC Denver College Fair**

March 15, 2015 Ritchie Center at University of Denver, Contact: [www.ramacac.org](http://www.ramacac.org)

## **College Entrance Testing**

*“Think back to the most recent blizzard in your memory. Now, picture yourself as a first-year state ACT Coordinator, chasing the FEDEX truck from delivery point to delivery point in an attempt to pencil in the one student’s free and reduced lunch question on their answer sheet. Yes, it would have been nice to know that, if you forget to pencil in extra information on the answer sheet, you can correct that information later.” – Anonymous Colorado Counselor*

### **ACT**

Denver Field Office  
3131 S. Vaughn Way, Suite 218  
Aurora, CO 80014  
(303) 337-3273  
(303) 337-2613 FAX

National Office  
P.O. Box 168  
Iowa City, IA 52243  
(319) 337-1270  
[www.act.org](http://www.act.org)

#### ***Basics:***

- Four sections: English, Math, Science, and Reading
- Scores on each section are averaged to reveal the ACT Composite Score, a statistic that colleges utilize in the admission process.
- National average 2013 = 20.9
- Colorado average for 2013 = 20.6
- Perfect score = 36
- Testing time: 3.5 hours published time, but 4-5 hours actual time.
- Cost: \$38 for ACT, \$54.50 for ACT plus Writing (adds 30 minutes to total testing time).
- Most collegiate institutions will accept either the ACT or the SAT. 850 of them are test optional.
- Some institutions will accept the ACT in place of both the SAT Reasoning Test and two or three SAT Subject Tests. Many colleges require the ACT plus Writing or the SAT Plus Writing.
- The ACT does not penalize students for wrong answers, so students should always be encouraged to guess rather than leave any answers blank.
- Results mailed about 3-8 weeks after test date to student and school.
- Students can choose which test results to send to the colleges.
- Practice test: Preparing for the ACT, [www.ACTstudent.org/test\\_prep/](http://www.ACTstudent.org/test_prep/).

### **Aspire**

#### ***Basics:***

- Replaces both the ACT Explore and the ACT Plan programs.
- Was designed to meet college and career assessment needs for third grade-early high school.
- The ACT Aspire early high school version was developed for grades 9 and 10.
- Scoring = a new three digit score scale
- Testing time: 4 hours
- ACT Aspire is a computer-based longitudinal assessment system revealing student progress from the elementary grades through high school in the context of college and career readiness.
- Content areas include English, math, reading, and science with direct writing for all grades.

## **SAT**

The College Board

The Western Regional Office (WRO) services the following states: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming

2099 Gateway Place

Suite 550

San Jose, CA 95110-1017

[www.collegeboard.com](http://www.collegeboard.com)

Phone (408) 452-1400

Fax: (408) 453-7396

### ***Basics:***

- Three sections: Writing, Critical Reading, and Math.
- Each section is scored individually to reach a total score.
- The total composite score for all subtests combined will fall in a range of 600-2400.
- Perfect score on each section = 800; Perfect score on overall exam = 2400.
- The essay score range equals 2-12.
- Critical Reading, formerly known as Verbal, includes questions on reading passages and sentence completion. Math covers arithmetic, geometry, Algebra 1 and 2; includes 10 “grid-in” student-produced response questions.
- Cost: \$52.50
- Testing time: three hours and 45 minutes published time, but 4-5 hours actual time.
- Students can take the SAT or up to 3 SAT Subject Tests, but not both, on any one national test date
- The SAT Program (including SAT and Subject Tests) is organized and administered by The College Board, which handles registration and scoring. The tests are developed by ETS, the Educational Testing Service, which also conducts the statistical analysis on the tests.
- **The College Board has approved an important change to the current SAT score-reporting policy. This new policy will give students the freedom to send the scores by sitting (test date) that they feel best represent their ability to colleges and universities, at no additional cost. Designed to reduce student stress and improve the test-day experience, this new score-reporting feature called “Score Choice.”**
- Every SAT includes a 25 minutes section, which doesn’t count toward your final score.
- The standard error measurement is around 30 to 40 points above or below your true ability.
- **Total or Composite score**
- The SAT is made up of 10 sections: a 25 minute essay, 6 25 minute sections, 2 20 minutes sections and a 10 minute multiple-choice writing section. The total published testing time is three hours and 45 minutes. However, be prepared to be there for anywhere from 4 to 5 hours, ending around 1 PM.
- **New SAT changes:**
- The SAT will change again in spring of 2016. The new changes will include relevant words in context a demonstration of evidence and interpretation of reading sources: an essay analyzing a source, focus on math that matters most, solving problems grounded in real-world context, analysis and science and in history/social studies, close reading of important historical documents and global conversations. Also, there will be no penalty for wrong answers and the scoring range will revert back to 200-1600.
- Practice test: SAT Preparation Booklet, [www.collegeboard.com/practice/SAT-practice-test](http://www.collegeboard.com/practice/SAT-practice-test).

## COMPARISON OF TEST LENGTH AND TIMING: CURRENT SAT AND REDESIGNED SAT

Current SAT			Redesigned SAT		
Component	Time Allotted (minutes)	Number of Questions/Task	Component	Time Allotted (minutes)	Number of Questions/Task
Critical Reading	70	67	Reading	65	52
Writing	60	49	Writing and Language	35	44
Essay	25	1	Essay (optional)	50	1
Mathematics	70	54	Math	80	57
<b>Total</b>	<b>225</b>	<b>171</b>	<b>Total</b>	<b>180 (230 with Essay)</b>	<b>153 (154 with Essay)</b>
Composite Score	0		1		
Area Scores	2		2		
Test Scores	N/A		3 plus Essay scores		
Cross-Test Scores	N/A		2		
Sub Scores	N/A		7		

## SAT Subject Tests

### *Basics*

- Formerly known as Achievement Tests, then SAT II Tests, now Subject Tests.
- 2-3 SAT Subject Tests are required for admission by a small handful of highly competitive colleges and universities, including the University of California system.
- Each test is one hour long.
- Perfect score = 800, Score range = 200-800
- 20 Subject tests include: English Literature, U.S. History, World History, Mathematics 1, Mathematics 2, Biology E/M, Chemistry, Physics, French, German, Modern Hebrew, Italian, Latin, Spanish, and the following with Listening—Chinese, French, German, Japanese, Korean, and Spanish
- All Subject Tests are not offered on the same dates, so students need to look closely at the registration form.
- Cost: \$26 registration fee, plus \$26 per Language with Listening, and \$16 for all other tests.
- Practice tests: SAT Subject Test preparation booklets, [SAT.collegeboard.org/practice/SAT-subject-test-preparation](http://SAT.collegeboard.org/practice/SAT-subject-test-preparation).



## **PSAT/NMSQT**

### ***Basics***

- Preliminary SAT/National Merit Scholarship Qualifying Test
- Given only in October on 2 national test dates—one on Wednesday and one Saturday
- New changes to the test will be introduced in October 2015 (see the SAT changes mentioned earlier).
- Scored on 20-80 scale comparable to 200-800 scale on SAT
- Targeted to juniors, but test taken by sophomores and even freshmen, depending on school policy
- Schools handle the registration, and collect fees typically ranging from \$14 - \$25.
- National Merit Scholarship Program, based in Evanston, Illinois, uses juniors' PSAT results to qualify students for consideration. Index Score based on CR + M + WR, which varies by state. 2010 Colorado Index Score = 215 for the Class of 2014.
- PSAT results mailed to schools, which distribute. Score Report improved recently to provide significant feedback to students on how to improve their SAT scores.
- Test dates: Wednesday, October 15; Saturday, October 18
- PSAT practice test: PSAT preparation booklet, [www.collegeboard.com/student/testing/PSAT/prep](http://www.collegeboard.com/student/testing/PSAT/prep).

## **TOEFL**

### ***Basics***

- Test of English as a Foreign Language.
- Mainly Internet-based with Speaking, Reading, Writing, and Listening sections.
- Test with Reading, Writing, and Listening component.
- Required by most American colleges and universities for international students; however, many colleges will not require it if student graduates from American high school
- Cost: \$160-\$250 for the Internet Based Test.
- More than 50 test dates per year.
- Sample test: The TOEFL, [www.ETS.org/TOEFL/IBT/prepare](http://www.ETS.org/TOEFL/IBT/prepare)
- For more information: [www.ets.org/toefl](http://www.ets.org/toefl).

## **Testing Under Special Conditions**

ACT and College Board have developed procedures to enable qualified students to take any of their tests under special conditions that accommodate a student's documented learning disability or permanent/temporary physical limitations. Qualifying procedures vary by testing company, but usually require the following:

- Professional diagnosis completed within the last 3-5 (depending on whether or not it is College Board/SSD or ACT) years by a qualified professional (PhD, EdD, MD) whose credentials are appropriate to the student's disability, and whose written evaluation specifically supports the need for special testing accommodations
- Students must currently receive comparable accommodations for tests and other schoolwork.
- Testing documentation must accompany application for special accommodations.

College Board's policy requires submission of documentation only once for all tests. In other words, once a student is approved for accommodations, they do not have to reapply. ACT, on the other hand, requires application for accommodations for EACH TEST. Extended time (not "untimed" testing) is the most frequent accommodation.

## **ACT–SAT Concordance Tables**

(Available online at [www.act.org/aap/concordance/index.html](http://www.act.org/aap/concordance/index.html))

The ACT and SAT are different tests that measure similar but distinct constructs. The ACT measures achievement related to high school curricula, while the SAT measures general verbal and quantitative reasoning.

ACT and the College Board have completed a concordance study that is designed to examine the relationship between two scores on the ACT and SAT. These concordance tables do not equate scores, but rather provide a tool for finding comparable scores.

<b>SAT CR+M (Score Range)</b>	<b>ACT Composite Score</b>	<b>SAT CR+M (Single Score)</b>
1600	36	1600
1540–1590	35	1560
1490–1530	34	1510
1440–1480	33	1460
1400–1430	32	1420
1360–1390	31	1380
1330–1350	30	1340
1290–1320	29	1300
1250–1280	28	1260
1210–1240	27	1220
1170–1200	26	1190
1130–1160	25	1150
1090–1120	24	1110
1050–1080	23	1070
1020–1040	22	1030
980–1010	21	990
940–970	20	950
900–930	19	910
860–890	18	870
820–850	17	830
770–810	16	790
720–760	15	740
670–710	14	690
620–660	13	640
560–610	12	590
510–550	11	530

**Table 2**  
**Concordance between ACT Combined English/Writing Score**  
**and SAT Writing Score**

SAT Writing (Score Range)	ACT English/Writing Score	SAT Writing (Single Score)
800	36	800
800	35	800
770–790	34	770
730–760	33	740
710–720	32	720
690–700	31	690
660–680	30	670
640–650	29	650
620–630	28	630
610	27	610
590–600	26	590
570–580	25	570
550–560	24	550
530–540	23	530
510–520	22	510
480–500	21	490
470	20	470
450–460	19	450
430–440	18	430
410–420	17	420
390–400	16	400
380	15	380
360–370	14	360
340–350	13	340
320–330	12	330
300–310	11	310

## **Selecting a College: Helping Students Through the Process**

### *Ten Factors in Choosing a College*

There are so many factors students should consider when selecting a college. Yet often their decisions are based on the most irrational of reasons: how close—or far away—a school is from home; where their current love interest is attending; the campus is “pretty”; or “Mom and Dad hate this school, therefore--I love it!”

Our job as high school and admission counselors is to help students sift through their thoughts and emotions to arrive at a school that “fits” them—academically, emotionally, physically, financially. Finding a good college “fit” will depend upon how well the student assesses their strengths and weaknesses and knowing in what kind of environment they will be able to succeed. Here are “Ten Factors in Choosing a College,” adapted from an article available at [collegetoolkit.com](http://collegetoolkit.com).

#### **1. Geographic Location**

Some students decide that they want to go to college in a different region of the country from where they grew up. Others want to stay near their hometown or within driving distance from mom and dad. A strict adherence to a specific location can severely limit your college choices. It can be a good idea to consider some colleges outside the location that you currently prefer. Once you start learning about the colleges, your preferences may change, so it is best to keep an open mind. You may also find other factors that will take on greater importance than geography, so you do not want to eliminate a college before you consider whether it has some of the other attributes you are seeking.

#### **2. Enrollment**

The undergraduate enrollment at a college can range from as little as 700 students to as many as 40,000 students or more! When determining what size school you wish to attend, consider a range of school sizes around what you believe is the ideal size. For example, if you think that you want to attend an intimate college of fewer than 1,000 students where you know nearly everyone in your class, then your initial pool should probably consist of colleges with up to 5,000 students. Yet, you should also consider a few colleges in the 5,000 to 15,000 student range. Even if you are considering a large university with more class offerings and resources, you still might want to visit a few smaller colleges to confirm your decision. Upon visiting colleges and learning more about them, you may discover that you actually prefer a larger or smaller college than you previously thought.

#### **3. Campus Setting**

Campus environment is another factor that is important for many students. On one side of the spectrum is a college like Adams State University in a small-town setting in southern Colorado. On the other side of the spectrum is University of Colorado-Denver in the heart of the city. Visiting colleges is one of the best ways to help you decide upon the campus setting that you prefer.

#### **4. Campus Safety**

The best way to find out about campus safety and what a college does to ensure the safety and security of its students is to talk to current students or recent alumni. You may also want to inquire about the presence of campus security officers, dorm entrance security, the availability of transportation around campus, escort services at night, the presence of outdoor lighting and emergency phones, and the crime rates on campus and in surrounding neighborhoods.

#### **5. Public vs. Private**

U.S. colleges are either privately or publicly funded. Since public colleges are supported and operated by individual states and partially funded by state tax dollars, they generally cost less than private colleges. Yet, attending a state college outside your home state will likely cost more than tuition at the school in

your home state. In addition, enrollments and class sizes at state schools tend to be higher than those at private institutions.

Private colleges, on the other hand, are funded by tuition, fees, private gifts, corporate contributions, and endowments. Typically, this means that private colleges are more expensive than public colleges, though private colleges tend to offer more scholarships and grants. Enrollment and class sizes at private colleges tend to be smaller than those at public colleges.

#### **6. Religious vs. Non-Denominational**

Although most private and all public colleges are secular, some colleges are operated by a religious organization and require religious activities and courses. Other colleges may be associated with a particular religion, yet students of varying religions attend the college and practice their own religions. Secularity can be gauged by the number of lay (non-clergy) faculty and the percentage of students of other faiths attending the college.

#### **7. Single-sex vs. Coed**

The vast majority of U.S. colleges are coeducational. Although most women choose to attend coed colleges, there are eighty-two women's colleges. Research shows that women who attend women's colleges have advantages that lead them to be more fulfilled and successful in life than their female counterparts at coed colleges. On the other hand, advocates of coed colleges argue that women's colleges isolate women from the "real world" and the intellectual and social diversity that men provide. Aside from seminaries and rabbinical colleges, only a handful of men's colleges exist today: Hampden-Sydney, Morehouse, Wabash, Deep Springs, and Saint John's University.

#### **8. Academic Focus**

A good way to assess the academic focus of a college is to consider the most popular majors and the percentages of students in those majors. A college where most of the students major in engineering obviously has a different strength and focus than a college where most of the students major in the arts or humanities. With that said, do not eliminate a college simply because your intended major is not one of the top three as long as you understand what the college's most popular subjects are.

#### **9. Structured vs. Free Environment**

Each college has its own curriculum and course requirements for each major. Some colleges have strict requirements that allow for few electives. Other colleges have few requirements and allow students the freedom to select courses and do not require a formal major. Students who feel they need more structure and guidance may favor a college with stricter requirements; conversely, students with a defined academic and career plan may favor a college that offers flexibility. Choose the environment that you feel most comfortable in.

#### **10. Extracurricular Activities**

Thinking about what you want to do outside of classes should also play a factor in your decision. For example, if you are a high school athlete who would like to play a varsity sport in college, you need to make a realistic evaluation of your chances of playing at the Division I, II or III level and choose colleges based on the competitiveness of the sports teams. If you are interested in participating in Greek life, make sure the colleges you are looking at have fraternity and sorority houses; or, if you want nothing to do with toga parties, then look for a school where Greek life is not prevalent. Do not downplay the importance of participating in extracurricular activities in college; getting involved on campus will lead to a more fulfilling collegiate experience and will be viewed positively when you look for your first job out of school.

## **Visiting with College Admission Representatives – Tips for Students and Parents**

- Many students and their parents hesitate to talk with a college representative because they feel they may have an obligation to that school as a result of their visit, or they may not know what questions to ask.
- Remind them that a conversation or completing a request card does not constitute a commitment to attend that particular school. In fact, knowledgeable admission representatives may even refer a family to another college that may be a better fit for a particular student.
- Establishing a relationship with your college representative is a great idea!
- Students should know their basic academic information (GPA, test scores) before talking with an admission representative. As a counselor, you can also encourage them to have a fulfilling conversation by providing them with a list of potential questions like the following:
  - What are your admission requirements? Do I need to write an essay? If so, what are the possible topics?
  - Do I need letters of recommendations? If so, how many and who from?
  - What factors are emphasized in the admission process?
  - What can you tell me about your program in (insert major/program here)?
  - Does your college give credit for AP/IB scores? If so, do you have a chart I could see?
  - What is the academic profile of students attending your college?
  - If I'm interested in art/engineering/music/etc, are there specific requirements for admission?
  - Tell me about your cost of attendance. What percent of students are offered need-based financial aid? How many receive scholarships?
  - Is housing guaranteed if I am accepted? How many students live on campus? What are your policies regarding on-campus housing?
  - What is the average class size? For freshmen? For juniors and seniors? What is the largest class on your campus?
  - Are freshmen taught by professors or graduate students?
  - Tell me about your academic advising program.
  - Are there parking restrictions on campus? Can I bring my car?
  - What do students do on weekends? Do they tend to leave campus or stick around?
  - What percentage of your recent graduates started working right after graduation? How many went on to graduate school?
  - What are the admission, financial aid and scholarships deadlines and where are the applications available?

## **The College Visit and Interview – Tips for Students and Parents**

Although many would say that visiting a college or university while it is in session is the ideal time to visit, families should go whenever they can. If that means visiting during summer vacation, then go! The key for students and parents is simply to get on a campus, to see for themselves how it differs from high school, and to get a sense of the people and place.

Do you have to visit a college before applying? Absolutely not. Again, some would say that it is best to do so, but sometimes it is not possible. Students can get a good sense of a college's personality from their website, literature, and a phone or e-mail conversation with an admissions representative and/or current student.

When you are planning a trip to visit a college, we recommend you do the following:

- Call the Admission Office at least two weeks in advance to schedule your appointment.
- At a minimum, tour the campus and meet with someone in the admission office for the "information session." Ideally, try to also include sitting in on a class, eating lunch in the cafeteria and talking with current students, meeting with a professor in your area of interest, talking with the coach of a sport you may want to pursue, and staying overnight on campus with a student host (if the college offers such a program).
- Develop a list of questions BEFORE you visit. And do your homework—know the basics before you engage someone in conversation (like size of the school, type of school, etc.).
- Talk with people! Engage current students in conversation and find out why they decided to attend this particular college/university. Ask what other schools they applied to. Why do they like attending this school?
- At the end of the visit, as you are driving away, write down your impressions of the school. This will help you remember what you liked and didn't like, especially if you are visiting several schools in one trip.

**Tips from the Professional Development Committee:** If many of your students attend a college fair at your school or in your area, provide them with a list of questions to ask prior to the fair. Admission representatives are impressed with students who ask good questions.

Encourage students to create a page or two of pre-printed labels prior to a college fair, which will make it easier for them to complete a college's request card. The label could include: name, address, high school, year of graduation, phone number, email address, GPA, test scores to date, and any particular programs they might be interested in. Note: students can now register for many college fairs in advance at web sites such as [www.gotocollegefairs.com](http://www.gotocollegefairs.com) where they will enter this type of information online.

Provide families with a chart to take with them on a college trip, providing a means to distinguish one college from another.

## **The College Interview**

(Adapted from Gunnar Olson, Indian Springs School, AL, on the Naviance Network)

**Purpose:** To help the college gather further information about your suitability as a candidate and to help you determine if this college is a good match.

**Before the Interview:** Evaluate yourself: identify your strengths, interests, weaknesses. Compose a list of questions about this college and its admissions process. Dress comfortably but appropriately.

**At the Beginning:** Shake hands with the interviewer; look the interviewer directly in the eye; know the interviewer's name - ask him or her to repeat it if you did not hear it the first time; introduce your parents, if they are with you, and then invite them to leave.

**The Interview:** An interview can last an hour and can be divided into six different parts:

**Personal Background:** Where you have grown up, your parent's occupation/interests, information about siblings and colleges attended by family members. The purpose is to put you at ease.

**Academic Background:** Information about your high school and curriculum. Why you have taken certain classes and any academic awards.

**Extracurricular:** What activities mean the most to you and why? Have you had any specific roles within an activity?

**Academic Interest:** What are you interested in studying and how have these interests developed? What are your future career goals?

**College Choice:** What are you looking for in a college/university? What expectations do you have in a school?

**Why this school:** What brings you to this particular school? How does this school fit into your criteria?

### **Questions to expect:**

- Tell me about your high school – what kind of environment does it have?
- What has been the most difficult course you have taken during high school?
- Is there a specific teacher or course that has really caught your interest? Can you explain why?
- What has been the most exciting academic project you done in high school? What has been your most significant academic accomplishment?
- Tell me what you have read outside of school lately.
- How would you use your talents at our university?
- What has been the most significant personal challenge you have ever faced?
- If I were to visit your school and talk with some of your friends, how would they describe you to me?
- What are your plans for after college?
- What specific questions can I help you with?
- Tell me about your leadership experience.
- 

**After the Interview:** Thank the interviewer, shake hands, say good bye. Write or e-mail a thank you note to the person who interviewed you.

**Tip from the Professional Development Committee:** The private colleges in Colorado highly recommend that our Colorado students take advantage of an on-campus interview. If a student applies to one of these colleges and does not interview, it is duly noted in the admission process. As a counselor, encourage these students to take the time to interview, even if the school is not their first choice—and especially if it is their first choice.



## **Writing a Strong Letter of Recommendation**

**How do colleges use a counselor letter of recommendation?**

A great letter of recommendation is one that is honest and speaks from personal experience. The admission officers reviewing the applicant's file have all the facts and figures recorded elsewhere, so there is no need for you to take time recounting these details in your letter. What the officer and the rest of the admission committee don't yet know is what it is like to know and work with this student. How is a class or activity enhanced by his or her presence or participation? What is the student best known for around school? Where is his or her impact most deeply felt? What kind of assignments does he or she relish...or dread? Is he or she a great creative writer, or a talented researcher, or both? Help the admission committee imagine how this student contributes to the community so they can extrapolate what kind of contribution he or she has the potential to make on their campus. Let what is special about each student shine through in your support of their candidacy.

Someone once said that a teacher recommendation is like a spotlight: it specifically shines light on how a student contributes to their classroom. A counselor recommendation, on the other hand, is like a floodlight, illuminating a student's contribution to their school, family, and extracurricular activities. It is not a laundry list of the student's activities; rather, it outlines what is important to the student, and why. A good counselor can relate every student's "story" in writing—what has impacted them in their life, how they have made a difference, and how they will contribute to their college community.

**How do I gather information from my student to write their letter of recommendation?**

First, make sure your student understands the importance of your conversation! Monosyllabic answers and grunts will not ensure a solid letter of recommendation. Ask them to complete a questionnaire prior to your interview. Some possible questions could include:

- The three qualities I like best about myself are:
- The accomplishments I am most proud of are:
- What has been your most meaningful extracurricular activity/activities? Why?
- What is your favorite academic subject? Why?
- What do you see as priorities in your life? Do you have a "philosophy of life?"
- As a senior, what have you learned about yourself since your freshman year?
- Do you feel that your academic record is an accurate assessment of your ability? Are there any situations with grades or courses that you would like me to address in my letter?
- Is there anything about you I should know that I wouldn't otherwise? Special situations or experiences or unique skills or talents? Are there circumstances that have affected your ability to achieve in school?

### **Tip from the Professional Development Committee:**

When collecting information to write their letter, some counselors have asked teachers, parents and even a student's peers to submit information. This can be very helpful and providing depth to your letter, as well as validation that others agree with your opinion of a student. Many counselors require students to submit a "recommendation profile" and/or a resume to assist them in writing their letters of recommendation.

## Effective Letters of Recommendation...

Provide context, giving the reader an overall perspective of the candidate, one only available from the vantage point of a counselor who is privy to both academic and personal information about the student.

Build upon a candidate's demonstrated talents. DO NOT, however, provide the "laundry list" of a student's activities or achievements. Describe how they impact an organization, their family, their job.

Give honest insight on factual aspects of the candidate's circumstances. Do not overstate a student's achievements or potential in an effort to help them win a spot at a particular college. It is appropriate to speak to their strengths *and* areas that need improvement.

Provide specifics! If you feel a candidate is a "natural leader," provide details on why you feel that way. Tell a story to illustrate your impressions, i.e. proven integrity via a student government controversy, capacity to wrestle with abstract ideas as shown in an eloquent letter to the editor written by the candidate to your local paper, a growing maturity as viewed by a candidate's reaction to an 0-9 football season and student discontent.

Can often tell a story which paints a very amiable, human picture of a candidate, one the reader might identify with more easily than if general, unspecified words of praise were listed.

Are economical in the choice of words. Quantity does not necessarily equate to quality.

### **Tips from the Professional Development Committee:**

Show rather than tell. Provide details.

Focus on the student.

If you have not known the student long, state that in your letter.

Invest in a book called The Synonym Finder, J.I. Rodale, Warner Books, a Warner Communications Company by arrangement with Rodale Press, Inc. It is an excellent help in finding just the right word to describe a student.

Use the student's own words as a quotation to back up your thoughts.

Avoid variations on "be" words.

## Financial Aid

### What Families & Students Need to Know About Paying for College

Prepared by Misti Ruthven

Having a discussion about how to pay for college can be a sensitive subject for many families and students. However, it's important for families to consider their "ability to pay" in the college selection process. As you'll see in this section, there's an "affordable" college option for any and all students.

#### What is higher education?

Higher education, as used in this section, is more than just a traditional four-year college. Skill-based training certificates or associate's degrees are viable educational attainments for many students. Higher education includes two- and four-year public colleges/universities, private college/universities, vocational/technical school and proprietary (for-profit) education.

#### What is financial aid?

Financial aid is money that is given, borrowed or earned for educational purposes. Sources of financial aid include federal and state governments as well as the school/college/university the student attends and private businesses (common scholarship providers). Sometimes businesses offer tuition remission or payment programs for their employees as well.

**Tip: When helping a student select a school, be sure that school is eligible for Title IV financial aid. Some schools are not approved by the federal government to offer aid. If a school does not offer financial aid, it's up to the student and their family to find money to pay for that school. Most often, it's easiest for the student to find a similar program at a school that offers financial aid.**

#### Who is eligible for financial aid?

All students who are U.S. citizens or eligible non-citizens are eligible for some kind of financial aid. To be eligible for financial aid students must:

- Be a U.S. citizen or eligible non-citizen (see definition of "eligible non-citizen" under Financial Aid Terminology)
- Have a valid Social Security Number (Note: Parents don't need a SSN for their children to apply for aid)
- Comply with Selective Service registration (if male, age 18-25)
- Enroll at least half-time in an eligible program at a college/university/vocational school, etc.
- Have a high school diploma or GED
- Be enrolled or accepted for enrollment as a regular student working toward a degree or certificate in an eligible program at a school that participates in the federal student aid programs
- Not have a drug conviction for an offense that occurred while receiving federal student aid (such as grants, loans, or work-study)
- Not owe a refund on a federal grant or be in default on a federal student loan
- Demonstrate financial need (except for unsubsidized Stafford Loans)

## Where should families begin?

The Free Application for Federal Student Aid (FAFSA) is the universal application for financial aid for all schools in the United States. The only legitimate place for families to complete a FAFSA is [www.fafsa.gov](http://www.fafsa.gov). One parent and the student must also apply for a Personal Identification Number (PIN) to electronically sign the FAFSA form at [www.pin.ed.gov](http://www.pin.ed.gov).

- Families must complete the FAFSA each year their student attends college in order to receive aid. One FAFSA per student attending college per year.
- The earliest possible date a family can complete a FAFSA is January 1 of the year the student plans to attend school. For example, if a student plans to attend school in fall 2014, the earliest date the family can complete a FAFSA is January 1, 2014.
- To complete the FAFSA families need:
  - Social Security Numbers (this is required for students only)
  - W-2 forms and other earning records
  - Current bank statements
  - Business & farm records
  - Investment records
- Families are required to download their federal tax return data using the IRS Data Retrieval Tool in the FAFSA. However, if families are unable to provide the most current year's tax information at the time of initial FAFSA completion, they can estimate using their prior year's taxes. Families who are unable to download their federal tax return data may be required to request a Tax Transcript from the IRS if the student's FAFSA is flagged for verification. Verification means that a student and/or family must provide additional information, upon request of the financial aid office in order to receive federal or state financial aid.
- The EFC or Expected Family Contribution is the number that is sent to the family after completing the FAFSA. This is how much the Federal government believes the family can afford to send their student to school. However, families will not necessarily need to write a check for this amount, but can use some types of financial aid to cover their EFC if they don't have resources.
- The Cost of Attendance (COA) or how much it costs to attend a certain school minus the EFC equals the family's financial need. Cost of Attendance varies by institutions with two-year colleges generally being the lowest and private colleges usually the highest. Consequently, it is possible for families to not have a "Need" at some colleges while having a "Need" at other colleges. If this number is positive, then the family has "Need" and may qualify for need-based aid.

$$\text{COA} - \text{EFC} = \text{Need}$$

## Net Price Calculators-

Net price calculations are an online tool intended to inform families of the type of financial aid they may receive from a college. Additionally, these calculators will also estimate a student or family's "out-of-pocket" cost and expected family contribution (EFC). The net price is intended to show a family how much a college or university will cost before loans are applied.

## What do families need to know?

It is important for families to know that institutions of higher education are referring to this tool by different names, which can sometimes make it difficult to find on a school's website. Examples include net price calculator (the

name adopted by the Federal government), to financial aid calculator, to cost calculator. The only constant in the naming convention is calculator. There is also a wide variability in how these calculators are being presented by schools as well as the detail of information offered. It's important for families to know that net price calculators aren't standardized and that they're only as good as the accuracy of the information entered. For example, families should not project what they hope their student might have for their ACT or GPA and enter a "dream scenario", they must be realistic. If not, scholarships for which students may be eligible may appear to be inflated. Net price calculators also provide students and families an ESTIMATE of their financial package for that specific institution. The estimate is subject to change based on family and institutional resource variability and other factors.

### Tip:

The FAFSA does NOT look at the following assets for the student or their family

- Life insurance plans
- Retirement plans
- Equity from primary residence
- Value of small business (if 100 employees or fewer)
- Farm when it's the primary source of income

Unique Family Situations: Students must include at least one parent's information on the FAFSA unless they are 24 years of age or older, a veteran, ward of the court, married, in graduate school, supporting dependents (and providing more than 50% of support), both parents deceased, foster youth or unaccompanied homeless youth. If the student's parents have divorced or separated, they should answer only the questions about the parent that they lived with most during the last 12 months. If the student did not live with one parent more than the other, answer only the questions about the parent who provided most of their financial support during the last 12 months. If this parent is remarried, the step-parent's financial information must be included on the FAFSA. Keep in mind that the Federal Department of Education believes it's the family's responsibility to pay for their child's education, regardless of their ability or desire to pay.

**Beware: Scam web sites charge families to submit their FAFSA information.**

## **Four Types of Financial Aid**

Grants – Money from the federal or state government, college/university or private companies or organizations. Most grants are need-based and do not need to be repaid.

Scholarships – Money that is won or given for a variety of reasons such as academic, athletic or personal attributes or affiliations. Some scholarships are need-based and some are not. They do not need to be repaid.

Work-Study – Money that is earned from work typically on-campus while in college. Work-study money comes from the federal and state governments or from the colleges and does not need to be repaid. Work-study is awarded to both need and non-need students. The students are paid as they work their hours. This money is often not available upfront to pay the college's bill but can be used for living expenses throughout the term.

Loans – Money that is borrowed from the federal or state government, a lender or other private source. Loans must be repaid upon graduation, when the student leaves school or drops below half-time. Both parents and students may use loans to pay costs of attendance.

### ***College Scholarship Service Profile (CSS Profile)***

Some private colleges/universities and a few public universities with large endowments will use the CSS Profile as a tool to allocate their institutional grant monies to families. The CSS Profile, from the College Board, charges families \$25 to complete a supplemental form (in addition to the FAFSA) that looks at a family's qualitative lifestyle choices, value of the family's primary residence and retirement assets. Students are charged an additional \$16 for each college they wish to receive the information. Families can complete the CSS profile on-line at [www.collegeboard.com](http://www.collegeboard.com). The CSS Profile is only used to determine how much institutional grant funds for which the student/family is eligible and does not affect federal or state financial aid amounts. In Colorado, Colorado College and the University of Denver require the CSS Profile.

**Tip: Waivers are available from the college/university the student plans to attend if the family cannot afford the fees.**

To complete the CSS Profile, families will need the same information as for the FAFSA. Additionally they will need:

- Life insurance plans
- Retirement plans
- Equity from primary residence
- Investment value of business or farm

Note: Some colleges that require the CSS Profile may ask for the non-custodial parent's information as well as custodial parent.

## **Financial Aid Application Flow - The Five Phases**

### **Apply Phase**

Complete the Free Application for Federal Student Aid (FAFSA) as early as possible between January 1 and March 1 of your student's senior year in high school. Check with your college for their specific financial aid deadline and to see if any additional forms are needed.

You are required to download your previous year's federal tax return data into your FAFSA. However, don't wait until your previous year's taxes are completed. Estimate your Adjusted Gross Income, Taxes Paid, etc. Complete a draft of your tax return, and then obtain your U.S. Department of Education Personal Identification Number (PIN) at [www.fafsa.gov](http://www.fafsa.gov), then complete the FAFSA for 2013-2014 at: [www.fafsa.gov](http://www.fafsa.gov). The college(s) financial aid office may require you to request and submit an IRS Tax Transcript to them if you are unable to download your federal tax data when you initially submit the FAFSA.

1-3 days later, you will receive the Student Aid Report (SAR) electronically and each college you listed will receive an Institutional Student Information Record (ISIR) with the FAFSA information and an Estimated Family Contribution (EFC) for the 9-month academic year.

Apply for the College Opportunity Fund (COF) if you plan to attend college in Colorado.  
Go to <https://cof.college-assist.org>

### **Award Phase**

Each college that received your ISIR will start to process your application for financial aid by reviewing your information and determining whether you need to submit further documents. If further documentation is needed, each college will send you a request by e-mail or paper mail. Respond quickly!

If you have any exceptional circumstances, write a letter of explanation, attach relevant documentation, and send it in to each financial aid office at each college. Allow 1-2 weeks for their review, and then call to follow-up. Speak with a financial aid counselor.

Beginning in late February, after your application is complete, colleges start to make financial aid awards and you will be notified with a financial aid award letter.

This financial aid process is separate from admissions, and your student must be admitted before an award letter can be sent.

### **Decision Phase**

Based upon your review of the award letters from each college and your evaluation of each college's academic and other qualifications, decide which college your student will attend. Then notify each college of the decision that you have made.

### **Start School Phase**

Make payment arrangements and deposits as required by your student's chosen college. Follow specified procedures provided to you by the financial aid office if you choose to borrow all or part of the student loan and/or parent loan offers.

Attend orientation sessions that are offered including all academic advising and registration meetings. Register, start classes, and receive financial aid disbursements.

### **Do It All Over Phase**

In January, when your student returns to classes for the spring semester, remember to start the financial aid application process all over again. You MUST apply for financial aid each year. You will need to complete the current year FAFSA each year.

## **Financial Aid Timeline for Students**

Sophomore/Junior Year

Apply for the College Opportunity Fund at <https://cof.college-assist.org/COFApp/COFApp/Default.aspx>

**Tip: You can schedule the [Colorado Association of Financial Aid Administrators \(CAFAA\)](#) or [CollegelnColorado](#) to come to your school to present FREE financial aid, FAFSA, scholarship, and financial literacy workshops for parents and students in English or Spanish.**

**Tip: Advise students to meet priority deadlines for financial aid – they could lose grant money for each day they are late!**

- Attend a financial aid workshop
- Complete the FAFSA4Caster to understand the process at [www.fafsa4caster.ed.gov](http://www.fafsa4caster.ed.gov)
  - Begin your scholarship search – NEVER pay for a scholarship search! Find scholarships that fit you and file them away
  - Write essays
  - Collect reference letters
  - Create a resume
- Check financial aid deadlines for the schools where you plan to apply for admissions – each school has their own priority deadline.

**Tip: Advise students to meet priority deadlines for financial aid – they could lose grant money for each day they are late!**

Senior Year

- Apply for scholarships
- Double-check college admissions and financial aid priority deadlines because colleges will not determine financial aid until you've been admitted
- Complete the FAFSA as close to January 1st as possible
- Complete the CSS Profile if required by your college/university
- Compare award letters from colleges – you'll hear back from schools between March and July
- Sign and return your award letter/financial aid package by the deadline

**Tip: Financial aid offices may ask families for additional information to verify the data they provided on the FAFSA. Encourage families to immediately respond to these requests; otherwise, they may lose out on financial aid dollars.**

Financial Hardships: If families are facing a hardship, such as a job loss, death in the family, excessive medical expenses or other unique financial situations that are not accurately reflected by the FAFSA, they may write a letter to the college/university outlining their circumstances. Families need to work closely with the financial aid office at each school to which their student applies to be sure they include the necessary documentation to accurately reflect their situation. Financial aid professionals have the ability to take a family's unique circumstances into account when awarding financial aid – this process is referred to as "professional judgment." 48



## **Financial Aid Terminology**

### **Academic Year:**

The period of time during which the educational institution is in session, usually consisting of at least 30 weeks of instructional time. The academic year typically runs from mid to late August through the end of May at most institutions. At institutions using a semester definition, there are two semesters: fall and spring. For institutions using quarter systems there are three terms: fall, winter and spring.

### **Award Letter/Notification:**

An official document issued by an institution's financial aid office that lists the financial aid awarded to the student. This notification provides details on their analysis of the students' financial need and the breakdown of the financial aid package according to amount, source and type of aid. The award notification will include the terms and conditions for financial aid and information about the cost of attendance. Some colleges require the student to acknowledge the award notification, indicating acceptance (or denial) of each source of aid, and to submit the award letter to the financial aid office by a deadline. Most award notices are electronically posted on a secure web site for the student to access or are e-mailed to the student.

### **College Opportunity Fund (COF)-:**

Money that the State of Colorado pays to state-funded colleges/universities in Colorado on a student's behalf that helps reduce their tuition. If students do not sign-up or authorize the use of COF they will pay more – 2013-2014 amount is \$62 per credit hour. Students will never receive a check or COF monies directly; they are always paid to the college.

Note: Colorado public colleges/universities that list in-state tuition costs on the website or in brochures already assume that the student is receiving COF.

### **Cost of Attendance (COA):**

(Also known as the cost of education or the "budget"). The estimated total amount it should cost the student to go to school, including tuition and fees, room and board, allowances for books and supplies, transportation, and personal and incidental expenses. Loan fees, if applicable, may also be included in the COA. Child care and expenses for disabilities can be included at the discretion of the financial aid administrator. Institutions establish standard budget amounts for students that may differ based on living on-campus and off-campus, married and unmarried students and in-state and out-of-state students. Guidelines for determining the COA are provided by federal and state resources.

### **CSS Profile:**

A supplemental financial aid application to the FAFSA that some colleges/universities use to determine how to award their institutional grant funds.

### **Dependent Student:**

For a child or other person to be considered a dependent, they must live within the parent household and the parent must provide them with more than half of their support. Dependent student must include their parent(s) financial/tax information on the FAFSA.

### **Eligible Student:**

To be eligible for federal and state financial aid the student must demonstrate need, must be a U.S. Citizen or eligible non-citizen with a valid Social Security Number, must be working towards a degree or certificate at an eligible educational institution, and show that they are qualified and able to obtain a postsecondary education.

**Eligible Non-Citizen:**

A student who is not a U.S. citizen, but is eligible for Federal student aid. Eligible non-citizens include U.S. permanent residents who are holders of valid green cards, U.S. nationals, holders of form I-94 who have been granted refugee or asylum status and certain other non-citizens. Non-citizens who hold a student visa or an exchange visitor visa are not eligible for Federal student aid.

**Emancipation:**

Emancipation is the parental surrender of claim to right of care and custody of a minor. According to the tuition law, emancipation occurs at the age of 22 years, or upon marriage, or if:

1. The parents or legal guardians submit an affidavit surrendering any claim or right to the care, custody, and earnings of the minor, as well as the duty to support the minor, together with proof that the minor can independently meet all living expenses, including the cost of education; and
2. Failure of parents or legal guardians to provide financial support and proof that the minor can independently meet all living expenses, including the cost of education.

The 12 month waiting period for establishing domicile begins only after the date of emancipation has been established by appropriate documentation.

**Expected Family Contribution (EFC):**

The number used to determine the student's financial aid eligibility from the information submitted on the FAFSA. The EFC includes a parent contribution and a student contribution and depends on the student's dependency status, family size, number of family members in school, taxable and nontaxable income and assets. Both the parent and student are assessed a percentage of their income and assets to be used in the calculation of the EFC. The difference between the COA and the EFC is the student's financial need and is used in determining the student's eligibility for need-based financial aid. If the student or family has unusual financial circumstances (such as high medical expenses, loss of employment or death of a parent) that may affect their ability to pay for education, the student should inform the financial aid administrator. He or she may choose to adjust the COA or EFC to compensate if there are exceptional circumstances.

**Free Application for Federal Student Aid (FAFSA):**

FAFSA is the universal application for financial aid at all eligible colleges/universities. Students and families must complete the FAFSA every year the student plans to attend higher education. January 1st of the year the student will attend school is the earliest date the FAFSA may be completed. As the name suggests, no fee is charged to file a FAFSA. Students apply on-line at <http://www.fafsa.gov/>.

**Gift Aid:**

Financial aid, such as grants and scholarships, which does not need to be repaid

**Grant:**

Aid funds provided to students as part of the gift aid portion of the award package. Grant funds do not have to be repaid. Most grants are need-based.

**Independent:**

An independent student is at least 24 years old as of January 1 of the academic year, is married, is a graduate or professional student, has a legal dependent other than a spouse that they supply more than 50% of financial support, is on active duty or a veteran of the U.S. Armed Forces, was in foster care as of age 13, is an emancipated minor as determined by the court, in legal guardianship as determined by the court, is an unaccompanied homeless youth, or is self-supporting and at risk of being homeless, or is an orphan or ward of the court (or was a ward of the court until age 18). A parent refusing to provide support for their child's education is not sufficient for the child to be declared independent. A student may appeal their status to the financial aid office if exceptional circumstances are present.

**Institutional Grant:**

Endowment or foundation funds that colleges/universities provide to students as financial aid. Institutional grant monies from a college may ONLY be used at that school.

**Loans:**

A type of financial aid which must be repaid, with interest. The federal student loan and parent PLUS programs are a good method of financing the costs of a college education. These loans typically have a lower interest rate. Parent PLUS loans do have credit-worthiness criteria. Student and parent loans are divided into multiple disbursements that coincide with the enrollment terms. The Stafford Student Loans and Perkins Loans also provide a variety of deferment options and extended repayment terms.

**Stafford Student Loan:**

Subsidized – Need based, loan amount varies by grade level. Federal Government pays the interest while the student is enrolled at least half time and during grace period. Fixed interest rate is established each year by Congress, not to exceed 6.8%. Each year's fixed interest rate is effective from July 1, to June 30 of the following year.

Unsubsidized – Not need based, loan amount varies by grade level. Interest accrues during student's enrollment period. Fixed interest rate of 4.66%.

**Parent PLUS Loan:**

Parent borrower may borrow up to the Cost of Attendance (COA) minus any other financial aid. Parent borrowers must credit qualify based on limited criteria and interest starts to accrue within 60 days of the last disbursement. Fixed interest rate of 7.21%.

**Federal Perkins Student Loan:**

Need based, loan amount varies with interest rate fixed at 5% with a nine month grace period. The federal government pays the interest while student is enrolled and during grace period. Not all colleges or universities participate in this program and loan funds are limited.

**Private or Alternative Loans:**

Education loan programs established by private lenders to supplement the student and parent education loan programs available through federal and state governments. All forms of state and federal student aid (including Stafford and PLUS loans) should be exhausted before choosing to borrow a private or alternative loan. Interest rates are generally high, based on the borrower's credit score and interest is usually variable. These loans are similar to commercial loans and interest accrues while the student is enrolled.

**Merit-based Aid:**

Financial aid that is merit-based depends on the student academic, artistic or athletic merit or some other criteria and does not depend on the existence of financial need. Merit-based awards use grades, test scores, hobbies and special talents to determine eligibility for scholarships. Essays, transcripts and personal interviews may be required.

**Need-based Aid:**

The difference between the COA and the EFC is the student's financial need -- the gap between the cost of attending the school and the student's resources. The financial aid package is based on the amount of financial need. The process of determining a student's need is known as need analysis. The formula for determining EFC is federally determined and consistent for all families applying for financial aid.

**Personal Identification Number (PIN):**

The PIN number provided by the U.S. Department of Education at [www.pin.ed.gov](http://www.pin.ed.gov) can be used to file the FAFSA online, update or correct the FAFSA, add colleges to receive the FAFSA results, access loan information online, and apply for financial aid in future years. The PIN can also be requested at the time the student and parent fill out the FAFSA. Students and families should save their PIN's to use the following years.

**Professional Judgment:**

Financial aid administrators may use Professional Judgment to adjust either the COA or EFC for a student based on independent special circumstances that may affect the families' ability to pay education expenses or the amount of educational expenses. Students may request an adjustment by providing a detailed explanation and relevant documentation to the financial aid office.

**Residency:**

The State of Colorado partially subsidizes the cost of tuition for all students whose domicile, or permanent legal residence, is in Colorado. Tuition classification determines if students should have in-state or out-of-state tuition. This information is prepared to provide key information about the tuition classification process. The material included here is for informational purposes only and should not be considered all inclusive. There is no central state office responsible for determining tuition classification. Colleges and universities make tuition classification decisions and final decisions regarding tuition status rests with them. Individuals seeking information about tuition classification procedures should contact the admissions office at the institution(s) they plan to attend.

The tuition classification law ("tuition law") sets forth conditions for a student being considered as "in-state" for purposes of tuition classification. The tuition law is contained in sections 23-7-101 to 104, and 23-7-105 of the Colorado Revised Statutes. Tuition classification is governed by Colorado statutes that apply to all state-funded institutions in Colorado. Because Colorado residency status is governed solely by Colorado regulations, lack of eligibility for in-state status in another state does not guarantee in-state status in Colorado. The tuition classification statute places the burden of proof on the student to provide clear and convincing evidence of eligibility

Source: Colorado Higher Education Residency Guide for Prospective Students  
<http://highered.colorado.gov/Finance/Residency/student.html>

**Satisfactory Academic Progress:**

To be eligible to receive federal student financial aid the student must meet and maintain the school's standards of satisfactory academic progress towards a degree or certificate offered by that institution. Standards vary by school but must meet or exceed federal requirements.

**Scholarship:**

A form of financial aid given to students to help pay for their education. Many scholarships are restricted to paying all or part of tuition expenses, though some scholarships also cover room and board. Scholarships are a form of gift aid and do not have to be repaid. Many scholarships are restricted to students in specific courses of study or with academic, athletic or artistic talent.

**Self -help Aid:**

Financial aid in the form of loans and student employment (work-study). Most financial aid packages are required to include a minimum amount of self-help aid before any gift aid is granted.

**Student Aid Report (SAR):**

Report that summarizes the information included in the FAFSA. The colleges selected on the FAFSA will receive electronic copies of the Institutional Student Information Record (ISIR). The SAR will indicate whether the student is eligible for Federal Pell Grant and the Expected Family Contribution (EFC). If the student files the FAFSA electronically they will receive the SAR electronically within three to four days. If the student files a paper FAFSA the SAR will be sent by regular mail and take several weeks. Review your SAR and correct any errors on the SAR. Keep a photocopy of the SAR for your records.

**Unmet Need:**

The financial aid office strives to provide each student with the full difference between their ability to pay and the cost of education. However, due to funding constraints, the student may receive less than the student's need. This discrepancy is known as the unmet need or simply as gap.

**Work-Study:**

A program providing undergraduate and graduate students with part-time employment during the school year. The federal and state governments pay a portion of the student's salary, making it cheaper for departments and agencies to hire the student. Eligibility for federal and most state work study is based on need. Money earned from a federal work-study job is not counted as income for the subsequent year's FAFSA. Many colleges also have institutional work-study not dependent on financial need. Financial Aid Offices have information about institutional work-study.

## **Web Resources**

[www.cafaa.org](http://www.cafaa.org) – Colorado Association of Financial Aid Administrators. Colorado’s statewide organization of financial aid professionals. CAFAA also provides financial aid workshops to high schools throughout the state. Information regarding College Goal Sunday may also be obtained on this site.

[www.CollegeInColorado.org](http://www.CollegeInColorado.org) - The College In Colorado team reaches out to students, parents, educators and workforce centers through ongoing events and training opportunities, as well as providing practical tools to assist every student in Colorado in furthering their education past high school.

[www.collegegoalcolorado.org](http://www.collegegoalcolorado.org) – College Goal Sunday [is sponsored by CAFAA and](#) is a free workshop for parents, students and families to assist with filling out the FAFSA.

<http://studentaid.ed.gov> – The federal website describing all federal financial aid programs and requirements. Also in Spanish.

[www.fafsa.gov](http://www.fafsa.gov) – The website to fill out the Free Application for Federal Student Aid. Also in Spanish.

[www.pin.ed.gov](http://www.pin.ed.gov) – The website to obtain a PIN number before you fill out the FAFSA online. Also in Spanish.

[www.fafsa4caster.ed.gov](http://www.fafsa4caster.ed.gov) – Tool for estimating the EFC. All calculations are based on information submitted by the student or parent. Also in Spanish.

[www.fastweb.com](http://www.fastweb.com) – Website search engine for scholarships. Students must fill out a detailed profile and the website will match interests and talents to scholarships that fit the profile.

[www.finaid.org](http://www.finaid.org) – Nonprofit financial aid resource for students, parents and financial aid professionals.

*There are numerous financial aid sites. We have listed the key sites but you will find many more offering services to students, families and counselors.*

## **Top Ten Financial Aid Hints for High School Counselors**

1. All students, regardless of their academic or financial circumstances, should be encouraged to complete a FAFSA as long as they have valid Social Security Numbers.
2. Many financial aid information resources are available in both English and Spanish.
3. Students should be encouraged to think about the long-term implications of going heavily into debt to pay for an expensive college because less expensive community colleges, state colleges, and even living at home can bring down the amount of long-term indebtedness.
4. Schedule your school's FAFSA workshop early in the school year to be held as soon as possible after January 1.
5. Colleges will not prepare financial aid packages for students until the students have been accepted and the colleges have received completed financial aid applications.
6. Money and finances should never be an excuse to forego higher education.
7. DEADLINES matter in college admissions and financial aid processes!
8. Give students folders to keep financial aid paperwork and PIN's.
9. You are not expected to be a financial aid expert. There are many resources available from colleges, the web, and local organizations like CAFAA and CollegeInColorado. Just focus on getting all seniors to complete FAFSA's as early as possible after January 1.
10. Remember to pat yourself on the back for a job well done in transitioning students to that important next step...life after high school graduation!

## **Helpful Hints for Earning Scholarships**

From our friends at the Boettcher Foundation

### **Application Materials**

- Obtain applications as early as possible.
- Photocopy all applications. Practice filling them out and always keep a back-up or blank copy.
- Pay attention to DEADLINES. Verify whether an application has a post-marked by deadline or a received by deadline. Admissions offices and scholarship committees strictly adhere to published deadlines.
- Read the directions on the application, and clarify any questions you have regarding the details of the application before the deadline.

### **Academics**

- Check with the scholarship committee or admissions office early in your high school career to verify that you are taking a college prep curriculum and pursuing a course of study that will position you well for admission to the specific programs in which you might be interested. A strong academic record clearly indicates that you have taken the most challenging courses available to you throughout all four years of your high school career.

### **Test Preparation**

- Prepare yourself to take the SAT or ACT by taking practice tests like the PSAT & PLAN/NMSQT. These tests will show you early in your high school career how college admissions tests are administered as well as and indicate areas where you need to improve for the ACT & SAT.
- Take practice ACT & SATs; familiarize yourself with the directions, the pace and length of the test and question format.
- Check out the College Board and ACT websites for more information.

### **Activities/Service/Leadership**

- Most scholarship and college admissions committees are looking for students who have been actively involved in their schools and communities and who have demonstrated leadership, initiative and a high level of involvement throughout their high school careers.

### **Essays & Short Answer Sections**

- Abide by length requirements, and proofread.
- Clearly make a statement in your answers, and be sure that your answer directly addresses the questions posed.
- Demonstrate the clarity of your writing, as well as the depth and quality of your thought. Be authentic. Whether discussing a personal issue or an issue of national concern, allow your passion to stand out.

### **Recommendations**

- Most scholarships require extensive recommendations. Think carefully about who knows you best when selecting your recommenders and give each of them plenty of time to write you a strong letter of recommendation.
- Inform your recommenders of the requirements of the scholarship and ask them to address how you match the selection criteria.
- Check in with your recommenders at least a week before a deadline and make sure they are aware of all deadlines.
- Send a thank you note! Writing a good letter of recommendation is hard work!



## **Interviews**

- **Review your essays and application before your interview; it is likely that you will be asked specific questions about issues you raised in the materials you submitted.**
- **When answering questions, be detailed and specific, demonstrate your goals and achievements.**
- **Be prepared to discuss why the scholarship/program/school is right for you.**
- **Demonstrate your knowledge of the scholarship/program/school through thoughtful answers and questions.**
- **Dress appropriately.**

## **Campus Visits**

- **Campus visits, if at all possible, will help you discover if a college or university is right for you. We highly encourage you to participate in campus visit days while an institution is "in-session."**
- **Nothing substitutes for walking around a campus, sitting in on classes, eating in the residence halls, sleeping in the dorms, meeting faculty, shadowing students, checking out special facilities and talking to students.**
- **Check to see if an institution is a match for who you are and what you want to accomplish during your undergraduate experience.**

## **Internet Resources for High School Guidance Counselors**

There are thousands of websites associated with the college counseling process, and it can be as overwhelming for counselors as well as students and families. **Here are websites every new Colorado counselor should bookmark on their computer:**

<a href="http://www.coloradocouncil.org">www.coloradocouncil.org</a>	Colorado Council for High School College Relations – excellent resource for all counselors
<a href="http://www.nacacnet.org">www.nacacnet.org</a>	National Association for College Admissions Counselors – excellent resource
<a href="http://www.rmacac.org">www.rmacac.org</a>	Rocky Mountain Association for College Admissions Counselors – excellent resource
<a href="http://www.CollegeInColorado.org">www.CollegeInColorado.org</a>	Detailed information on Colorado’s higher education offerings, career information, online application for the College Opportunity Fund (COF), test prep, Early Achievers Scholarship information, and much more
<a href="http://wiche.edu">http://wiche.edu</a>	Western Undergraduate Exchange (WUE) information
<a href="http://highered.colorado.gov/">http://highered.colorado.gov/</a>	The Colorado Commission on Higher Education’s Website

**The following are websites we have found helpful when counseling students:**

### **General Information Websites**

<a href="http://www.commonapp.org">www.commonapp.org</a>	Common Application Website
<a href="http://www.ctcl.com">www.ctcl.com</a>	Colleges That Change Lives Website, based on the popular book by Loren Pope
<a href="http://www.princetonreview.com/schoolsearch.aspx?sch=College">http://www.princetonreview.com/schoolsearch.aspx?sch=College</a>	Counselor-o-Matic College Search Engine created by Princeton Review.
<a href="http://www.nacacnet.org/studentresources/pages/default.aspx">www.nacacnet.org/studentresources/pages/default.aspx</a>	Information for students from the NACAC Website
<a href="http://www.nces.ed.gov/collegenavigator">www.nces.ed.gov/collegenavigator</a>	College Search Engine from National Center for Education Statistics

### **Testing Websites**

<a href="http://www.ets.org">www.ets.org</a>	Educational Testing Service – Information on AP, SAT, TOEFL
<a href="http://www.fairtest.org">www.fairtest.org</a>	Fair Test lists schools who are “score optional” and don’t require SAT/ACT scores to make an admission decision
<a href="http://www.act.org">www.act.org</a>	ACT information for counselors

	and educators
<a href="http://www.actstudent.org">www.actstudent.org</a>	ACT information and registration for students
<a href="http://www.collegeboard.org">www.collegeboard.org</a>	SAT information and registration

### **Financial Aid and Scholarship Websites**

<a href="http://www.fastweb.com">www.fastweb.com</a>	One of the best scholarship databases out there, despite annoying ads
<a href="http://www.fafsa4caster.ed.gov">www.fafsa4caster.ed.gov</a>	EFC Calculator from the FAFSA folks. Great website to refer parents to
<a href="http://www.fafsa.gov">www.fafsa.gov</a>	Free Application for Federal Student Aid (FAFSA)
<a href="http://profileonline.collegeboard.com/index.jsp">http://profileonline.collegeboard.com/index.jsp</a>	CSS Profile Online. This additional financial aid form is required by certain colleges in addition to the FAFSA
<a href="http://www.ftc.gov">www.ftc.gov</a>	Federal Trade Commission's information on Scholarship Scams
<a href="http://www.finaid.org">www.finaid.org</a>	Comprehensive site regarding everything related to financial aid
<a href="http://studentaid.ed.gov/students/publications/student_guide/index.html">http://studentaid.ed.gov/students/publications/student_guide/index.html</a>	The Guide to Federal Student Aid
<a href="http://www.danielsfund.org/scholarships/">www.danielsfund.org/scholarships/</a>	Daniels Fund Scholarship Information
<a href="http://www.boettcherfoundation.org/scholarships/index.html">www.boettcherfoundation.org/scholarships/index.html</a>	Boettcher Scholarship information

### **NCAA Websites**

<a href="http://www.eligibilitycenter.org">www.eligibilitycenter.org</a>	NCAA Eligibility Center Information for Prospective Student-Athletes
<a href="http://www.ncaa.org">www.ncaa.org</a>	Official Website of the NCAA
<a href="http://www.naia.org">www.naia.org</a>	National Association of Intercollegiate Athletics
<a href="http://www.njcaa.org">www.njcaa.org</a>	National Junior College Athletic Association

For more college-related websites, go to NACAC's Listing of Web Resources at [www.nacacnet.org/studentresources/pages/default.aspx](http://www.nacacnet.org/studentresources/pages/default.aspx).

## **The Relationship Between High School Counselors and College Admission Representatives**

Perhaps the first point of business is to recognize the nature of counselors and admission professionals' very different jobs. High School Counselors are tugged in 100 different directions from the moment they enter their office each morning, juggling appointments with students, parents, and teachers with the paperwork, phone calls, and e-mails that constantly clog their in-boxes. Admission reps are on the road from 7:00 a.m. most mornings during travel season, hitting high schools and college fairs, and often not into bed until 11:00 p.m. or later. They too squeeze in the constant communications with their office, colleagues, and prospective students and parents. We are ALL faced with hectic days. And each of us must respect the other!

### **Counselors—Try to provide the following to your admission colleagues:**

- Always ensure that a counselor meets with the admission rep when they visit your school. They don't want to talk only with students. They need to know what is happening at your school as well.
- Ask them specific questions to learn what is happening on their campus. Avoid the vague "So what's new?" question. Try these out:
  - Are there any changes happening on campus? New programs? Buildings? Requirements? Personnel?
  - How are our recent graduates faring on campus? Can we discuss how they fared in the admission process?
  - What are the admission office's goals for the coming year?
  - What are your most popular majors at this point? Why do you feel they are most popular?
  - Are there any unique programs at your institution?
  - What can I tell you about my high school? I'd like to share our profile with you.
- Provide your business card with the best way to contact you should a question arise about an applicant. Always answer these phone calls or e-mails promptly!
- A bottle of water and/or cup of coffee is always appreciated.
- A map and directions to nearby schools is also helpful.
- Always inform admission reps of the best place to park on your campus. Try to keep a spot or two open for them during the busy travel season.

### **Admission Reps—Try to provide the following to your counseling colleagues:**

- Understand that counselors are busy folk. Empathize with their schedule and try not to take too much of their time.
- Make friends with the counseling secretary. She/he can open doors for you, and is often the person coordinating your visit. Treat them well!
- If you are running late due to traffic or some other unforeseen circumstance, take the time to call the counseling office on your cell. Often, students are waiting for your arrival and everyone is wondering if you forgot your appointment.
- Ask for the high school profile to find out what offerings are available to students at the school. Is it an AP or IB school? How many students attend college in-state versus out-of-state? Ask questions to make your job of reading applications easier.
- Ask students what distinguishes their high school from other schools. They can give you an honest appraisal of their educational home.
- Students often don't know what questions to ask. Encourage them to ask you about different topics, like admission requirements, scholarships, specific majors, campus life, etc.
- If you receive a large number of applications from a particular high school, consider visiting with the counseling staff to review application history and discuss plans for the coming year. Treat them to lunch!
- Let counselors know the best way to contact you with questions, and promptly answer their e-mails or phone calls!

## **Guidelines for Working with Independent Consultants**

CCHS/CR recognizes that some families will seek assistance from outside consultants for help with the college process. Here are some guidelines for HS counselors to use when working with independent consultants:

Help families to realize there are professional standards and ethics that govern and surround the field of independent consulting and college admissions. Recommend that families utilize the services of those consultants who are members in good standing in one or more of the following organizations that encourage continual professional development, have established specific principles of good practice that respects the High School Counselor relationship, as well as professionalism and best practices between High School Counselors and educational consultants.

- HECA-Higher Education Consultants Association\*
- IECA-Independent Educational Consultant Association
- NACAC-National Association of College Admission Counselors
- RMACAC-Rocky Mountain Association of College Admission Counselors
- AICEP-American Institute of Certified Educational Planners

The work of consultants and HS Counselors should support the student's progress throughout the high school years. Consultants are expected to work collaboratively and in support of all high school counselors and their programs, methods, deadlines and processes.

Realize that consultants are not allowed to share information unless given written permission through a signed release from parent and or guardian when appropriate. Encourage parents to do so for collaboration.

\*HECA--As a requirement of membership, HECA members respect the student/school relationship. They strive to work as a team with other independent consultants, high school counselors and college staff. They respect students' work and expect them to complete admission applications and write essays personally.

## Special Programs in Colorado

### The Boettcher Foundation

*Boettcher Foundation Scholarship Program*

*600 17<sup>th</sup> Street, Suite 2210 South*

*Denver, CO 80202-5422*

*800-323-9640*

*www.boettcherscholarships.org*

*Contact: Tiffany Anderson, Director, Scholarship Program*

*Scholarships@BoettcherFoundation.org*



**BOETTCHER**<sup>®</sup>  
F O U N D A T I O N

Originally created in 1952, the Boettcher Foundation Scholarship Program now includes more than 2,300 Current and Alumni Scholars and has provided over \$65 million in undergraduate scholarships. In 2013, Scholarships paid on behalf of the 160 Boettcher Scholars enrolled as undergraduates in Colorado universities and colleges totaled over \$3.5 million.

The vision for the Scholarship came from the high value the Boettcher family placed on education. In addition to supporting capital projects on many Colorado campuses, Claude Boettcher felt if Colorado's most gifted young people were educated in the state they would remain in Colorado as adults and ultimately provide leadership for the state's communities.

He was also aware that Boettcher Scholars had the potential to raise the bar at Colorado's institutions of higher education, thus enhancing the environment of these institutions and benefitting a far larger number of students indirectly.

*Of the more than 2,300 Boettcher Scholars to date, more than half of the Alumni have remained in Colorado and become leaders in their professions and communities, fulfilling Claude Boettcher's vision.*

### *Eligibility*

- *Applicants must meet these requirements to be considered for the Boettcher Scholarship:*
  - Be a senior who has attended high school in Colorado for at least the junior and senior years
  - Be a resident of Colorado and a citizen or permanent resident of the United States

### *Selection Criteria*

- *Scholarships are awarded by a committee selected by the Trustees of the Boettcher Foundation.*
- *Selection criteria include:*
  - Superior Scholastic Ability
  - Evidence of Leadership & Involvement

- Service to Community and School
- Outstanding Character
- *Each of the 40, four-year Scholarships includes the following:*
  - *Full Tuition & Fees at any of the following Colorado schools:*
    - Adams State University
    - Colorado Christian University
    - Colorado College
    - Colorado School of Mines
    - Colorado State University
    - Colorado State University - Pueblo
    - Fort Lewis College
    - Johnson & Wales University
    - Colorado Mesa University
    - Metropolitan State University of Denver
    - Regis University
    - University of Colorado Boulder
    - University of Colorado Colorado Springs
    - University of Colorado Denver
    - University of Denver
    - University of Northern Colorado
    - Western State Colorado University
  - *Living Stipend – An annual stipend of \$2,800 is provided to help defray room and board expenses during the academic year*
  - *Book Allowance*
  - *Community Enrichment Programming:*
    - Through this program, the Foundation provides funding to the universities and colleges that the majority of Boettcher Scholars attend for special programs and opportunities to support the Scholars' educations. Although the funds have supported a variety of opportunities, the money must be applied toward experiences that are academically enriching and particularly helpful to Boettcher Scholars as they prepare for graduate school and/or a future career.
  - *Educational Enrichment Grants:*
    - The Foundation also offers Boettcher Scholars the opportunity to apply for Educational Enrichment Grants. Through this grant program Current Scholars who are still pursuing undergraduate studies during the term of their Scholarships may submit an application to receive up to \$3,000 for individual projects or programs in the following four grant categories: Academic/Professional Development, Internships, Research and Special Classes/Field Sessions.
  - *International Education Grant:*

- Through the International Education Grant, Scholars may apply to trade one half of one year's scholarship for a \$5,500 grant towards an International Education experience, OR apply to trade one year's scholarship for an \$8,600 grant towards an International Education experience.
- *Scholar Events*
  - In addition to receiving full tuition, fees, books and a living stipend, Boettcher Scholars are also provided with events and programming that enhance the Scholarship with unforgettable life experiences.
- *Annual Events for New Scholars*
  - Each year the Foundation hosts three Scholarship events for the 40 new Scholars:
    - Rockies Baseball Game (in a luxury suite generously donated by the Rockies Baseball Club)
    - Teacher Recognition Awards Program
    - Service Days
    - New Scholar Orientation
    - All-Scholar Events
  - Current Boettcher Scholars attend events held by each of the campuses where Scholars are enrolled. They also attend occasional events for all current Scholars, such as an annual holiday party held at the Governor's Residence at the Boettcher Mansion, special dinners and receptions and community service days for Current and Alumni Scholars. Such events are planned to allow Scholars the opportunity to develop a strong community of Boettcher Scholars across campuses.



## **Colorado Educational Services and Development Association (CESDA)**



CESDA  
P.O. Box 40214  
Denver, CO 80204  
[www.cesda.org](http://www.cesda.org)  
Email: [questions@cesda.org](mailto:questions@cesda.org)

### **CESDA Mission:**

*“To promote, facilitate and coordinate the access to post-secondary education for all students, with specific focus on students of color, educationally, and economically disadvantaged students; provide recognition and promotion of Colorado institutions and organizations; and educate and support the community on the college process.”*

CESDA is a network of representatives from more than thirty post-secondary institutions, including two-year community colleges and four-year colleges and universities. In addition, our membership includes several education-oriented community agencies. Our vast experience with the college process makes us experts in this field, and it is our goal to make sure underrepresented students benefit from this knowledge.

One way to achieve this goal is through our **College Awareness and Planning (CAP)** team. Each year CAP presentations are given to several thousand students within Colorado, in hopes that they will continue their education. This information is presented on the students' home turf, usually at their high school, rather than on a college campus. This approach helps to personalize the recruitment effort. This allows the CESDA representative to share information about all schools in Colorado and give a fair example to all, while also allowing them to speak to their own institution or organization.

Additionally, each year CESDA awards several students a \$1000 scholarship to help, defray college expenses, provide vast information on the financial aid process, encourages students to engage in pre-college programs, and hosts College Symposiums for high school students.

Our College Symposiums highlight specific higher education institution in Colorado and allows for students who attend to be exposed to the campus and attend various educational workshops. These workshops include our CAP presentation, college tours, wide-ranging educational departmental sessions and career-based sessions. CESDA typically hosts three symposiums per year.

In addition, our members are active with other organizations whose goal it is to see students succeed, including the Colorado Council on College and High School Relations and the Colorado Association of Financial Aid Administrators.

For more information about CESDA or to get involved, please visit us at [www.cesda.org](http://www.cesda.org)



## **College In Colorado**

**1560 Broadway, Suite 1700**

**Denver, CO 80202**

**(303) 866-2978 Spanish language: (720) 264-8580 Fax: (303) 296-1637**

College in Colorado is charged with helping all Coloradans explore career and education pathways, break down barriers to postsecondary attainment, and create a plan for their postsecondary and workforce success. A cornerstone of the campaign, [www.CollegelInColorado.org](http://www.CollegelInColorado.org), offers a one-stop resource to help students and parents plan, apply and pay for college.

**For more information, visit [CollegelInColorado.org](http://CollegelInColorado.org) or call (303)866-2978**

### **In-School Support**

College in Colorado is available to work directly with educators, youth service providers and adults to demonstrate how to use [CollegelInColorado.org](http://CollegelInColorado.org) for their Individual Career and Academic Plan (ICAP) efforts. Presentations and in-school support topics include (available in English and Spanish):

- [CollegelInColorado.org](http://CollegelInColorado.org) overview
- Financial aid planning
- Career planning
- Professional Center overview
- College planning
- Individual Career and Academic Planning

E-mail [trainings@cic.state.co.us](mailto:trainings@cic.state.co.us)

### **Money 101**

Money 101 provides online financial literacy courses that helps students understand responsible financial habits. The program explores spending and saving, needs and wants, credit and identity theft. Learn more at [CICMoney101.org](http://CICMoney101.org) or go to Money 101 from the [CollegelInColorado.org](http://CollegelInColorado.org) home page.

### **Professional Center**

Use the Pro Center on [CollegelInColorado.org](http://CollegelInColorado.org) to review your students' work, track their progress and communicate with students, as well as to customize ICAPs, high school coursework plans and graduation requirements.

To create your College In Colorado Professional Center account, go to [procenter.collegeincolorado.org](http://procenter.collegeincolorado.org) and use your Professional Account Access Key (PAAK) or Administration Code (AC) to create your new account.

**Need your PAAK or AC Code?** E-mail your request to [Twyla.Esquibel@cic.state.co.us](mailto:Twyla.Esquibel@cic.state.co.us)

### **Own Your Future**

[College In Colorado is committed to helping all students, regardless of age and background, find a path to higher education and career training. Own Your Future is an online program designed to help ex-offenders develop skills and pursue opportunities that will help them re-enter society. Go to \[OwnYourFutureColorado.com\]\(http://OwnYourFutureColorado.com\).](#)

[For more information, contact \[Brianna Kutauskas\]\(mailto:Brianna.Kutauskas@cic.state.co.us\) at \[Brianna.Kutauskas@cic.state.co.us\]\(mailto:Brianna.Kutauskas@cic.state.co.us\).](#)

## **College Application Month**

College In Colorado hosts College Application Month each year in October. The goal of College Application Month is to provide every graduating high school senior with the preparation and opportunity to apply to college, with the help of the resources available on [CollegeInColorado.org](http://CollegeInColorado.org). Find timelines, tools and, educator resources, along with scholarship and giveaway opportunities.

For more information, go to [CICCollegeAppMonth.org](http://CICCollegeAppMonth.org) or contact **Bridget Black** at [Bridget.Black@cic.state.co.us](mailto:Bridget.Black@cic.state.co.us).

## **ASSET and Parental Engagement**

College In Colorado provides [CICColoradoASSET.com](http://CICColoradoASSET.com) to provide information on how ASSET legislation affects students without proof of lawful U.S. presence. We also work statewide to improve parental engagement and share the most effective ways parents can encourage and support their students as they pursue higher education and career readiness.

For more information, contact **Blanca Trejo** at [Blanca.Trejo@cic.state.co.us](mailto:Blanca.Trejo@cic.state.co.us).

## **Website Training and Seminars**

Sign up for a training on a specific topic, a full- or half-day training on the Website– including ICAP design seminars– or create your own class. E-mail [trainings@cic.state.co.us](mailto:trainings@cic.state.co.us)

## **Webinars and Online Tutorials**

Don't have time to make it to a training? College In Colorado offers recorded Webinars and online tutorials on specific features of the Website.

For more information go to [CollegeInColorado.org](http://CollegeInColorado.org) and click on **For Professionals**. Follow the **Professional Development** link and look for the **Register** or **Take a Tour** sections.

## **ICAP Design & Implementation Resources**

College In Colorado offers extensive customization tools, features and resources to help you and your students design and implement your unique version of an ICAP. We also offer free seminars and materials to help you with everything from ICAP design to ICAP implementation. E-mail [trainings@cic.state.co.us](mailto:trainings@cic.state.co.us)

For more information, go to **For Professionals** on [CollegeInColorado.org](http://CollegeInColorado.org) and click on **ICAP and ASCA Resources**.

## **College In Colorado Lesson Plans**

CollegInColorado.org offers more than 80 lesson plans to help you work with your students on career and college planning, high school planning, and portfolio activities. Even better, it provides the ASCA correlations for each lesson.

From the **Professional Center**, go to the **Resources** tab and click on **Lesson Plans**. From the lessons index, click on any lesson plan title to retrieve that plan.

## **Downloads and Printed Materials**

Download or request resources, brochures and materials for students or professionals. Use the order form available on **CollegInColorado.org** and click on **For Professionals** and look for **Downloads and Printed Materials**.

There you will find the **User's Manual**, **Professional Manual**, student assistant guides, worksheets and more.

## **College Opportunity Fund**

The College Opportunity Fund (COF) provides a tuition stipend for students completing undergraduate course work either full or part time at a participating public or private college or university in the state of Colorado.

To use this tuition stipend funding from the state of Colorado a student must:

Complete an application

Attend a participating college or university

Meet the eligibility requirements

Authorize the college to request this funding on your behalf

The amount of this stipend is deducted from total in-state tuition. Students who do not apply for the stipend will be responsible for the full amount of their tuition bill. The amount of this tuition stipend is determined by the general assembly for the state of Colorado, is subject to legislation oversight each year and may vary from year to year. For the academic year (AY) 2014-2015 the stipend equals \$75 per credit hour for students attending participating public colleges and universities. Students attending participating private colleges and universities who meet the eligibility requirements receive half the stipend amount per credit hour. The state of Colorado will pay a portion of each eligible student's tuition, up to 145 credit hours, as long as the student is an undergraduate. The state will also pay the same portion of tuition (\$75 per credit hour) if the student is taking Concurrent Enrollment or ASCENT classes while the student is in high school. Students can apply for the stipend online at:

<https://cof.college-assist.org>. Click on the FAQ tab to view the eligibility requirements and learn more about the COF or click on the "Apply Now" button to apply on line

Students must be at least 13 years of age to complete the stipend application.

Students are not required to know which college or university they plan to attend before completing the stipend application.

Students need to complete the stipend application only once. Completing the application creates an account that remains active for as long as the student is an undergraduate student, or until the 145 hours allotted to the student by the state have been exhausted.

Students will authorize the use of these hours when they register for their classes at their college.

There are no income qualifications for students attending participating public colleges and universities in the state of Colorado. A student is eligible if admitted to the college as an undergraduate student, and the college determines the student is eligible to pay in-state tuition.

*There are additional qualifications for students attending participating private colleges. Students may be eligible if they have (1) graduated from a high school in the state of Colorado, obtained a GED in Colorado, or successfully completed a non-public, home-based education in Colorado; (2) are classified as an in-state student for tuition purposes; and (3) are eligible to receive a federal Pell grant.*

## College Summit-Colorado

**Executive Director: Nilmini Senanayake Hecox**

Email: [nhecox@collegesummit.org](mailto:nhecox@collegesummit.org)

<http://www.collegesummit.org/regions/colorado>

1201 E. Colfax Avenue, Ste. 301 Denver, CO 80218

Phone: (303) 832-7174

**Mission:** College Summit’s mission is to increase the college enrollment rates of youth from low-income communities. Our vision is that all students will experience high school as a launchpad for college and career success. To this end, train high school principals, teachers, and the most influential students in lower-income communities to raise their college-going and success rates. Today, College Summit is the country’s largest high school-wide college access provider, impacting 34,000 high school students at 170 schools in 12 states.

**History:** Denver Public Schools graduate J.B. Schramm founded College Summit in 1993, when he guided a few promising low-income students through the college admissions process. What began as a summer workshop program has evolved into a comprehensive system for building college-going culture. College Summit now partners with high schools across the country to examine their data and use it to drive improvement in college-going rates. We offer curricula to guide 12<sup>th</sup> graders step-by-step through the college admissions process, and 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders through postsecondary planning. A linchpin of our approach is leveraging the power of peer influence to build a culture in high schools where a college education is the expectation, not the exception.

**College Summit Program:** When College Summit partners with a high school and works with its faculty to build capacity for college-going culture, student conversations soon shift from “only *those* kids go to college” to “what college are *you* applying to?” Our program elements include:

**Peer Leadership Training:** Low-income, academically mid-tier students (~15-20% of each school’s rising senior class) will attend one of our four-day summer workshops where they will learn to navigate the college and financial aid application processes. Students will be selected based on the following criteria: low-income (Department of Education TRIO program guidelines), GPA 2.0-3.0 on 4.0 scale, and demonstrated leadership potential.

**Professional Development:** All teachers and counselors who implement our school-year curricula will be required to attend our Educators’ Academy, where they will learn how to use our curricula, collect data, and support and track each students’ application path.

**Senior Year Curriculum:** A mandatory college-planning course for 12<sup>th</sup> graders will continue to be embedded in each school’s schedule, using our curriculum and online resource center (*CSNav*) to support and guide all seniors through the postsecondary planning process. The class will feature goal setting, writing personal statements, filling out college applications, planning for financial aid and completing the FAFSA form.

**9th-11th Grade Curriculum:** This career and college planning curriculum for grades 9-11 will cover topics such as how/why to choose an academically rigorous course schedule, goal-setting, and creating a four-year plan, and will enable students to become familiar with college vocabulary, financial aid, tests, and other essentials to making college tangible.

**Evaluation and Data Assessment:** Our customized reports will track student, classroom, and school progress toward achieving college enrollment goals. College Summit staff members will provide and discuss this data, enabling schools/districts to identify challenges early and take proactive measures to ensure optimal student success.

**2014-15 School Partners:**

College Summit Colorado is helping build a stronger college-going culture and will be serving 1,224 students in grades 9-12 in 2014-15 and school partners include:

Abraham Lincoln High School  
MLK Early College  
Sheridan High School

**Results**

7,400+ Metro Denver youth have received our tools and services to date.

We have seen a range of college enrollment rates (CER) increases in partner schools—on average, 12-18%, and bigger gains (20-25%) for schools with low baselines.

For the 2013-14 school year, 96% of seniors at our Colorado partner schools have applied to at least one college/postsecondary institution and over 65% of seniors have applied to three or more college/postsecondary institutions.

## Colorado GEAR UP

Colorado GEAR UP  
Colorado Department of Higher Education  
1560 Broadway Suite 1600  
Denver, CO 80202  
Ph: 303-866-2973  
Fax: 303-866-4266  
[www.coloradogearup.org](http://www.coloradogearup.org)



Contact:

Meghan Cave

[meghan.cave@dhe.state.co.us](mailto:meghan.cave@dhe.state.co.us)

303-866-2973

The Colorado GEAR UP III Grant (2011-2018) is a federally-funded program serving mostly minority, largely low-income students who typically are the first in their families to go to college. The program is funded by the U.S. Department of Education and managed by the Colorado Department of Higher Education. GEAR UP stands for Gaining Early Awareness and Readiness for Undergraduate Programs.

GEAR UP focuses on **intense advising**, with more than two dozen advisors working full-time in middle and high schools from Alamosa to Greeley. Our work begins with eighth-graders and follows them through their first year of college. Our advisors meet with students twice a month, monitor their grades and find them extra help if they're struggling.

A key concept of Colorado GEAR UP is placing our high school students in college courses, where they gain confidence by experiencing success. The typical GEAR UP student graduates high school having already earned 17 college credits. This is accomplished through **concurrent enrollment** and through **CLEP testing**, which gives students credit for skills they already possess, such as Spanish language fluency.

Most recently, Colorado GEAR UP has implemented **Early Remediation**, a partnership with Adams State University that seeks to eliminate the need for our students to spend precious time and money on remedial education after high school. We place our students in "remedial" classes created to mirror the content of Adams State courses on the southwestern Colorado campus. These online, self-paced courses are taught by licensed teachers as part of the regular school day. As our students finish these classes, they receive transcripts from Adams State and can then enroll in credit-bearing college courses as early as grade 10.

Colorado GEAR UP partners with more than 30 middle and high schools in the following districts: Adams 14, Alamosa, Aurora Public Schools, Denver Public Schools, East Otero, Fort Morgan, Greeley 6, Harrison, Jeffco, Lamar and Pueblo City Schools. Our website has a complete listing of our school partners.

Examples of our results: (From the GEAR UP II Grant, 2005-2011)

- 87 percent of Colorado GEAR UP students graduated from high school compared to a statewide graduation rate of 72 percent.
- 84 percent enrolled in college the fall after high school graduation compared to a statewide enrollment rate of 67 percent.
- 81 percent persisted through their first year of college compared to a statewide average retention rate of 70 percent.

For more information about Colorado GEAR UP, please visit our website at [www.ColoradoGEARUP.org](http://www.ColoradoGEARUP.org).



## **The Daniels Fund Scholarship Program**



*Daniels Scholarship Program  
101 Monroe Street  
Denver, CO 80206  
877-791-4726, 303-393-7220  
www.danielsfund.org*

### **Contact:**

*Tracey Lovett  
Assistant Vice President, Scholar Relations  
Daniels Fund  
tlovett@danielsfund.org*

*Daniels Scholarships are awarded in the spring to graduating high school seniors from Colorado, New Mexico, Utah, and Wyoming and are supplemental after other federal, state, institutional, and private financial aid and scholarships. Students may use their scholarship at any two- or four-year accredited nonprofit college or university in the United States with an intention to complete a bachelor's degree.*

*As of spring 2013 more than 2,781 students have been named Daniels Scholars since the program was launched in the year 2000.*

*In establishing the Daniels Scholarship program, cable pioneer Bill Daniels was seeking promising students who demonstrate exceptional character, leadership, and a commitment to serving their communities. Students must also show financial need.*

*Daniels Scholarships are not full-ride. Instead they cover the unmet needs of the student. The scholarship amount is determined after all other financial aid sources and an Expected Family Contribution have been applied. Scholarships cover all or part of a student's required college expenses (i.e., tuition and fees, room and board, books and supplies, transportation, and miscellaneous educational expenses).*

*Upon being named Daniels Scholars, students immediately become part of the "Daniels Scholar Success Program," a support system made up of Daniels Fund staff, college and university officials, and members of the community.*

### **Eligibility Criteria**

*To be eligible to apply for a Daniels Scholarship, students must satisfy all of the following:*

- Be a current high school student with an expected graduation during the 2014/2015 academic school year from any high school in Colorado, New Mexico, Utah, or Wyoming.*
- Be a current resident of Colorado, New Mexico, Utah, or Wyoming.*
- At the time of application, be a U.S. citizen or a permanent resident of the U.S.*
- Demonstrate financial need.*
- Take the ACT by October, 2014 and achieve an exam composite score of 17 or higher, (all sub scores must be 17 or higher as well) or take the SAT by October, 2014 and achieve a combined math and verbal score of 830 or higher.*

**For more information please visit [www.danielsfund.org](http://www.danielsfund.org)**

## **INROADS Rocky Mountain Region, Inc.**

[www.inroads.org](http://www.inroads.org)

**Contacts**

**Metro Denver:**

**Charlotte Steele, Strategic Manager**

**303-967-7328**

**[csteele@inroads.org](mailto:csteele@inroads.org)**



**INROADS is a national career development organization that prepares underserved students for professional careers in business, engineering, and computer science, as well as prepares them for corporate and community leadership. INROADS recruits talented students during their senior year in high school, or their first two years of college. Qualified candidates receive in-depth information and training to prepare them for interviews. Candidates then compete for multi-year internships with a sponsoring company. INROADS' goal is achieved when the sponsoring company hires the INROADS Intern upon graduation from college. In recent years, 76% of the Colorado graduates received and accepted offers from INROADS sponsoring companies.**

### **INROADS Application Criteria:**

#### **All Applicants:**

**Majors in Accounting, Business, Engineering, Finance or Computer Science  
Demonstrated Leadership Potential**

#### **High School Applicants:**

**High school senior planning to attend a 4-year college or university  
Cumulative grade point average of 3.3 or better—transcript required to verify GPA  
ACT Composite score of 20 or better OR SAT score of 800 or better**

#### **College Applicants:**

**Freshman or sophomore at a 4-year college or university  
Cumulative grade point average of 2.8\* or better—transcript required to verify GPA  
\*Some internships require a higher GPA  
Community college transfer admitted to a 4-year college or university**

### **Benefits of Participating in INROADS:**

**Direct and immediate access to the corporate world  
A paid multi-year internship with a Fortune 1000 company  
An early start on your career with great potential for a full-time career after college  
Unparalleled networking opportunities with career-minded peers and corporate executives  
Gratifying community involvement  
Year-round professional and personal support, guidance, training and development  
Corporate mentors who take a personal interest  
Additional scholarship opportunities through Corporate Sponsors and INROADS office**

### **Next Step for Interested Students:**

**Apply on-line at [www.INROADS.org](http://www.INROADS.org) or call the Talent Management Center at 1-800-651-6411**

## Concurrent Enrollment

Colorado Department of Education

201 East Colfax Ave

Denver, CO 80203-1799

(303) 866-6142

<http://www.cde.state.co.us/postsecondary/concurrentenrollment>.



## **Concurrent Enrollment**

In May 2009, the Colorado State Legislature passed House Bill 09-1319 and Senate Bill 09-285, the Concurrent Enrollment Programs Act. The collective intent is to broaden access to and improve the quality of concurrent enrollment programs, improve coordination between institutions of secondary education and institutions of higher education and ensure financial transparency and accountability. Beyond coordinating and clarifying the existing concurrent enrollment programs, the bill also creates the “5th year” ASCENT program for students retained by the high school for instruction beyond the senior year.

In collaboration with the Department of Higher Education, CDE released the Annual Report on Concurrent Enrollment with data highlighting the enrollment and outcomes of Concurrent Enrollment students in the 2012-2013 school year. Highlights include:

- Concurrent Enrollment participation increased by 28%, with 4,246 more students participating in the program than in the prior year.
- The number of Hispanic students - Colorado's largest minority group - participating in Concurrent Enrollment increased by 37.3% from 2011-12 to 2012-13.
- The majority of students - 84% - passed all of their Concurrent Enrollment courses.
- 775 students in Concurrent Enrollment or ASCENT programs earned some type of postsecondary credential in 2013. This is a 60% increase over last year's credential completion total.

## Concurrent Enrollment Facts

Key policy implications for districts:

- Districts can begin implementing during the 2009-2010 school year and by year 2012 high schools must operate all concurrent enrollment programs under the Concurrent Enrollment Programs Act.
- To create a concurrent enrollment opportunity, districts must first enter into a cooperative agreement with a “qualified” institution of higher education.
- Districts are required to reimburse concurrent courses at the in-state (“resident”) community college tuition rate and all concurrently enrolled students will be classified as Colorado residents for tuition setting purposes.
- Students may concurrently enroll into any career and technical education course, certificate program, community college course and traditional college course, if the institution of higher education meets the following qualifications:
  - Is accredited by a regional accrediting agency or association;
  - Provides an educational program for awarding a bachelor’s degree or a graduate degree;
  - Is authorized by the Department of Higher Education to do business in Colorado;
  - Maintains a physical campus or instructional facility;
  - Determined by the United States Department of Education to be eligible to

administer federal financial aid (i.e., “Title IV eligible”).

- Students in 9th, 10th, 11th and 12th grades may qualify to concurrently enroll in postsecondary courses if the student has:
  - Has received approval for their academic plan of study;
  - Applied for concurrent enrollment approval no later than sixty day before the end of the academic term that immediately precedes the intended term of concurrent enrollment;
  - Met the minimum prerequisites for the course (students need not meet all Higher Education Admission Requirements [HEAR]);
  - 12th grade students who have not satisfied minimum high school graduation requirements established by his or her high school by the end of his or her 12th grade year may not concurrently enroll into more than 9 credit hours (including basic skills courses) in any subsequent years while registered as a K-12 student.
  - Legislation defines a “qualified student” as less than 21 years old and in the 9th grade or higher.

Any LEP that has entered into a cooperative agreement with an IHE must create and make available a standard application form for qualified students to apply to participate in concurrent enrollment. See Concurrent Enrollment Rules for guidelines on creation and requirements for application forms, [1 CCR 301-86, 2.01](#). Postsecondary remedial courses (basic skill courses) are covered under Concurrent Enrollment guidelines with specific limitations. . The law provides that students in their 12th-grade year may take basic skills courses under a Concurrent Enrollment program. It is up to an LEP to determine if its students will be approved to take basic skills courses under its Concurrent Enrollment program [C.R.S. § 22-35-104 (4)]. : Legislation allows student participation in Concurrent Enrollment in 9th-12th grade; however, LEPs have flexibility in implementing the Concurrent Enrollment Program to best meet the needs of their students and have the authority to approve students to participate in concurrent enrollment at their discretion. [C.R.S. § 22-35-103 (15)] . For a student who is retained repeat the 12<sup>th</sup> grade year of high school to complete graduation requirements (not ASCENT student) , there is a limit on Concurrent Enrollment. The limit is nine (9) credit hours during the fifth year, with a maximum of six (6) credit hours in a semester in which the student is a full-time student of the LEP. A maximum of three (3) credit hours is permitted if the student is a part-time student of the LEP. Basic skill courses are permitted to be part of these credit hour limits. [C.R.S. § 22-35-104 (1)(d)].

For more information please visit <http://www.cde.state.co.us/postsecondary/concurrentenrollment>.

## **TRiO Programs**

Pamela Osborne, President, Colorado Chapter of ASPIRE  
C/O – Metropolitan State University of Denver  
TRiO High School Upward Bound Program  
Campus Box 66, P.O. Box 173362  
Denver, CO 80217-3362  
(303) 556-3945  
[osbornep@msudenver.edu](mailto:osbornep@msudenver.edu)

### **The TriO Programs and Who They Serve**

The TRiO programs were the first national college access and retention programs to address the serious social and cultural barriers to education in America. (Previously only college financing had been on policymakers' radar.) TRiO began as part of President Lyndon B. Johnson's War on Poverty. The Educational Opportunity Act of 1964 established an experimental program known as Upward Bound. Then, in 1965, the Higher Education Act created Talent Search. Finally, another program, Special Services for Disadvantaged Students (later known as Student Support Services), was launched in 1968. Together, this "trio" of federally-funded programs encouraged access to higher education for low-income students. By 1998, the TRiO programs had become a vital pipeline to opportunity, serving traditional students, displaced workers, and veterans. The original three programs had grown to eight, adding Educational Opportunity Centers in 1972, Training Program for Federal TRiO programs in 1976, the Ronald E. McNair Post-baccalaureate Achievement Program in 1986, Upward Bound Math/Science in 1990, and the TRiO Dissemination Partnership in 1998.

### **Educational Opportunity Centers (EOC)**

The Educational Opportunity Centers program provides counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education. The program also provides services to improve the financial and economic literacy of participants. An important objective of the program is to counsel participants on financial aid options, including basic financial planning skills, and to assist in the application process. The goal of the EOC program is to increase the number of adult participants who enroll in postsecondary education institutions. Educational Opportunity Centers are located at Colorado State University, Colorado State University-Pueblo, and the Community College of Denver.

### **Ronald E. McNair Postbaccalaureate Achievement (McNair)**

Through a grant competition, funds are awarded to institutions of higher education to prepare eligible participants for doctoral studies through involvement in research and other scholarly activities. Participants are from disadvantaged backgrounds and have demonstrated strong academic potential. Institutions work closely with participants as they complete their undergraduate requirements. Institutions encourage participants to enroll in graduate programs and then track their progress through to the successful completion of advanced degrees. The goal is to increase the attainment of Ph.D. degrees by students from underrepresented segments of society. The only Colorado program is located at the University of Northern Colorado.

### **Student Support Services (SSS)**

Through a grant competition, funds are awarded to institutions of higher education to provide opportunities for academic development, assist students with basic college requirements, and to motivate students toward the successful completion of their postsecondary education. Student Support Services (SSS) projects also may provide grant aid to current SSS participants who are receiving Federal Pell Grants. The goal of SSS is to increase the college retention and graduation rates of its participants. Student Support Services programs in Colorado are located at Adams State College, Aims Community College, Colorado Mesa University, Colorado Mountain College, Colorado State University, Colorado State University-Pueblo, Community College of Aurora, Community College of Denver, Fort Lewis College, Lamar Community College, Metropolitan State University of Denver, Northwestern Junior College, Otero Junior College, Pikes Peak Community College, Pueblo Community College, Trinidad State Junior College, Trinidad State Junior College Valley Campus, University of Colorado Boulder, University of Colorado Denver, and University of Northern Colorado. There is one Disabled Student Support Services at Pikes Peak Community College and two STEM Student Support Services programs at Aims Community College and Fort Lewis College.

### **Educational Talent Search (TS)**

The Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education. The program publicizes the availability of financial aid and assist participant with the postsecondary application process. Talent Search also encourages persons who have not completed education programs at the secondary or postsecondary level to enter or reenter and complete postsecondary education. The goal of Talent Search is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in and complete their postsecondary education. Talent Search programs in Colorado are located at Arapahoe Community College, Colorado State University, The Denver Scholarship Foundation in Denver, The Greeley Dream Team in Greeley, and Fort Lewis College.

### **High School Upward Bound (HSUB)**

Upward Bound is a year-round, pre-collegiate program that provides fundamental support to participants in their preparation for college entrance and success. The program provides: tutoring, supplementary classes, social, cultural, and educational activities, assessment, and academic counseling to assist participants to graduate from their high schools and achieve their higher education pursuits. Upward Bound serves high school students from low-income families, as well as students in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. Upward Bound programs in Colorado are located at Adams State College, Colorado Mountain College, Colorado State University, Colorado State University-Pueblo, Fort Lewis College, Metropolitan State University of Denver, Pueblo Community College, University of Colorado Boulder, University of Colorado Denver, University of Northern Colorado and the LULAC National Education Service Centers, Inc., in Colorado Springs.

### **Upward Bound Math-Science (UBMS)**

The Upward Bound Math-Science program is designed to strengthen the math and science skills of participating students. The goal of the program is to help students recognize and develop their potential to excel in math and science and to encourage them to pursue postsecondary degrees in math and science, and ultimately careers in the math and science profession. Upward Bound Math-Science programs are located at Trinidad State Junior College and the LULAC National Education Service Centers, Inc., in Colorado Springs.

### **Veterans Upward Bound (VUB)**

Veterans Upward Bound is designed to motivate and assist veterans in the development of academic and other requisite skills necessary for acceptance and success in a program of postsecondary education. The program provides assessment and enhancement of basic skills through counseling, mentoring, tutoring, and academic instruction in the core subject areas. The primary goal of the program is to increase the rate at which participants enroll in and complete postsecondary education programs. Veterans Upward Bound programs are located at Colorado State University-Pueblo and Metropolitan State University of Denver.

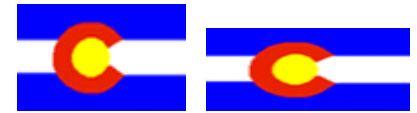
### **Training Program for Federal TRIO Programs**

Through a grant competition, funds are awarded to institutions of higher education and other public and private non-profit institutions and organizations to support training to enhance the skills and expertise of project directors and staff employed in the Federal TRIO Programs. Funds may be used for conferences, seminars, internships, workshops, or the publication of manuals. Training topics are based on priorities established by the Secretary of Education and announced in Federal Register notices inviting applications.

#### **In Colorado, questions may be addressed to:**

Pamela Osborne, President, TRIO Colorado Chapter of ASPIRE  
C/O – Metropolitan State University of Denver  
TRiO High School Upward Bound Program  
Campus Box 66, P.O. Box 173362  
Denver, CO 80217-3362  
(303) 556-3945 [osbornep@msudenver.edu](mailto:osbornep@msudenver.edu)

# Graduation Guidelines



**Colorado Department of Education**  
**201 East Colfax Ave**  
**Denver, CO 80203-1799**

<http://www.cde.state.co.us/postsecondary/graduationguidelines>

Students earning a high school diploma need to be prepared for the expectations facing them the day after graduation: proceeding to college-level classes, entering military career training or earning a self-supporting salary without need for retraining or remediation.

Colorado's Graduation Guidelines were adopted by the State Board of Education in May 2013 in support of this goal. This begins the seven-year implementation period and conversation around graduation guidelines as well as next steps in the supporting districts in this work through utilizing seven work groups to inform the process.

As required by state statute (in section 22-2-106, C.R.S.), in May 2013, the State Board of Education adopted a comprehensive set of guidelines to be used by each school district board of education in establishing requirements for students to receive a high school diploma. These guidelines call for students to demonstrate minimum academic competencies, demonstrate 21st century skills, and successful completion of an Individual Career and Academic Plan (ICAP) by the time of high school graduation. During the 2014-15 academic year, districts will enter the first phase of Graduation Guidelines implementation, which includes utilization of Colorado's Academic Standards, demonstrations of 21st Century Skills, and ICAP as a college and career planning tool.

## Next Steps

- During the 2013-14 academic year districts are encouraged to review the state board approved graduation guidelines and consider adopting local graduation requirements that meet or exceed them.
  - For entering 9<sup>th</sup> graders of 2014, districts may use the state's minimum college and career ready determinations as guideposts in establishing competencies.
- During 2015-16 academic year local boards of education will adopt updated graduation requirements to indicate the minimum academic competencies needed for students to demonstrate postsecondary and workforce readiness and the types of measures the district will use to determine attainment.
  - For entering 7<sup>th</sup> graders in 2015 districts must meet or exceed the state's minimum college and career ready determinations.
- CDE will convene seven work groups to inform the implementation of graduation guidelines. It is anticipated that these work groups will begin in fall 2013 and most will conclude in summer 2014.

## Work Groups

When adoption of Graduation Guidelines occurred this summer, the Colorado State Board of Education recommended that CDE actively work with community member, schools and districts to continue the conversation. In this spirit of collaboration, the Graduation Guidelines work groups will help inform next steps in partnership with schools and districts for (1) implementation recommendations, (2) best practices identifications, and (3) tools and resources development. Given these goals, the following topic-based work groups will be formed.

- 21st Century Skills
- Assessment
- District Capstone
- Earned Industry Certificate
- Individual Career & Academic Plans (ICAP)
- Postsecondary Workforce Readiness (PWR)
- Endorsed Diploma
- Special Populations (students with disabilities, gifted and talented, and English language learners)

### Work Groups by the Numbers

Number of Work Groups- 7

Number of Organizations Represented- 16

Number of Districts Represented- 53

Number of Member Volunteers- 205

### Work Group Timeline

Group	Start Date
Capstones	November 2013
ICAP	November 2013
21 <sup>st</sup> Century Skills	December 2013
Industry Certificates	February 2014
Special Population	February 2014
Assessment	May 2014
Endorsed Diploma	May 2014

Colorado's high school graduation guidelines have two purposes:

1. To articulate Colorado's shared beliefs about the value and meaning of a high school diploma
2. To outline the minimum components, expectations and responsibilities of local districts and the state to support students in attaining their high school diploma.

State law outlines several considerations the state board took into account when adopting the graduation guidelines, including:

- Alignment with the description of postsecondary and workforce readiness



- Alignment with the postsecondary academic admission standards for public four-year colleges and universities
- Recognition of multiple and diverse pathways to a diploma
- Articulation through a standards-based education system
- Attainment of skills necessary to succeed in the 21st century
- Importance of academic and career planning.

The guidelines also include minimum competency levels in math, English, science and social studies for entrance to workforce, armed forces and postsecondary education.

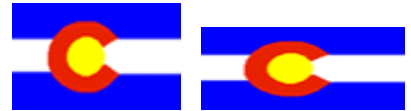
### Local Board of Education Responsibilities

Each local board of education has the authority to establish its own high school graduation requirements, to meet or exceed the minimum expectations outlined in the graduation guidelines adopted by the state board.

The graduation guidelines include responsibilities for school boards when developing their local high school graduation policies:

- Must state the minimum academic competencies needed for students to demonstrate postsecondary and workforce readiness and the types of measurements used
- Must include student demonstrations of 21st century skills in addition to the attainment of the minimum academic competencies
- Must include successful completion of the Individual Career and Academic Plan (ICAP)
- Must allow students multiple, equally rigorous and valued ways to demonstrate competency of the knowledge and skills necessary for postsecondary education and meaningful careers
- May permit students longer or shorter time to earn their diploma
- Must align with the postsecondary and workforce readiness definition adopted in 2009
- Must align with the Colorado Academic Standards, Colorado English Language Proficiency Standards and the Colorado Career and Technical education standards
- Should recognize and acknowledge the importance of education in world languages, comprehensive health, physical education, music, dance, performing arts, visual arts, and career and technical education in strengthening student learning in other subjects and in supporting students' ability to succeed in the 21st century
- Beginning no later than the 6th grade, districts must provide information to students and their families about the requirements for high school graduation and successful entry into college and careers

For more information, please visit <http://www.cde.state.co.us/postsecondary/graduationguidelines>



## **Counselor Corps Grant Program.**

House Bill 08-1370 established the School Counselor Corps Grant Program. The resulting legislation enacted by the General Assembly is 22-91-101 et. seq., of the Colorado Revised Statutes (C.R.S.). The State Board of Education promulgated rules for program implementation, including: the timeline for submitting applications to the Department, the form of the grant application, criteria for awarding grants, and any information to be included in the Department's program report. Effective September 30, 2008, these rules can be found at 22-91-101 et. seq. (C.R.S.).

Colorado's School Counselor Corps Grant Program (SCCGP) funding is awarded to eligible school districts, BOCES, charter schools or Institutes charter schools. The purpose of the School Counselor Corps Grant Program is to increase the availability of effective school-based counseling within secondary schools with a focus on postsecondary preparation. SCCGP was created to increase the graduation rate and increase the percentage of students who appropriately prepare for, apply to and continue into postsecondary education. The role of school counselors has undergone revisions and changes; and today the emphasis is on college and career readiness and ensuring timely high school graduation. Among the reasons for this shift is that a high percentage of students either are not graduating on-time (within four years of entering ninth grade) or not graduating.

### Districts and Schools

- Over the six year history of SCCGP, 126 secondary schools, representing 59 districts have participated, representing all regions throughout Colorado.
- Nearly 150 licensed school counselors have served Colorado schools and districts through the grant.
- Eligible grantees have higher than average dropout rate and/or free and reduced lunch rate as compared to all other Colorado secondary schools.

### Goals

- Decrease student/ counselor ratios
- Increase graduation rate
- Decrease dropout rate
- Decrease remediation rate
- Increase college matriculation rate

SCCGP defined an eligible education provider as:

- A school district (on behalf of one or more secondary schools);
- A Board of Cooperative Services (BOCES);
- A charter school; or
- An Institute Charter School.

Priority was given to applicants that serve:

- Secondary schools at which the dropout rate exceeds the statewide average; and/or
- Secondary schools with a high percentage of students who are eligible for Free or Reduced lunch exceeding the statewide average.

### Outcomes

#### *Highlights from Cohorts One and Two (2008-2013)*

In comparison, non SCCGP schools showed increasing dropout rates and decreasing graduation rates, while SCCGP schools showed decreasing dropout rates and maintaining graduation rates over the same period of time.

- Graduation rates increase by 4.2 percentage points. ‘
- Dropout rates at School Counselor Corps secondary schools decrease by 3.4 percentage points from the baseline rate of 7.7 percent

Enrollment and completion of academic, postsecondary, and career and technical courses increases by 284 percent or 83,396 students.

### About Students

- More than 100,000 students have been served through the schools and districts represented in the SCCGP cohorts.
- Approximately 60 percent of these students participate in the free and reduced lunch program.

Allowable activities included secondary school counselor salaries and benefits; postsecondary preparatory services; and professional development. The RFP included a rubric that detailed criteria that proposal would be measured against and included sections on 1) a quality plan, 2) partnerships, 3) postsecondary activities, and 4) a budget narrative. In 2011-2012, \$4,800,000 and \$4,320,000 for 2012-13. The School Counselor Corps Grant program currently serves 119 schools in 52 districts and/or Charter School Institute schools.

## **Professional Development Organizations and Opportunities**

“CCHS/CR was very valuable to me in my first five years of admissions. It was important for the network opportunities it afforded me. The workshops as well as the conferences were great opportunities to meet other admissions professionals (I met Directors, Deans, and Vice Presidents my first year) and discuss current and future issues in education. This kind of networking helped me see other state and private schools in an even light and that we are all about the same in the recruiting process (give or take quality and types of programs). I would also recommend that new (counselors) become active in CCHS/CR or RMACAC their first year.” - Deb Vinnola, Regis University

### *Colorado Council on High School/College Relations (CCHS/CR)*

[www.coloradocouncil.org](http://www.coloradocouncil.org)

CCHS/CR is a voluntary organization of Colorado high schools and colleges/universities working together to serve our students, the state and the nation. Opportunities for high school and college professionals abound, including the Fall Counselor Updates and the Annual Conference. CCHS/CR publishes an outstanding handbook on Colorado institutions of higher education titled Colorado Collegiate Handbook.

**Membership:** Membership is from January 1 through December 31. Each December the membership committee sends out membership renewal notices for the following year. Cost is based on size of high school and costs ranges from \$15 to \$35. Annual dues for colleges/universities are \$250.

### *National Association for College Admission Counseling (NACAC)*

[www.nacacnet.org](http://www.nacacnet.org)

NACAC is a voluntary association of more than 10,000 high school counselors and college admission professionals from around the United States and the world. Members support and advance the work of counseling and enrollment professionals as they help all students realize their full educational potential, with particular emphasis on the transition to postsecondary education. NACAC is committed to promoting high professional standards that foster ethical and social responsibility.

**Membership:** An individual voting membership of someone employed at a voting member institution or organization; An individual voting membership of someone employed by a non-profit organization; \$215 for an individual voting membership of an independent educational consultant/counselor; and An individual voting membership for retired persons. For more information, and membership fees please go to [www.nacacnet.org/AboutNACAC/Membership/pages/default.aspx](http://www.nacacnet.org/AboutNACAC/Membership/pages/default.aspx)

### *Rocky Mountain Association for College Admission Counseling (RMACAC)*

[www.rmacac.org](http://www.rmacac.org)

RMACAC is a regional affiliate of NACAC, working to promote NACAC’s objectives and goals on a regional level. Participating states include Arizona, Colorado, New Mexico, Utah, and Wyoming.

**Membership:** check website for fees for regional secondary school individuals.

### *Colorado School Counseling Association (CSCA)*

[www.coloradoschoolcounselor.org](http://www.coloradoschoolcounselor.org)

CSCA represents over 1,500 school counselors at all levels in Colorado. Its purpose is to serve its members and the public through programs that advance guidance and counseling in all school work settings: elementary, middle/junior high, high school, and post-secondary.

**Membership:** check website for fees for licensed school counselor

## **Professional Development Opportunities for 2014-15**

*As the Professional Development Committee, we feel strongly that opportunities for networking and furthering our knowledge base are invaluable. We encourage you to take advantage of as many of the below workshops as your time and budget allows.*

- **Keeping the Options Open - KOO I Workshops, Offerings vary each Summer.**  
June 2015 , Location: TBD
  - The KOO Workshop is a graduate-level course for new high school counselors, covering the many aspects of college counseling.
  - Contact: Pamela Decker, [Pamdecker@collegecounselingservice.com](mailto:Pamdecker@collegecounselingservice.com), Michelle Kleve, [mkleve@cherrycreekschools.org](mailto:mkleve@cherrycreekschools.org), Susan Hunt, [Shunt@jeffco.k12.co.us](mailto:Shunt@jeffco.k12.co.us) – Co-Directors
  
- **Keeping the Options Open - KOO II Workshop**  
June 2015 or 2016, Regis University, Denver, CO
  - KOO II is for experienced high school counselors and/or KOO I alumni, covering advanced college counseling topics. Graduate credit is offered.
  - Contact: Pamela Decker, [Pamdecker@collegecounselingservice.com](mailto:Pamdecker@collegecounselingservice.com), Michelle Kleve, [mkleve@cherrycreekschools.org](mailto:mkleve@cherrycreekschools.org), Susan Hunt, [Shunt@jeffco.k12.co.us](mailto:Shunt@jeffco.k12.co.us) Co-Directors
  
- **Keeping the Options Open – KOO Goes to College**  
Offerings varies each summer
  - KOO goes to College includes all high school counselors and includes a bus tour to colleges throughout Colorado.
  - Contact: Pam Decker, [pamdecker@collegecounselingservice.com](mailto:pamdecker@collegecounselingservice.com).
  
- **College Fairs of Greater Denver, Inc.**  
Every Fall – check website
  - Over 250 college representatives attend this college fair. As well, workshops are provided on a variety of topics by experienced admission professionals and others.
  - Contact: <http://www.cvent.com/events/college-fairs-of-greater-denver/event-summary>
  
- **College Board**  
Fall Counselor Workshop, Date and Location to TBD  
2014 National Forum  
Western Regional Forum (exact location TBD)  
Contact: <http://professionals.collegeboard.com/prof-dev>
  
- **ACT - Colorado ACT State Organization Annual Conference**  
Friday, September 5, 2014, Sheraton, Denver West Hotel, Lakewood, Co, for more information, contact [COStateorg@act.org](mailto:COStateorg@act.org) or the Mountain/Plains Regional Office at 303.337.3273

- **Colorado School Counselor Association – Annual Fall Conference. Nov. 5-7, 2014 Embassy Suites Loveland      Contact: <http://www.coloradoschoolcounselor.org/conference.asp>**
  
- **National Association for College Admission Counseling (NACAC) – Annual Conference September 17-21, 2014 Indianapolis, IN, Contact:www.nacacnet.org**
  
- **Rocky Mountain Association for College Admission Counseling (RMACAC) – Annual Conference March 15, 2015, Richie Center, University of Denver    Contact: [www.rmacac.org](http://www.rmacac.org)**
  
- **Colorado Council on High School/College Relations (CCHS/CR) – Annual Conference December 4-5, 2014, Embassy Suites Loveland, Contact:www.coloradocouncil.org/annual\_conference.htm**

# *Thank you Colorado Counselors!*

*Colorado Counselors:*

*Thank you so much for all the work you do for students and families in Colorado! The work you are doing every day is making an impact and a difference for our students in Colorado as they make decisions about their future!*

*If you find you wish additional information was included in this resource guide, please feel free to contact me and let me know.*

*Also, if you would like to volunteer for the Professional Development Committee for Colorado Council on High School/College Relations, please contact me because we would love to have you!*

*Have a great school year!*

*Pamela Decker*

*Chair, Professional Development Committee*

*Colorado Council on High School/College Relations*

*[pamdecker@collegecounselingservice.com](mailto:pamdecker@collegecounselingservice.com)*

*720-320-4923*

