IDAHO NEAR PEERS

Mentor Resource Guide

HELPING STUDENTS
BEGIN LIFE AFTER HIGH SCHOOL

WITH A DESTINATION,
A DIRECTION, AND A DREAM

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Introduction

The Idaho Near Peer Mentor Program Resource Guide is a compilation of resources designed to support the work of the Near Peer Mentor Program. Specifically, it provides Near Peer Mentors with access to relevant, informative, and targeted information that can be used in a variety of settings to help facilitate student access to, and success in, postsecondary educational programs.

About the Guide

The Idaho Near Peer Mentor Resource Guide is a set of presentations and workshops developed to help Near Peer Mentors provide encouragement, support, and key information to Idaho high school students. Furthermore, the Guide supports the Near Peer Mentor Program mission and goal to increase the number of high school students in Idaho who enroll in some form of postsecondary education.

Idaho State Board of Education

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Core Message

Near Peer Mentors have a special opportunity to encourage and inspire students. This is especially important considering that postsecondary education is not currently the norm for far too many Idaho students. The Near Peer must convey the message that college is a reasonable and realistic goal for students, can be obtained through planning, and requires action on the students' part.

Mentors can utilize content from the Guide to help students prepare for postsecondary educational success. Depending on the students' existing knowledge base, and the dictates of their varying contexts, Mentors should feel comfortable mixing and matching content.

"I am the first person in my family trying to go to college...so I have no clue of what to do and my parents don't know what to do and it's just really overwhelming. I am really glad you are here to show me what I need to do next. I feel a lot better."

"This is awesome! I got to talk to all the engineering professors and figure out exactly what I need to major it! Now I'm going to go talk to resident life and choose my dorm! I'll be all set for college super early!"

~ High school senior

Key Definitions

The Near Peer Mentor Program promotes all forms of postsecondary education. The program definition of **"college" or "postsecondary education"** includes career technical/ vocational certificate programs, two-year degrees from community or technical colleges, rigorous apprenticeship programs, and four-year degrees from universities. **College readiness** means that students are in a position to successfully pursue a variety of postsecondary educational opportunities, without remediation.

Roles of the Near Peer

"I'm from a different state, and there only athletics gets you into college. Then I moved here and everyone was talking about getting good grades and going to college. I thought it wasn't possible. Then I did the FAFSA and got the money and I really can go! My mom cried."

Below are helpful "hints" to ensure your success and that of your students:

1. **Assess student interests and needs as a way of determining which activities to use.** Take time to talk with students and faculty at the school about what activities would be most beneficial for your audience. You may also want to consider the results of Near Peer Mentor Program student surveys administered during the year.

2. **Consistency is critical.** It is important to be thoughtful about the sequence of information you present. Many of the presentations and workshops build on each other, so be sure to carefully examine the background and needs of your audience before choosing an activity. Also, keep in mind that students should be able to see how the individual presentations and workshops relate to one another.

3. **Be prepared to be flexible.** While consistency is important, it will be very important that you think of the guide as a resource, not a cookbook. When necessary, you should feel comfortable modifying or altering the specific delivery of a presentation, workshop, or lesson. Ultimately, you should base the selection of activities on the specific needs of the students.

4. **Realize that there is no set schedule.** Even though the materials are designed to build on each other, each school and each group of students will be different. The scope of your content will depend on the amount of time you have with each group of students. Mentors should be comfortable evaluating student needs, and supplying information and support from whatever section of the guide is applicable.

5. **Be prepared to find solutions.** If the students at your school need information that is not covered in the manual, communicate with school counselors or other staff to fill the gap. This may entail the development of new activities and presentations, or the modification of existing ones.

6. **Become familiar with the ID CIS pre-activities.** The Idaho Career Information System has several different components and it will be important that you familiarize yourself with the pre-activities. These materials will provide several important activities to use in opening the year. Make sure that you review all of the available presentations, workshops, and additional information.

7. **Help all students establish a CIS Portfolio.** The portfolio will allow students to record and review the results of the activities and assessments they complete in the CIS.

8. **A few engaging activities can be much more effective than busy-work that doesn't inspire interest.** There is far more included in the manual than can be successfully completed by one person in one year. Choose wisely and do the things you can do well.

Planning for Student Interaction

1. Determine what information is already available to students through school programs or other agencies.

It is important to determine exactly what role the guide will play in providing information to students in order to add or delete information, talk about the connections with other programs, or make adjustments in the order of the workshops. In some school situations, there are multiple providers offering college access services to students. It is important to know if:

- Students are involved in an ongoing college access program at their school.
- There is an advisory program in place at the students' school or community agency.
- Students are involved in a youth-support program (such as a Boys & Girls club, scouting program, or faith-based program) that is providing information on going to college.
- Students have a mentor who is helping them focus on getting prepared for college.

2. Get to know as much as you can about the students.

The Near Peer Mentor needs to assume that students may not have formed strong aspirations for going to college and may have little knowledge about how to turn what interest they do have into concrete, intentional steps. It is important for you as a Near Peer Mentor to get to know as much as you can about your students and a) determine whether or not they plan to go to college and b) what information they have. Much of the information that is part of the student sub-culture is inaccurate and relies on myths such as: "There isn't money for me to go to college." Part of the purpose the guide is to fight popular myths and to provide students with the accurate and timely information they need.

3. Familiarize yourself with key college access vocabulary, and the guide's expected outcomes.

The guide assumes that students will learn and be able to meet specific outcomes in order to be ready for college. The outcomes are based on the reality that:

- Continued education is an economic necessity.
- All students need to have certain critical skills.
- College aspirations and dreams need to be nurtured and supported.
- Low-income and first-generation college-going students need to know the specific steps to take to navigate postsecondary educational pathways.

Program Outcomes

The Near Peer Mentor Program guide provides benchmarks for what students need to know and be able to do to be ready for the transition from high school to postsecondary education. The Idaho Near Peer Mentor Program expects that students will:

1. Develop high expectations for themselves, believing that they are worthy of pursuing postsecondary educational opportunities.
2. Explore multiple career options and postsecondary programs that match student interests and talents with potential careers.
3. Build effective decision-making, organizational and study skills that allow them to stay on track for high school graduation and postsecondary education.
4. Be able to articulate the financial advantages associated with postsecondary educational achievement, and be able to explain the many ways college expenses can be funded.
5. Understand the postsecondary admissions process, meeting all deadlines and requirements for a successful application to the institution of their choice.

Idaho's Next Steps website, along with this guide, contains specific checklists geared to students at each grade level from 8th through 12th grade. These grade level checklists will assist the Near Peer Mentor in providing appropriate guidance throughout each of these years:

8th Grade Checklist

9th Grade Checklist

10th Grade Checklist

11th Grade Check List

12th Grade Check List

Near Peer Monthly Activity Calendars

This section contains month-by-month sample activity calendars designed to assist Near Peers in planning activities. Not all activities will be appropriate for all sites, and Near Peers should feel free to add or delete as appropriate.

Month-to-Month Activity Calendar

Month	Description	Activity	Resource
August	Introduce self and program	• Ask for time at staff meeting • Send email to staff describing the program • Personal introductions to faculty and staff • Create personal resume (include personal information about self – areas of interest) • Attend socials and meetings – interact with staff members	Ask site supervisor to facilitate

Month	Description	Activity	Resource
August	Ask site supervisor to facilitate	• Set up table at registration to introduce self to parents/students • Raffle promotion for college gear • Letter to parents to hand out at event • Take time at grade presentation (orientation)	
	Prepare room/hallway	• Make a warm, inviting, ever-changing space • Wall art • Take over hallway areas (move around, if possible) • Create visual for students who are going on (college/career/military) • Basketball hoop, putting green, microwave, couch (place where students want to hang out)	Art classes

Month	Description	Activity	Resource
August	Determine how to organize raffles	• Complete activities • "Treasure" hunt • College trivia • FAFSA completion (larger items) • College acceptance (larger items) • College application week	Microwave, fridge, gift cards
September	Class visits	• Introduce program starting with seniors	Faculty (grade-specific classes) (English, government)
	Parent open house	• Set up table at open house • Senior parent meetings	
	Set up text messaging	• During class visit, have students pull out phones and opt in	Remind.com (for example)
	Set up web page	• Update (ongoing)	Wix.com (for example)
	Social Media (if applicable)	• Update (ongoing)	Facebook, Instagram, Twitter
	College Days/Higher Education Days	• Regional training	IACRAO.net

Month	Description	Activity	Resource
September	Idaho Near Peer Senior Survey	• Have students complete in order for you to be able to identify high-risk students	Idaho Near Peer Senior Survey Doc
September/ October	Career Information System	• Go to regional training	Idaho CIS Fall Workshop
October	Set up Campus Visits		Local college campuses
	Set up workshops	• After school workshops (ongoing) • "College Club"	
November	College Application Week	• Work with school counselor on marketing and training • Contact admissions office to see if they can help provide staff	Counseling staff
	Attend National College Fair		Transportation dept.
December	Scholarship applications		
	One-on-one meetings	• Apply for scholarships	
January	FAFSA completion	• Set up workshops for FAFSA	College financial aid reps/TRiO

Month	Description	Activity	Resource
February	FAFSA completion	• Priority deadlines for institutions	
March	Scholarship applications	• State scholarship deadline (March 1)	
	SAT study groups		
April	SAT for juniors		
	FAFSA corrections		
	Go On Week		
	Local scholarships due		

Near Peer Mentor Monthly Timeline

September

- 9th grade CIS curriculum (co-teach or offer to teach the lessons in their physical science classes-typically 3-4 days)
- Class Introductions 9th-12th
- Sophomore PSAT after school help
- Individual meetings with seniors to discuss their plans for after high school
- Encourage seniors to register for any re-takes with SAT or ACT for fall

October

- Sophomore PSAT
- Individual meetings with seniors to discuss their plans for after high school
- Sophomore CIS curriculum (co-teach or offer to teach the lessons in their Health classes-typically 3 days)
- Encourage seniors to register for any re-takes with SAT or ACT for fall

November

- Idaho College Application Week
- Individual meetings with seniors to discuss their plans for after high school
- Junior CIS curriculum (co-teach or offer to teach the lessons in their U.S. History classes-typically 3 days)
- Register juniors for the SAT online course and implement SAT plan

December

- Promote FAFSA and financial aid
- Individual meetings with seniors to discuss their plans for after high school
- Junior CIS curriculum
- Register juniors for the SAT online course and implement SAT plan

January

- FAFSA Parent Nights/workshops
- Senior Scholarship after school group
- Promote and focus on seniors to apply for the Idaho scholarships (Opportunity and those eligible for Governor's Cup)
- Assist seniors with their NIC/college accounts and scholarships
- Individual meetings with seniors to discuss their plans for after high school

February

- FAFSA Parent Nights/workshop by Feb. 15th
- Assist seniors with their college accounts and scholarships
- Begin individual meetings with juniors to discuss their plans for after high school

March

- Assist seniors with their college accounts and scholarships
- Individual meetings with juniors to discuss their plans for after high school
- CIS for special education classes-use CIS Jr.

April

- Junior SAT day
- Junior Higher Education Day
- Individual meetings with juniors to discuss their plans for after high school
- Assist seniors with their financial aid award letters

May

- Scholarship Award Night
- Any last minute college questions for seniors before graduation
- Individual meetings with juniors to discuss their plans for after high school

June

- Any last minute college questions for seniors before graduation
- Tie up any loose ends with projects before summer

Recommended Activities for Near Peers

Attend Counselor's Day Tour in your region

Attend Career Information Systems (CIS) Training

Submit at least two articles to school or counselor newsletters or parent letters

Participate in College Application Week Training

Plan or assist in school wide College Application Week event

Participate in Near Peer conference calls

Complete Near Peer Monthly Tracking Report

Plan activates for Parent Teacher Conference

"Thank you! You guys are lots of help because I don't know what I'm doing!"
~ High school student

Idaho College Mentor Senior Survey

Following is a Senior Survey which was created to collect feedback from students. It can be used at the beginning of the year to provide information regarding student needs, or at the end of the year to determine program efficacy.

Idaho College Mentor Survey

1. What is your gender?
   - Male
   - Female
2. What is your ethnicity?
   - Caucasian
   - Hispanic
   - Other
   - Prefer not to say
3. What is the highest level of education that you plan to obtain?
   - Vocational/Technical School Certification
   - Associate's Degree
   - Bachelor's Degree
   - Graduate Degree
   - Apprenticeship or On the job training
   - High school
   - Unknown
4. Do you plan to join the military?
   - Yes
   - No
5. How do you plan to pay for college or technical school? (select all that apply)
   - Grants
   - Loans
   - Scholarships
   - My resources (my savings or money from my job)
   - Parents or relatives
   - I can't afford to go to college
6. Do you understand the forms and deadlines for applying for financial aid?
   - Yes
   - No
7. Do you know where to go for help with the forms and deadlines?
   - Yes
   - No

8. Do you plan to complete the FAFSA (Free Application for Federal Student Aid)?
    - Yes
    - No
9. Do you plan to enroll in college or a career training program, the military, or go on a mission immediately (the fall) after high school?
    - Yes
    - No
10. What are your plans immediately after high school?
    - Enroll in a 2 or 4-year college
    - Enroll in a vocational/technical training program
    - Complete an apprentice ship/on the job training program
    - Join the military
    - Go on a religious mission
    - Get a job/continue working
    - Other
11. If you do not plan on attending school after high school, why not? (Check all that apply)
    - I **will** be attending school after high school
    - I want to work
    - I want to save first
    - I can't afford it
    - I don't want to attend more school
    - I don't know what college/program to attend
    - I'm going on a mission
    - Other Please explain
12. If you are planning on attending college or technical school, where do you plan **to apply**?
    - In-state
    - Out of state
    - Both
    - Not attending college or technical school
13. Did you receive a Direct Admission letter last fall?
    - Yes
    - No
    - Don't Remember
14. Did you discuss the Direct Admission letter with your parents?
    - Yes
    - No

15. Did the Direct Admission letter affect your decision to attend school after high school?
    - Yes
    - No
16. Did your parents attend college?
    - Yes
    - No
    - I don’t know
    - If yes, what level did they obtain?
17. Do you have older siblings who attended college?
    - Yes
    - No
18. I need help with (check all that apply):
    - College applications
    - Financial aid forms
    - Scholarships
    - Career Exploration
    - Military options
    - I have no idea
19. What other concerns do you have for your post high school college/career plans?

Next Steps Idaho Resources

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Talking to Your Counselor

8 for 8th graders

NEXT STEPS IDAHO

Regular, one-on-one conversations with a mentor will make all the difference as you plan for life after high school. Consider these questions and jot down a few notes before you meet with your counselor and show up prepared for your next step.

When you think about your future, what seems most important to you?

Do you have a particular career in mind, a place you want to live, or a lifestyle you want to lead?

Are you interested in taking advanced placement or dual enrollment classes to earn college credits while you're in high school?

What kinds of subjects do you enjoy the most, and do you think you might want to study that in college?

Do you understand the requirements to graduate from high school, and what extra steps you need to take to apply to college?

Do you have some ideas about how you can pay for college?

If you aren't planning to go to college, what would you like to do after high school? What questions do you have about how you achieve your goals?

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Talking to Your Counselor

9 10 11 for 9th, 10th and 11th graders

NEXT STEPS IDAHO

Regular, one-on-one conversations with a mentor will make all the difference as you plan for life after high school. Consider these questions and jot down a few notes before you meet with your counselor and show up prepared for your next step.

Have you researched which classes might help you get into the college you want to attend? Or which might be helpful to prepare you for the subject you might want to study?

Do you have a plan to fit all of the required classes into your schedule before graduation?

Do you have room for elective courses that might help you get into a good college or win scholarship awards or do you have questions about what those might be?

Are you interested in taking advanced placement or dual enrollment classes to earn college credits while you're in high school?

Are you planning to take the ACT or the SAT, or both, for your college entrance exam score?

Have you checked out any of the materials that are available to help you prepare for standardized tests?

Do you understand the college applications process, or do you need help?

Do you know what your GPA needs to be to get into college? Do you need help finding information about improving your GPA, or what options might be available if yours is a bit lower than you'd like?

Have you done much research about colleges you might like to attend?

Have you considered how you will pay for college?

What things, outside of getting good grades, have you been doing to make yourself a good applicant for colleges and scholarships?

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Talking to Your Counselor

12 for 12th graders

NEXT STEPS IDAHO

Regular, one-on-one conversations with a mentor will make all the difference as you plan for life after high school. Consider these questions and jot down a few notes before you meet with your counselor and show up prepared for your next step.

Are you aware of any local scholarship opportunities you might be able to apply for?

Do you know kids who graduated from your school and went to college? What made them choose their schools? Have you connected with them to learn more?

Do you understand the forms and deadlines to apply for financial aid?

Do you know which teachers you'll ask for letters of recommendation, and how you can make it easy for them to help you?

Do you know how to get your test scores and transcripts to go along with your college applications?

What schools are you considering applying to, and what interests you about these colleges?

If you're not interested in college, what other options are you considering? What help do you need to get there?

Do you know if you qualify for fee waivers for your college applications?

Do you or your family need help filling out the FAFSA form?

Once you get accepted to the college you want to attend, what comes next? Do you know what you should be doing over the summer to get ready for your move?

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8th Grade Checklist

NEXT STEPS IDAHO

Get ready for the big time. Next year you'll start an exciting new chapter. It's a good idea to start thinking about what you want to get out of high school. What do you want to do when you graduate? And what's the plan to help you get there?

THIS SCHOOL YEAR

Get the conversation started now.

Talk to an adult about what you like to do, what you're good at and what you want for your future. Ask questions. Ask for advice. Listen.

Do something new.

If you haven't yet, get involved in an extracurricular activity or hobby. Part of being a well rounded student (and person) is participating in activities that teach you new skills and challenge you to work hard, while doing something that you enjoy or have a passion for.

Make your high school plan.

This year, you'll make a plan for the courses you'll take in high school. This plan gets approved by your parents and will help determine your path to graduation.

Pay attention to your GPA.

Your grades between freshman and junior years will be one of the most important factors in college acceptance and scholarship money.

Now is the time to decide what type of high school student you want to be. Make an effort to practice good study habits and hone your test taking skills.

Explore career paths.

Idaho's Career Information System (CIS) allows you to track your educational goals, take assessment tests to help you figure out what kinds of jobs you might be good at, look further into career options and educational pathways, and help you plan for the financial needs that your choices may require. Check it out: www.idahocis.org

Read all the books!

You've heard this your whole life. But it's more important than ever to keep reading—everything you can get your hands on. Keep a list of the next three books you plan to read. Challenge yourself! Explore new topics and genres. Talk about what you're reading with your teachers and friends. Get recommendations from a librarian or online.

Understand your options.

Life after high school might mean going to a four-year college or enrolling in a technical training program. You've got plenty of choices and time to explore post-high school opportunities. But the more you understand now, the easier it will be to make decisions (or at least have options) as you progress toward graduation.

THIS SUMMER

Get a head start on next year's reading.

There's no better time than summer break to dig into some awesome new books.

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9th Grade Checklist

NEXT STEPS IDAHO

Here's to new adventures. Focus on making the best grades you possibly can by studying hard and being prepared. Get involved. Taking part in extracurricular activities increases your chances of getting into college. If college isn't for you, know what other options are out there. Training programs, community college, and apprenticeships all open the door to exciting careers.

THIS SCHOOL YEAR

Talk about your goals for the future.

Be sure to meet with your guidance counselor at least once this year so he or she knows what you're planning and can provide you the best help possible. Talk to your friends about their goals and compare notes.

Keep your grades up.

The GPA you'll submit on college applications starts accumulating in 9th grade. To give yourself the best chance at being accepted to an Idaho institution, you'll need at least a 2.25 GPA. If your GPA is low, you'll need to score higher on entrance exams to get into college.

Take classes that will count toward college and career.

Consider dual credit or advanced placement (AP) opportunities that may be available to you in high school. Even if you're not planning to go to a traditional four-year college, there are career training programs you can begin in high school.

Get involved in extracurricular activities.

Joining a club, playing a sport, participating in a school play or volunteering at church—these all count toward becoming a well-rounded student, which will help when it's time to apply to school or for scholarships.

Seek out mentoring and support.

If you think you might be falling behind or you just need some extra guidance or encouragement, go after the help you need.

Know the facts and explore your options.

Whatever your career and salary goals are, chances are they will require some education and training after high school. People usually earn more based on how much education they've obtained beyond their high school diploma. Learn more using Idaho's Career Information System (CIS): www.idahocis.org

Understand how to pay for college.

If you're planning on going to college, you can definitely find a way to pay for it. You just need to have a plan. And that plan starts now.

Get familiar with your choices—you've got more than one!

Life after high school might mean going to a four-year college or enrolling in a technical training program. Now is the time to start exploring post-high school opportunities. The more you understand now, the easier it will be to make decisions as you get closer to graduating.

THIS SUMMER

Study a little. Read a lot.

Next fall, you'll have the opportunity to take the Preliminary SAT (PSAT) exam. You may want to set aside some time during the summer months to prepare, as the exam is offered in the fall semester.

Get a head start on next year's reading by challenging yourself with different genres and authors.

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10th Grade Checklist

NEXT STEPS IDAHO

Time to zero in. This is the year to check in with your counselor and make sure you're on the right track. Keep focusing on that GPA and make sure you take the Preliminary SAT, which goes a long way towards prepping you for the SAT next year. Junior year is just around the corner.

FALL

Check in with your counselor. Talk with your friends.

Ask about advanced placement opportunities and dual credit courses. And keep talking with your friends and family about your plans. You may have some new interests or ideas about life after graduation this year. Ask for input and advice.

Target a GPA for this year.

The grades you're earning right now will impact your options for college and scholarships. To give you the best chance at being accepted into an Idaho institution, you'll need at least a 2.25 GPA.

Take the PSAT exam.

Try to set aside some extra time to study and hone your test-taking skills. Familiarity with the PSAT/SAT's structure and content will make you a better test-taker. Ask your counselor where to access practice tests and tools.

Join an extracurricular activity.

In addition to activities offered at your school, consider volunteering with a nonprofit organization in your community. Pursuing activities outside of the classroom will help with college applications and may even help you win scholarship money.

Take classes that will help you get into and pay for college.

Students attending public schools across Idaho have access to funding that helps cover the costs of taking college-level courses or professional-technical certification exams while still in high school.

WINTER

Think about what you want for your future.

Part of deciding how much education or training you need after high school is thinking about the type of life you want. No matter what your goals are, you can start to figure out how much money you need to earn to support yourself and your desired lifestyle.

Think about what you want to study.

Figure out which next steps are right for you. Start thinking about possible programs of study: a group of courses that leads to a diploma, certificate, or college degree.

SPRING

Get ready for junior year.

Do a little planning and extra studying now so you can hit the ground running. Once you receive your PSAT scores, set a goal for what you'd like to achieve on the SAT or ACT next year, and start studying and taking practice tests.

SUMMER

Get a head start on next year's reading.

There's no better time than summer break to dig into some awesome new books. Challenge yourself with different genres and authors.

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11th Grade Check List

NEXT STEPS IDAHO

Kicking into high gear. Your junior year is where momentum really starts to build. There's a lot to do, but remember—the future looks bright.

FALL

Set up a meeting with your counselor.
Plan to meet several times this year. Have specific questions prepared each time and walk away with usable information and tasks.

Make sure you're taking the right classes.
You may want to consider taking additional credits in specific subject areas if you have a career goal in mind or if you're hoping to earn college credits prior to attending.

Keep your grades up.
The grades you're earning right now will impact your options next year. A solid GPA means you'll be eligible to enroll in Idaho public universities. A really strong GPA could mean more scholarship money. So stay focused and ask for help if you need it.

Do more than school.
Participating in extracurricular activities will help you get into college and can lead to scholarship opportunities. Whether it's school-based or a community activity, find something you can be passionate about and do it!

WINTER

Research shools and programs.
Whether you're headed to a four-year college or a professional/technical training school, start researching options now.

Plan for the ACT and/or SAT.
Get a study guide for the ACT and/or SAT and start to prepare for the entrance exam you plan to take. Be sure to register for the exams in advance.

SPRING

Get serious about your options.
Make plans to visit the schools that are most appealing to you. Think about applying to three or four institutions or programs. Be sure you include at least one "dream" school and one "safety school," so you have a reasonable expectation of getting accepted to at least one.

Time to test.
You should be studying and taking practice tests, so that you are entirely comfortable with the format, types of questions, and content areas that you'll be tested on.

Research shcholarship options.
Like millions of students before you, you can pay for school. You just need to understand the process and investigate options and opportunities that make sense for you.

Get organized for your final year.
Develop a resume of high school activities and awards, if you haven't done so, and update as needed. Think about what you can do this summer to build your skills and add to that resume.

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(208) 334-2270

12th Grade Checklist

NEXT STEPS IDAHO

This is YOUR year. We know there's still so much to do, but this is the year it all pays off. Soon enough, you'll have an exciting decision to make about what's next.

FALL

Organize your senior year calendar.

Create a tracker to stay organized. Include deadlines for admissions, financial aid, and scholarships. Note when you submit each form and confirm with your counselor that transcripts, test scores and recommendations have all been properly submitted.

Visit schools this fall.

Now is a great time to plan a campus visit because classes are in session and you are better able to meet and talk with students and professors. Call ahead to schedule tours, appointments, and even an overnight stay.

Finalize your college list.

Use the information you've gathered from college visits, interviews, and your own research to decide which schools you will apply to.

Ask for letters of recommendation.

Think about who knows you best: your accomplishments, the challenges you've faced, your unique strengths and personality traits. Decide whom you're going to ask and give them plenty of notice.

Take the SAT or ACT again if you need to.

You may need a higher score to meet admission requirements or to be eligible for certain scholarships. Or you may be taking the test for the first time if you did not take it last year.

Focus on financial aid opportunities.

The downtime after applications have been sent is a great time to seek out extra money for school.

WINTER

Make sure your family is prepared for the financial aid process.

Your parents will need to prepare their taxes long before the April 15 deadline, since you will need that information to complete the Free Application for Federal Student Aid (FAFSA).

Tackle the FAFSA.

The first step to getting grants or loans from the federal government, state government, or institutions is to fill out the FAFSA. Be ready to spend a couple of hours gathering the documents you need and filling out the form completely. The time spent will be worth it.

SPRING

Not heading to college next year?

Consider a technical training or apprenticeship program or a career in the military, where you can acquire career skills.

Complete the financial aid process.

Remember to think about the net cost of college: the difference between the "sticker" price (full cost) to attend a specific college, minus any grants and scholarships you've been awarded.

Decision time!

After you receive letters of acceptance and financial aid awards, decide which school or program you'll attend and then follow through on your post-acceptance tasks.

Reflect. Be proud. Celebrate!

Go out feeling good about your senior year with good grades and great memories.

This checklist is sponsored by the College Access Challenge Grant Program, PR/Award Number P378A080033, as administered by the Office of Postsecondary Education, U.S. Department of Education.
The contents do not necessarily represent the positions or policies of the Office of Postsecondary Education or the U.S. Department of Education, nor are they necessarily endorsed by the Federal Government.

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Idaho Colleges at a Glance

NEXT STEPS IDAHO

INSTITUTION	Boise Bible College	Boise State University	BYU-Idaho	The College of Idaho	College of Southern Idaho	College of Western Idaho
Location & Phone Number	Boise (208) 376-7731 (800) 893-7755	Boise (208) 426-1156 (800) 824-7017, #1	Rexburg (208) 496-1300	Caldwell (208) 459-5305 (800) 224-3246	Twin Falls (208) 732-6221 (800) 680-0274	Nampa and Boise (208) 562-3000
Type of School	4-year private ministry college	4-year university, graduate school	4-year private university	4-year private liberal arts college	Community college and professional technical college	Community college and professional technical college
Minimum Course Length & Degree	1-year Bible Certificate	2-year Associate Degree	2-year Associate Degree	4-year Baccalaureate	9-month Post Secondary Technical Certificate	15-week Postsecondary Technical Certificate
Maximum Course Length & Degree	4-year Baccalaureate	4-year Baccalaureate, Master's, Doctorate	4-year Baccalaureate	4-year Baccalaureate	2-year Associate Degree	2-year Associate Degree
Technical Training	No	No	Yes	No	Yes	Yes
Entrance Test Required	ACT or SAT	Academic: ACT or SAT	ACT or SAT	ACT or SAT	COMPASS, ACT, or SAT	COMPASS, ACT, or SAT
Other Application Materials Required	High school transcript or GED, essay & letters of recommendation	High school transcript or GED	High school transcript, essay and interview	High school transcript or GED, essay & letters of recommendation	High school transcript or GED *(Specific programs may require additional materials)*	High school transcript or GED *(Specific programs may require additional materials)*
Application Fee	$25	$50	$35	$0	$0 for online application ($10 for paper application)	$25
Enrollment Deadline	Application deadline Fall: August 1 Spring: December 15	Priority Dates Fall: May 15 Spring: November 15	February 1	5 days after classes begin	First Friday for Fall/Spring semesters	10 days before semester begins
Tuition & Fees for 9 Month*	$10,700	Resident: $6,640 Non-resident: $19,492	LDS: $3,750 Non-LDS: $7,500	$24,200	Resident: $2,760 Out of district: $3,640	In-district resident: $3,264 Non-resident: $7,200
9 Month Room & Board	$6,250**	$7,812**	$2,700 to $4,800**	$8,800**	Average $4,250	Not Available on Campus
Application Used for Financial Aid	Admission Application and FAFSA	FAFSA	FAFSA	FAFSA	Admission Application and FAFSA	FAFSA
FAFSA Code Number	015783	001616	001625	001617	001619	042118
Scholarship Application Deadline	Priority Date: January 15 Final: July 1	February 15	April 1	Priority Date: February 15	March 1	May 15
Advanced Placement CLEP	AP: Yes CLEP: Yes	AP: Yes CLEP: Yes	AP: Yes CLEP: Yes	AP: Yes CLEP: Yes	AP: Yes CLEP: Yes	AP: Yes CLEP: Yes
Total Enrollment	210	22,678	16,000	1,120	8,239	10,000+
ROTC Reserve Office Training	No	Yes	Yes	Yes	No	No

INSTITUTION	Eastern Idaho Technical College	Idaho State University	Lewis-Clark State College	North Idaho College	Northwest Nazarene University	University of Idaho
Location & Phone Number	Idaho Falls (208) 524-3000 ext 5371 (800) 662-0261	Pocatello (208) 282-0211 College of Technology (208) 282-2622 Idaho Falls (208) 282-7800	Lewiston (208) 792-LCSC (800) 933-LCSC	Coeur d'Alene (208) 769-3311	Nampa (208) 467-8000 (877) 668-4968	Moscow (208) 885-6163 (888) 884-3246
Type of School	Professional-Technical college	4-year university, graduate school and professional-technical	4-year baccalaureate college and professional-technical	Community college and professional-technical school	4-year comprehensive Christian university and graduate school	4-year university, graduate school and law school
Minimum Course Length & Degree	6-week Postsecondary Technical Certificate	2-month Postsecondary Technical Certificate	9-month Professional Technical Certificate	9-month Professional-Technical Certificate	4-year Baccalaureate	4-year Baccalaureate
Maximum Course Length & Degree	2-year Associate of Applied Science	4-year Baccalaureate, Master's, Doctorate	4-year Baccalaureate	2-year Associate	4-year Baccalaureate, Master's, Doctorate	4-year Baccalaureate, Master's, Doctorate, Juris Doctorate
Technical Training	Yes	Yes	Yes	Yes	No	No
Entrance Test Required	COMPASS, ACT, or SAT	Academic: ACT or SAT; College of Tech.: COMPASS	COMPASS, ACT, or SAT	COMPASS, ACT, or SAT	ACT or SAT	ACT or SAT
Other Application Materials Required	High school transcript or GED	High school transcript or GED ACT or SAT	High school transcript or GED	High school transcript or GED	High school transcript or GED	High school transcript or GED
Application Fee	$15	$50	$0	$0	S40	$60
Enrollment Deadline	5 days after classes begin	Fall: August 1 Spring: December 1	Fall: August 8 Spring: January 8	Fall: August 13 Spring: December 17	Fall: August 8 Spring: December 15	Fall: August 1 Spring: December 1
Tuition & Fees for 9 Month*	Resident: $2,256 Non-resident: $8,262	Resident: $6,566 Non-resident: $19,326	$5,900	In-county resident: $3,022 Non-resident: $7,702	$26,940	Resident: $6,784 Non-resident: $20,314
9 Month Room & Board	Not Available on Campus	Average $5,497**	Average $7,000**	$6,600** to $9,600**	$6,400	$8,022**
Application Used for Financial Aid	FAFSA	FAFSA	FAFSA and LCSC Scholarship Application	FAFSA	NNU and FAFSA	Admission Application and FAFSA
FAFSA Code Number	011133	001620	001621	001623	001624	001626
Scholarship Application Deadline	February 15	February 15	March 1	Priority date: March 15	Priority date: February 15	Priority date: February 15
Advanced Placement CLEP	AP: Yes CLEP: Yes	AP: Yes CLEP: Yes	AP: Yes CLEP: Yes	AP: Yes CLEP: Yes	AP: Yes CLEP: Yes	AP: Yes CLEP: Yes
Total Enrollment	1,240	14,000+	4,500	6,049	1,300 undergraduate	12,500
ROTC Reserve Office Training	No	Yes	Yes	Yes	Yes	Yes

ACT: American College Test | ASSET Test: American College Test Basic Skills Assessment | CLEP: College Level Equivalency Program | COMPASS: Computerized Adaptive Placement Assessment and Support System
CPT: Computerized Placement Test | FAFSA: Free Application for Federal Student Aid | SAT: Scholastic Assessment Test

* Tuition and fees are subject to change. Check with admissions office for current tuition and fees.
**Cost varies depending on accommodations and meal plan.

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	UNIVERSITY OF IDAHO			SCHOOL #2			SCHOOL #3			SCHOOL #4		
	Information/Link	Deadline	Submitted	Information/Link	Deadline	Submitted	Information/Link	Deadline	Submitted	Information/Link	Deadline	Submitted
GENERAL INFORMATION												
School Website Link	www.uidaho.edu											
Admissions Page Link	www.uidaho.edu/admissions											
My Log-In name	CaseySBender											
My Password	Casey99											
Admissions Contact Person	Joe Vandal											
Admissions Phone Number	208-885-2000											

	UNIVERSITY OF IDAHO			SCHOOL #2			SCHOOL #3			SCHOOL #4		
ADMISSIONS BASED FINANCIAL AI	www.uidaho.edu/applicatio	3/1/2015	##########									
Application	www.uidaho.edu/applicatio	3/1/2015	##########									
Application fee	$55	3/1/2015	##########									
Personal Statement/Essay	N/A											
Other Supplementary Items	N/A											
Letter of Recommendation	Mrs. King	3/1/2015	##########									
Letter of Recommendation	Mrs. Hubbard	3/1/2015	##########									
Letter of Recommendation	Mr. Darcy	3/1/2015	##########									
High School Transcripts	By Mail	3/1/2015	##########									
SAT Scores		3/1/2015	##########									
ACT Scores												
Supplemental Application for Financ	N/A											

	UNIVERSITY OF IDAHO			SCHOOL #2			SCHOOL #3			SCHOOL #4		
POST ACCEPTANCE												
Accept Financial Aid Package		8/1/2015										
Registration		##########										
Tuition Payment		##########										
Application for Student Housing		8/1/2015										
Notification of Decision to Other Schools												

NextSteps.Idaho.gov
RESOURCE LINKS

For Families

Direct Admissions – Guide for Families

Paying for School

Idaho Schools Directory

Scholarship Search 101

Understanding Federal Student Aid

FAFSA on the Web Worksheet

National Scholarship Search Engines

Scholarship Opportunities from the Idaho Community Foundation

Scholarship Opportunities through Idaho State Board of Eduation

Direct Admissions

Direct Admissions – Guide for Educators

Direct Admissions – Guide for Families

Direct Admissions – What do I do next? (Information for students)

Direct Admissions: Frequently Asked Questions

College and Career Advising Program

College and Career Advising Program

Testing Tools and Study Tips

SAT vs. ACT

PSAT Study Guide

Free PSAT & SAT Practice Tools

Basic Study Tips

Other Resources

Preparing for College Campus Visits

Resources (Cont'd)

Next Steps Admissions Tracker

Sample High School Resume – University Example

Tips for Getting Great Letters of Recommendation

Saving for College: Where to Start

Next Steps GPA Calculator

Fast Forward Program – FAQ

Idaho Schools Directory

Big Future by The College Board RESOURCES

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity.
Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education.

bigfuture by The College Board

Make a College Plan in Five Simple Steps

bigfuture.org/make-a-plan

1 Visit bigfuture.org and choose "Make a Plan."

2 Answer a few simple questions about you.

Start by answering what grade you are in. Answer as few as one or as many as five questions to create your plan. The more you answer, the more customized your plan.

3 You've got a plan! Choose an activity to complete.

Your plan includes activities and steps to get ready for college—choose one to get started. Want to see more options? Page through your list of activities or sort them by topic. You'll find resources, advice, and student perspectives all along the way to guide you.

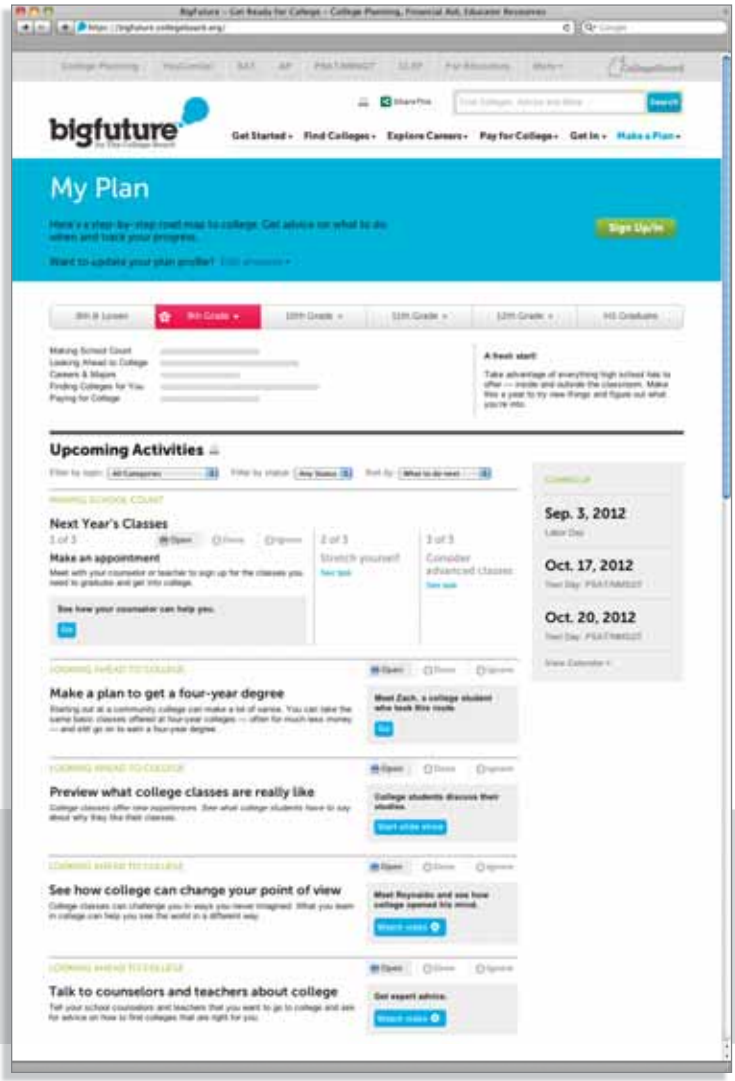
4 Track and share your progress.

Click "done" after completing an activity to update your plan and track your progress. Then share with your counselor and family. Want to peek at what's coming up next? Use the top menu to browse through other seasons or grade levels.

5 Save your plan.

Use your College Board login to save your plan and access it—and other saved information like your favorite colleges—at any time from the "My Organizer" taskbar at the bottom of every page.

BigFuture is a FREE comprehensive website that improves the college planning process.



Get a FREE step-by-step road map to college.

- Know what to do and when
- Get tools and advice to help you get it done
- Track your progress

Visit bigfuture.org to find your path to college.

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College Planning: 9th/10th Grade

CollegeBoard

FOR 9TH/10TH GRADE

There are some steps you can take as a ninth- and a 10th-grader to make sure you're on the right track for college. This list will help you navigate the college planning process:

9TH GRADE

- ☐ **Create a four-year high school plan.** Think about what you'd like to accomplish in the next four years.
  - Make sure you know which high school courses are required by colleges, and that you're taking the right classes as early as the ninth grade. You can ask your counselor about what those "right" classes are.
  - Get to know the levels of courses offered by your school.
- ☐ **Start thinking about your life after school,** including the types of jobs that might interest you. Of course, these will change — often — but it's good to start thinking about the possibilities.
  - Identify your interests — likes and dislikes — not just in classes but also in every area. This will help you focus on your goals.
  - Talk to other people, such as your school counselor, teachers, recent college graduates who are working, professionals in the community, etc., about careers you might find interesting.
- ☐ **Meet with your high school counselor.** Your counselor knows how to help you get the most out of high school. Be sure to take some time during the school year to discuss post-high-school plans with him or her.
- ☐ **Participate in extracurricular activities.** Academics aren't everything. Explore your interest in a sport, school club, music or drama group, or community volunteer activity.
  - Remember that colleges would rather see real involvement in one activity instead of a loose connection to several.
  - If you're interested in playing sports in college, research the National Collegiate Athletic Association (NCAA) eligibility requirements. The NCAA requires completion of certain core courses; you can find the specifics at ncaaclearinghouse.net.
- ☐ **Save for college.** It's not too late to put money aside for college. Every little bit helps! Learning about financial aid early on can also help you down the road.
- ☐ **Explore summer opportunities.** Look for a job, internship, or volunteer position that will help you learn about a field of interest.
- ☐ **Get familiar with the PSAT-related assessments and SAT®.** Most four-year colleges consider applicants' scores on college admission test. Download the free Daily Practice for the New SAT app to get a feel for the kinds of questions you might face on test day.
- ☐ **Take the PSAT™ 8/9.** If your school offers it, sign up to take the first of the College Board assessments to set a baseline. This test will help you build up your skills to take the SAT in 11th or 12th grade.

10TH GRADE

- ☐ **Meet with your high school counselor — again.** Be sure to meet with your school counselor to ensure that your course schedule is challenging enough to prepare you for college.
  - Check into any prerequisites for advanced-level junior- and senior-year courses.
- ☐ **Take the PSAT/NMSQT® or PSAT™ 10.** Depending on your school, you might have the opportunity to take the PSAT/NMSQT in October or the PSAT 10 in February or March. It provides valuable feedback on your college readiness and a free, personalized plan to help you start getting ready for the SAT — and for college.
- ☐ **Ask if the PSAT/NMSQT is offered to 10th-graders.** Although this test is usually given in the 11th grade, it is also often offered in the 10th grade. That's because it provides valuable feedback through the Student Score Report. You can then work on any of your academic weaknesses while there is still plenty of time to make improvements.
- ☐ **Are you interested in attending a U.S. military academy?** If so, you should request a precandidate questionnaire.
- ☐ **Along with your family, do some research about how to obtain financial aid.** Many students use financial aid to cover college costs. Find out what financial aid is, where it comes from, and how you can apply for it. Read the U.S. Department of Education's *Funding Your Education* (about federal aid programs).
- ☐ **Attend college and career fairs.** The fairs often take place in the fall at your school or in your area.
- ☐ **Participate in school activities or volunteer efforts.** Extracurricular activities can help you develop time-management skills and enrich your high school experience.
- ☐ **Talk to your counselor** about your plans for life after high school. He or she can help you plan your schedule, search for colleges, and navigate the financial aid process. The more your counselor knows about you, the more he or she can help you along the way.
- ☐ **Tour college campuses.** If possible, take advantage of vacation or other family travel time to visit colleges and see what they're like. Even if you have no interest in attending the college you are visiting, it will help you learn what to look for in a college.

Visit **bigfuture.collegeboard.org** for more information.

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College Planning: 11th Grade

CollegeBoard

FOR JUNIORS

Junior year marks a turning point. This is because for most students and families, it's when college planning activities kick into high gear. Here are some things you can do this year to stay on track for college.

FALL

- ☐ **Start with you:** Make lists of your abilities, social/cultural preferences, and personal qualities. List things you may want to study and do in college.
- ☐ **Learn about colleges.** Look at their websites and find colleges at **bigfuture.collegeboard.org/college-search**. Talk to friends, family members, teachers, and recent grads of your school now in college. List the college features that interest you.
- ☐ **Resource check:** Visit the counseling office and meet the counselors there. Is there a college night for students and families? When will college representatives visit your school? (Put the dates in your calendar.) Examine catalogs and guides.
- ☐ **At school, speak to your counselor about taking the PSAT/NMSQT®,** which is given in October. If you plan to ask for testing accommodations (because of a disability), be sure the College Board has approved your eligibility.
- ☐ **Make a file to manage your college search, testing, and application data.** If appropriate (for example, if you're interested in drama, music, art, sports, etc.), start to gather material for a portfolio.
- ☐ **Estimate your financial aid need.** Financial aid can help you afford college. Use the College Board's *Getting Financial Aid* and the financial aid calculator at **bigfuture.org** to estimate how much aid you might receive.

WINTER

- ☐ **Sign up to take the SAT® in the spring.** You can register online or through your school. SAT fee waivers are available to eligible students. To prepare for the SAT, you can access free, personalized SAT practice tools at **satpractice.org**, including thousands of interactive questions, video lessons, practice tests, and more.
- ☐ **Begin a search for financial aid sources.** National sources include the College Board's **Scholarship Search** and electronic sources. Don't overlook local and state aid sources. (Ask a counselor for help or check your public library.)
- ☐ **With your family, make an appointment with your counselor** to discuss ways to improve your college-preparation and selection processes.
- ☐ **Ask a counselor or teacher about taking the SAT Subject Tests™ in the spring.** You should take them while course material is still fresh in your mind. You can download *Getting Ready for the SAT Subject Tests*, which offers test-prep advice, from **SATSubjectTests.org**.
- ☐ **Explore AP®.** The Advanced Placement Program® helps hundreds of thousands of high school students achieve their college dreams each year. Get the facts at **apstudent.collegeboard.org/exploreap**. If you're in AP classes, register for the AP Exams given in May.

SPRING

- ☐ **Contact your counselor** before leaving school for the summer if you are considering military academies or ROTC scholarships. If you want a four-year ROTC scholarship, you should begin the application process the summer before your senior year.
- ☐ **Develop a list of 15 or 20 colleges that are of interest to you.** You can find many colleges at which you'll be happy and get a great education. The college search is about exploring who you are and what you want and then finding colleges that will meet your goals.
- ☐ **Stay open to all the possibilities — don't limit your search.** To find the best college for you, you should apply to colleges of varying selectivity. Selective colleges admit a portion of students who apply. Some colleges are highly selective while others are less selective. Make sure to apply to public, private, in-state, and out-of-state schools so that you have plenty of options from which to choose.
- ☐ **Take the SAT.** The test is typically offered in March, May, and June. Make sure you start preparing for the test several months in advance using the tools available at satpractice.org. And remember, if you're not happy with your scores when you get them, you might want to test again in the fall. Many students take the test a second time as seniors, and they usually do better.
- ☐ **Start to gather documents for financial aid:** Be sure to keep a copy of your tax returns handy. You'll use these to complete the Free Application for Federal Student Aid (FAFSA), which opens on Oct. 1.

SUMMER

- ☐ **Register with the National Collegiate Athletic Association (NCAA) Eligibility Center** if you are an athlete planning to continue playing a sport in college (ncaaclearinghouse.net).
- ☐ **Get your FSA ID:** Before you can fill out your FAFSA, you need to get a username and password (also known as an FSA ID).
- ☐ **Find a full-time or part-time job,** or participate in a summer camp or summer college program.
- ☐ **Visit colleges.** When planning your campus visits, make sure to allow time to explore each college. While you're there, talk to as many people as possible. These can include college admission staff, professors, and students. Take campus tours and, at colleges you're serious about, make appointments to have interviews with admission counselors.
- ☐ **Create a résumé** — a record of your academic accomplishments, extracurricular activities, and work experiences since you started high school.
- ☐ **Download applications.** Go to the website of each college's admission office and either complete the application online or request a paper application from colleges to which you'll apply. Check application dates — large universities may have early dates or rolling admission.
- ☐ **Visit some local colleges** — large, small, public, and private. A visit to a college campus can help you decide if that college is right for you. Make a plan ahead of time to get the most from your visit. Check out the campus checklist at bigfuture.collegeboard.org/find-colleges/campus-visit-guide/campus-visit-checklist. Attend college fairs, too.
- ☐ **Scan local newspapers** to see which civic, cultural, and service organizations in your area award financial aid to graduating seniors. Start a file.

Visit **bigfuture.collegeboard.org** for more information.

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College Planning: 12th Grade

CollegeBoard

FOR SENIORS

Want to know if you're on track in the college application process? This checklist shows you what you should be doing, and when.

FALL

- ☐ **Narrow your list of colleges to between five and 10.** Meet with a counselor about your college choices and, if you've not yet done so, download college applications and financial aid forms. Plan to visit as many of these colleges as possible.
- ☐ **Create a master list or calendar that includes:**
  - Tests you'll take and their fees, dates, and registration deadlines
  - College application due dates
  - Required financial aid application forms and their deadlines (aid applications may be due before college applications)
  - Other materials you'll need (recommendations, transcripts, etc.)
  - Your high school's application processing deadlines
- ☐ **Ask a counselor** to help you request a fee waiver if you can't afford application or test fees.
- ☐ **Take the SAT® one more time:** Many seniors retake the SAT in the fall. Additional course work since your last test could help you boost your performance. Plus you already know what to expect on test day.
- ☐ **Be sure** to have your SAT scores sent to the colleges to which you are applying.
- ☐ **Complete the Free Application for Federal Student Aid (FAFSA):** To apply for most financial aid, you'll need to complete the FAFSA. Oct. 1 is the first day you can file the FAFSA.
- ☐ **Complete the CSS/Financial Aid PROFILE®:** PROFILE is an online application used by certain colleges and scholarship programs to determine eligibility for their aid dollars.
- ☐ **Prepare** early decision/early action or rolling admission applications as soon as possible. Nov. 1–15: Colleges may require test scores and applications between these dates for early decision admission.
- ☐ **Ask a counselor or teacher** for recommendations if you need them. Give each teacher or counselor an outline of your academic record and your extracurricular activities. For each recommendation, provide a stamped, addressed envelope and any college forms required.
- ☐ **Write first drafts** and ask teachers and others to read them if you're submitting essays. If you're applying for early decision, finish the essays for that application now.
- ☐ **Complete** at least one college application by Thanksgiving.
- ☐ **Ask counselors** to send your transcripts to colleges. Give counselors the proper forms at least two weeks before the colleges require them.

WINTER

- ☐ **Keep photocopies** as you finish and send your applications and essays.
- ☐ **Give the correct form** to your counselor if the college wants to see second-semester grades.
- ☐ **Have your high school send a transcript** — it is sent separately by mail to colleges if you apply online to colleges.

SPRING

- ☐ **Keep active in school.** If you are waitlisted, the college will want to know what you have accomplished between the time you applied and the time you learned of its decision.
- ☐ **Visit your final college before accepting.** You should receive acceptance letters and financial aid offers by mid-April. Notify your counselor of your choice. If you have questions about housing offers, talk to your counselor or call the college.
- ☐ **Inform every college** of your acceptance or rejection of the offer of admission and/or financial aid by May 1. Colleges cannot require your deposit or your commitment to attend before May 1. Talk to your counselor or adviser if you have questions.
- ☐ **Send your deposit** to one college only.
- ☐ **Take any AP® Exams.** Show what you've learned in your AP classes. A successful score could even earn you credit, advanced placement, or both in college.
- ☐ **Waitlisted by a college?** If you intend to enroll if you are accepted, tell the admission director your intent and ask how to strengthen your application. Need financial aid? Ask whether funds will be available if you're accepted.
- ☐ **Work with a counselor** to resolve any admission or financial aid problems.
- ☐ **Ask your high school** to send a final transcript to your college.
- ☐ **Review your financial aid awards:** Not all financial aid awards are the same, so it's important to choose the aid package that's best for you and your family. Be sure to note what you have to do to continue receiving financial aid from year to year, and how your aid might change in future years.

Visit **bigfuture.collegeboard.org** for more information.

/MyBigFuture **@MyBigFuture** **@collegeboard**

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How to Build a College List

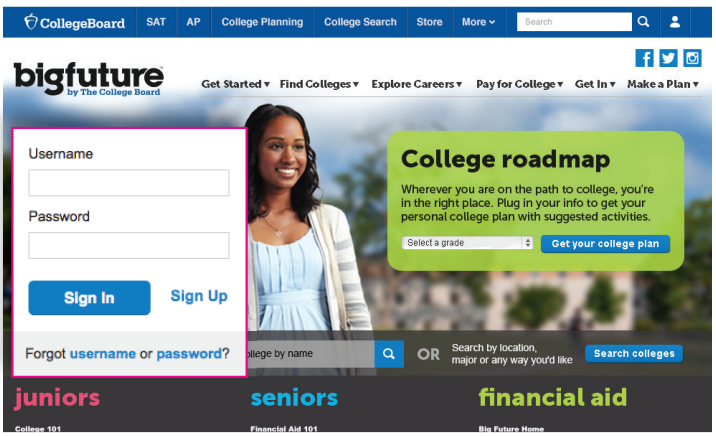
CollegeBoard

FOR JUNIORS

The next step in your academic career is deciding where to apply to and attend college. By applying to a range of colleges, you can expand your opportunities and increase your likelihood of success. We can help.

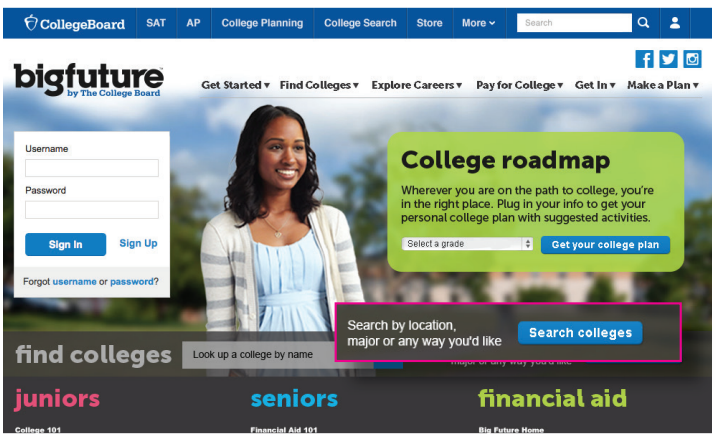
1 CREATE A FREE COLLEGE BOARD ACCOUNT

Visit **bigfuture.org** and sign up for an account. You can register for exams, get test scores, find colleges, and learn about financial aid and more with this account.



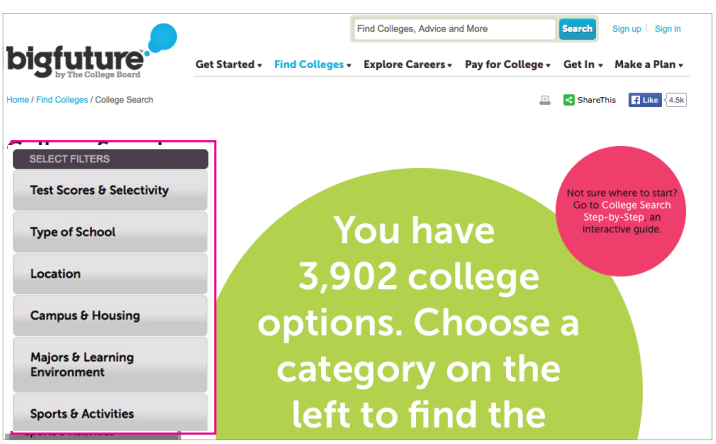
2 CLICK ON SEARCH COLLEGES

There's no magic formula for choosing a college. Use this tool to find the right colleges for you. Search by type, size, location, majors, cost, and more.



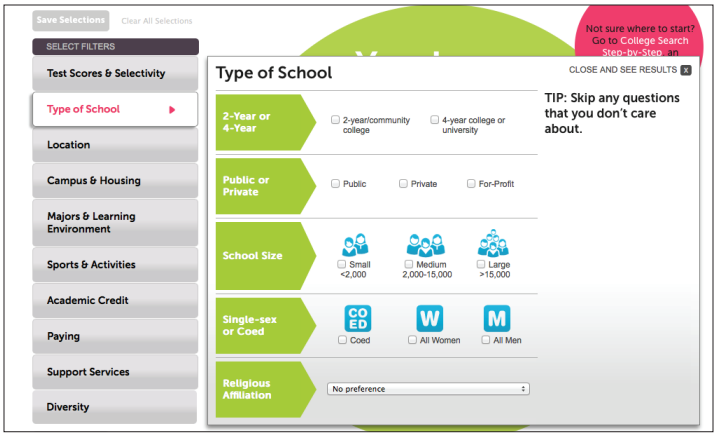
3 CHOOSE A FILTER TO GET STARTED

Start with one that's important to you — from type of school, test scores, location, majors, cost/financial aid, sports, or any other popular category.



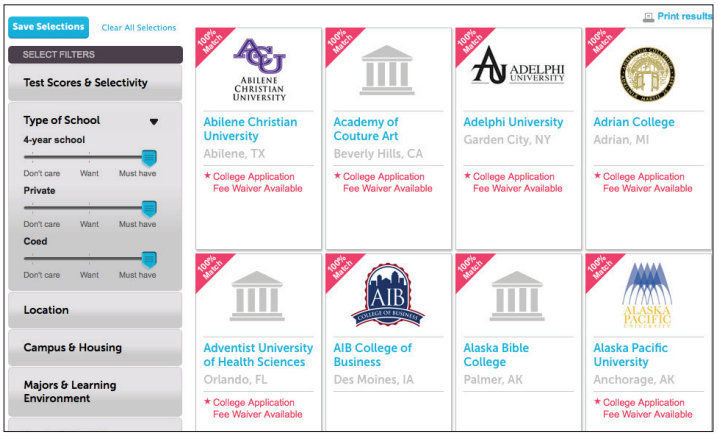
4 SELECT YOUR PREFERENCES AND GET GUIDANCE EVERY STEP OF THE WAY

Review your options and answer the questions. You'll get tips and advice as well as videos from college planning experts and college students to help you understand your choices.



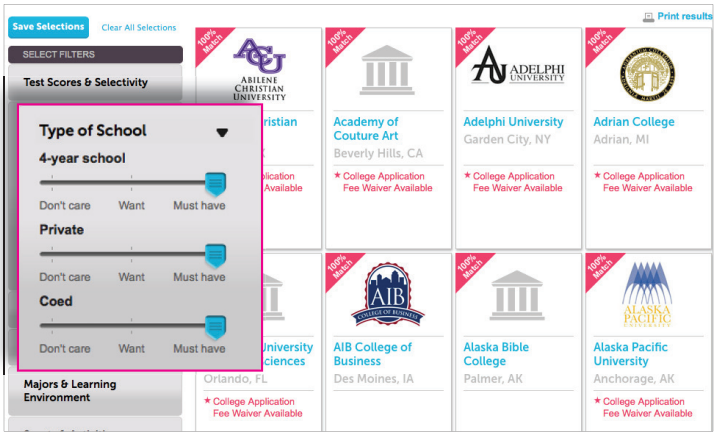
5 GET INSTANT COLLEGE MATCHES

As you make your selections, the number of matches is updated. The more options you select, the more refined your list of matches, which appears behind the question window, becomes. Your preferences are summarized to the left of your list, so you always know what you're searching.



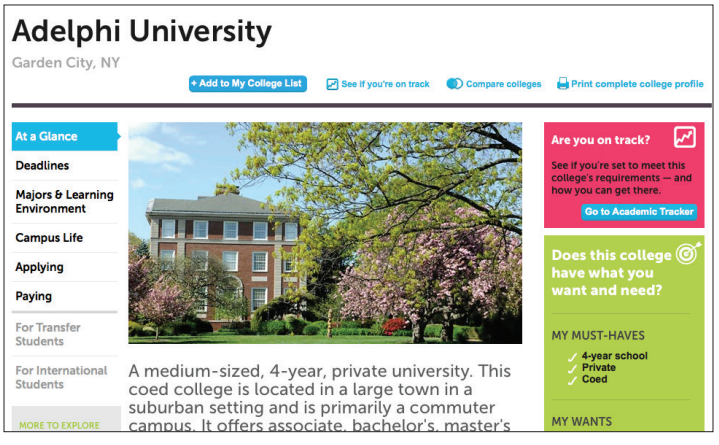
6 PRIORITIZE YOUR PREFERENCES

Start with the preferences that are important to you — from type of school, test scores, location, majors, cost/financial aid, sports, or any other popular category.



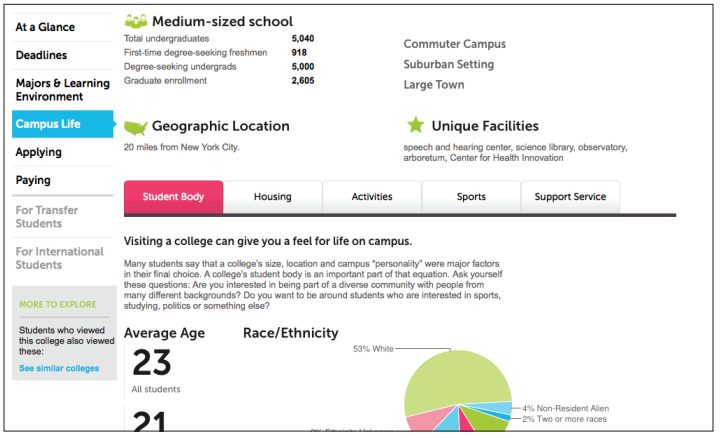
7 CHOOSE A COLLEGE TO EXPLORE

Click on a college to learn more about the school. On the "At a Glance" page, you'll get an overview of the school and a map showing its location. The box to the right shows you whether the college matches your college preferences. If there's a check mark, the college matches.



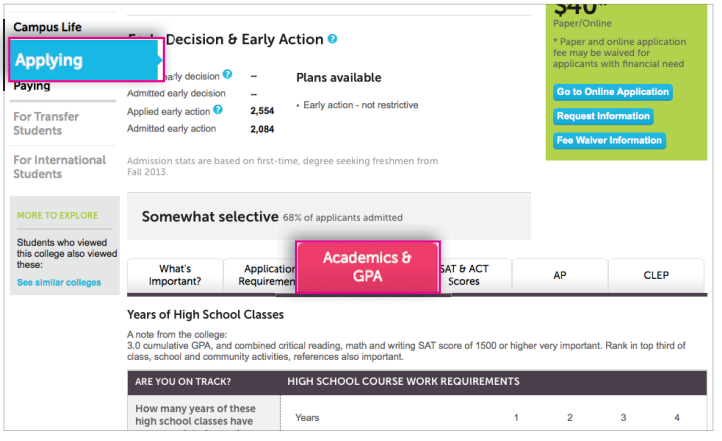
8 GET MORE DETAILS ABOUT THE SCHOOL

Browse the topics on the left menu — such as "Majors & Learning Environment," "Paying," or "Campus Life." Tabs within each section offer even more specific information.



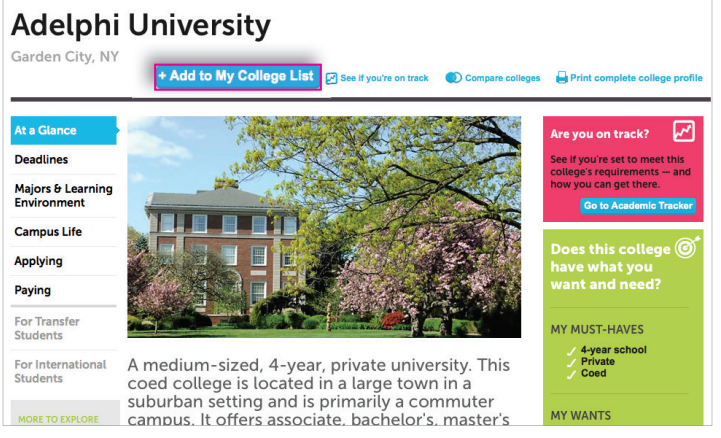
9 SEE IF YOU'RE ACADEMICALLY ON TRACK FOR THE COLLEGE

Click on the "Applying" section and the "Academics" tab there. It shows the high school course work required by this college. Enter how many years of each subject you've taken, and the chart will instantly update to show if you're academically on track or need to adjust your plan. Also in the "Applying" section, you can see how your grades, class rank, and test scores stack up to those of students accepted at this school.



10 ADD THE COLLEGE TO YOUR FAVORITES LIST

Click the "Add to My College List" button located next to the college name.



Be sure to apply to at least four colleges.

Why Apply to 4 or More™?

1 It can save you money

Every college offers different scholarships and financial aid packages that can help you pay for college. Apply to at least four colleges so that you can compare and determine which is the best option for you.

2 It increases your odds of getting in

If you apply to only one or two colleges, you risk not getting into either school. If you apply to at least four, you have a much better chance of being admitted.

3 A good fit makes a difference

Students who apply to at least four colleges increase their chances of finding a good academic, social, and financial fit. And a good fit matters because it will influence your overall college experience.

Don't forget that the FAFSA opens Oct. 1.
You'll need to complete this form to apply for financial aid.

Visit bigfuture.collegeboard.org for more information.

MyBigFuture @MyBigFuture @CollegeBoard

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00443-002

College Application Checklist

CollegeBoard

FOR JUNIORS AND SENIORS

Having a list of important tasks to complete for each college application will make the application process go smoothly and help you meet deadlines.

PLAN

To fill in all the blanks on the application form itself, you may have to dig up documents or get answers from your parents or guardians. Most students use online applications, but paper applications are usually available too. There are also services that let you complete one application online and submit it to several colleges like the Coalition Application, Common Application, and Universal College Application.

	College 1	*College 2*	*College 3*	*College 4*
Get information/application forms	☐	☐	☐	☐
Make a note about regular application deadline	☐	☐	☐	☐
Make a note about early application deadline	☐	☐	☐	☐

Notes:

GRADES

The record of the classes you've taken and your grades are important parts of your application. Your high school should send your transcript, along with a school profile, directly to the colleges to which you are applying. Ask your school counselor or principal how to arrange for this. And be sure to check the transcript for errors before it's sent.

	College 1	*College 2*	*College 3*	*College 4*
Request high school transcript sent	☐	☐	☐	☐
Request midyear grade reports sent	☐	☐	☐	☐

Notes:

TEST SCORES

Most colleges require or recommend that you send scores from tests such as the SAT®. Colleges accept scores only from the testing organizations themselves. Visit **bigfuture.collegeboard.org** for more information and to learn more about the role of testing in college admission.

	College 1	*College 2*	*College 3*	*College 4*
Send SAT scores	☐	☐	☐	☐
Send SAT Subject Test scores	☐	☐	☐	☐
Send AP® scores	☐	☐	☐	☐

Notes:

RECOMMENDATION LETTERS

Many colleges require letters of recommendation from teachers or other adults who know you well. Ask your references well in advance of the deadlines to write you a recommendation. You may want to give them a short written summary of your achievements to help them write about you.

	College 1	*College 2*	*College 3*	*College 4*
Request recommendation letters	☐	☐	☐	☐
Send thank-you notes	☐	☐	☐	☐

Notes:

ESSAYS

Your essays are a chance for you to give admission officers a better idea of your character and strengths. Remember to proofread your essays carefully before you send them in.

	College 1	*College 2*	*College 3*	*College 4*
Draft initial essay(s)	☐	☐	☐	☐
Proofread essay(s) for spelling and grammar	☐	☐	☐	☐
Have two people read essay(s)	☐	☐	☐	☐
Revise your essay(s)	☐	☐	☐	☐
Proofread your revision	☐	☐	☐	☐

Notes:

APPLICATIONS

Applying to college is a big job, but you can make it easier by breaking it down into a series of small steps.

	College 1	*College 2*	*College 3*	*College 4*
Complete college applications	☐	☐	☐	☐
Use exact same name on all of your forms	☐	☐	☐	☐
Carefully review entire application	☐	☐	☐	☐
Have a family member or teacher review application	☐	☐	☐	☐

Notes:

INTERVIEWS

It's a good idea to ask for an interview, even if it's not required. It shows you're serious and gives you a chance to connect with someone in the admission office. Even if a college is far away, you may be able to interview with a local alumnus. Read **What to Do Before and After Your College Interview** to prepare.

	College 1	*College 2*	*College 3*	*College 4*
Interview at college	☐	☐	☐	☐
Look into an alumnus interview	☐	☐	☐	☐
Send thank-you note(s) to interviewer(s)	☐	☐	☐	☐

Notes:

SEND AND TRACK YOUR APPLICATION

Once you've completed your application, follow these tips to make sure all the parts get where they're going.

	College 1	*College 2*	*College 3*	*College 4*
Make copies of all application materials	☐	☐	☐	☐
Apply online	☐	☐	☐	☐
Include application fee	☐	☐	☐	☐
Sign application	☐	☐	☐	☐
Confirm receipt of application materials	☐	☐	☐	☐
Send supplemental material, if needed	☐	☐	☐	☐
Mail your institutional aid form, if needed	☐	☐	☐	☐
Mail state aid form, if needed	☐	☐	☐	☐

Notes:

FINANCIAL AID

College is usually more affordable than many families think, thanks to financial aid. Below are key steps to navigating the financial aid process:

	College 1	*College 2*	*College 3*	*College 4*
Make a note of priority financial aid deadline	☐	☐	☐	☐
Make a note of regular financial aid deadline	☐	☐	☐	☐
Submit FAFSA (Opens Oct. 1)	☐	☐	☐	☐
Submit CSS/Financial Aid PROFILE®, if needed (Opens Oct. 1)	☐	☐	☐	☐
Submit college aid form, if needed	☐	☐	☐	☐

Notes:

DECISION

You've received several college admission offers. Now comes the hard part: Which one do you choose? Find out how to make the best decision for you.

	College 1	*College 2*	*College 3*	*College 4*
Receive admission letter	☐	☐	☐	☐
Receive financial aid award letter	☐	☐	☐	☐
Get more information about each college	☐	☐	☐	☐
Ask questions about student resources and services	☐	☐	☐	☐
Compare college features and things you want	☐	☐	☐	☐
Compare financial aid awards side by side	☐	☐	☐	☐
Make a decision	☐	☐	☐	☐
Respond to college you are attending	☐	☐	☐	☐
Respond to colleges whose offers you're declining	☐	☐	☐	☐
Send deposit	☐	☐	☐	☐
Send final high school transcript	☐	☐	☐	☐

Notes:

Visit **bigfuture.collegeboard.org** for more information.

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Financial Aid Checklist

CollegeBoard
FOR FAMILY

College is usually more affordable than many families think, thanks to financial aid. The checklists below offer a step-by-step guide to help you navigate the financial aid process and get the most money possible for college.

FRESHMAN/SOPHOMORE YEAR

- ☐ **Find out how financial aid can help you afford college.** You might be surprised by how affordable a college education can be. Check out **7 Things You Need to Know About Financial Aid**.
- ☐ **Learn the basics of college costs.** Besides tuition, what expenses do college students have to cover? Find out by reading **Quick Guide: College Costs**.
- ☐ **Get an idea of what college might really cost you.** Check out **9 Things You Need to Know About Net Price** to learn why you may not have to pay the full published price of a college. Then pick a college you're interested in and go to **College Search** to find its profile. Click the Calculate Your Net Price button to see that college's estimated net price for you — the cost of attending a college minus grants and scholarships you might receive. Save the data you enter, when possible, so you can recompute the net price as college gets closer.
- ☐ **Talk to your family about ways to pay for college.** Discuss the options and share ideas about how your family might pay for it.
- ☐ **Save money for college.** Bank part of your birthday money, your allowance, or your earnings from chores or an after-school job for future college expenses. Even a small amount can be a big help when you're buying textbooks and school supplies later on.
- ☐ **Challenge yourself inside the classroom.** Good grades not only expand your college opportunities but also can help you pay for college. Some grants and scholarships — money you don't have to pay back — are awarded based on academic performance.
- ☐ **Get involved in activities you like.** Your activities outside the classroom — like playing sports, volunteering, and participating in clubs — can lead to scholarships that will help you afford college.

Notes:

JUNIOR YEAR: SUMMER/FALL

- ☐ **Take an inventory of your interests and passions.** Scholarships are not only based on academic achievement. Many scholarships award money for college based on a student's activities, talents, background, and intended major.
- ☐ **Research the various types of financial aid.** Find out the difference between a grant and a loan, the way work-study can help with college costs, and more. Read **Financial Aid Can Help You Afford College**.
- ☐ **Continue talking with your family about paying for college.** Start planning your financial strategy. Most families use a combination of savings, current income, and loans to pay their share of tuition and other costs.
- ☐ **Take the PSAT/NMSQT®.** Juniors who take the PSAT/NMSQT, which is given in October, are automatically entered into the National Merit Scholarship Program. Organizations such as the American Indian Graduate Center, Asian & Pacific Islander American Scholarship Fund, Hispanic Scholarship Fund, Jack Kent Cooke Foundation, and United Negro College Fund use the PSAT/NMSQT and PSAT™ 10 to identify students for scholarships.
- ☐ **Learn the difference between sticker price and net price.** A college's sticker price is its full published cost, while the net price is the cost of attending a college minus grants and scholarships you receive. Knowing the difference will help you understand why most students pay less than full price for college. Read **Focus on Net Price, Not Sticker Price** to learn more.
- ☐ **Get perspective and tips from people who know.** Visit the **Video Gallery** to watch short videos of college students and education professionals talking about paying for college.
- ☐ **Think about getting college credit while you're still in high school.** Consider taking Advanced Placement Program® (AP®) classes and exams, which can count for college credit, placement, or both, and may help you save money. Read **Getting College Credit Before College** to learn more about AP and other college-level courses.

Notes:

JUNIOR YEAR: WINTER/SPRING

- ☐ **Keep looking up colleges' estimated net prices** — net price calculators get updated every year. Pick a college you're interested in and go to **College Search** to find its profile. Click Calculate Your Net Price to see that college's estimated net price for you — the cost of attending a college minus the grants and scholarships you might receive.
- ☐ **Start researching scholarship opportunities.** Scholarships are free money; that is, unlike student loans, they don't have to be paid back. Use the College Board's **Scholarship Search** tool to find scholarships for which you might qualify.
- ☐ **Get to know the FAFSA.** The Free Application for Federal Student Aid is the key to having access to federal financial aid. You can find out more about the form at **fafsa.ed.gov**. You can't fill out the FAFSA until after Oct. 1 of your senior year, but you can create your account and get a FSA ID to get a head start.
- ☐ **Go to a financial aid event.** Many schools host financial aid nights so students and their families can get information and ask questions.
- ☐ **Set aside money from a summer job.** Even a little extra money will help you pay for books and living expenses while in college or enable you to buy some of the things you need to make a smooth transition to college.
- ☐ **Gather the documents you'll need to fill out your financial aid applications.** You and your parents will need to gather tax returns, income statements, and lists of assets to prepare to fill out the FAFSA, the PROFILE, and other applications. Read **How to Complete the FAFSA**.

Notes:

SENIOR YEAR: SUMMER/FALL

- ☐ **Research local scholarship opportunities.** Talk to your school counselor, teachers, or other adults in your community about scholarships offered by local organizations. Go to your local library and ask for help. Ask your parents to see if their employers grant scholarships. And don't forget to check the College Board's **Scholarship Search**.
- ☐ **Look up deadlines.** Don't miss the priority deadlines for your colleges' financial aid applications — meeting these will help you get as much money as possible. You can compare deadlines for different colleges by using the **College Search** tool. And be sure to find out the application deadlines of any private scholarships or loans for which you plan to apply.
- ☐ **Get an estimate of what the colleges on your final list will actually cost.** Get a better idea of what you'll pay to attend a college by looking at its estimated net price — the cost of attending a college minus grants and scholarships you receive. You can get this figure by going to the net price calculator on the college's website or, for some colleges, by using the College Board's **Net Price Calculator**.
- ☐ **Find out about different kinds of student loans.** Not all student loans are equal. Loans come from different sources, and some kinds are more expensive than others. Read **Types of College Loans** to learn more.
- ☐ **Find out if you need to file a CSS/Financial Aid PROFILE®.** A college may require students to complete this application — or the college's own forms — to apply for financial aid awarded by the institution.
- ☐ **Complete the CSS/Financial Aid PROFILE, if required.** If you need to submit the PROFILE to a college or scholarship program, be sure to find out the priority deadline and submit it by that date. Read **How to Complete the CSS/Financial Aid PROFILE**.
- ☐ **Complete your FAFSA.** You can submit the FAFSA after Oct. 1 — sooner is better to qualify for as much financial aid as possible. Filling out the form online at **fafsa.gov** is the fastest way to do it.

Notes:

SENIOR YEAR: WINTER/SPRING

- ☐ **Apply for any private scholarships you've found.** Make sure you understand and follow the application requirements and apply by the deadline.
- ☐ **Compare your financial aid awards.** The colleges you apply to will send financial aid award letters to tell you how much and which kinds of aid they're offering you. Use the **Compare Your Aid Awards** calculator to make side-by-side comparisons of each college's aid package.
- ☐ **Contact a college's financial aid office, if necessary.** Financial aid officers are there to help you if you have questions. If your financial aid award is not enough, don't be afraid to ask about other options.
- ☐ **Select a financial aid package by the deadline.** Once you've compared the offers, you and your family should discuss which package best meets your needs. Financial aid is limited, so if you don't accept your award on time, it may go to another student. You can, however, ask for an extension if you are waiting to hear from other schools. Each college will decide if it's able to give you an extension.
- ☐ **Complete financial aid paperwork.** If loans are part of your financial aid package, you'll have to complete and submit paperwork to get the money.
- ☐ **Get ready to pay the first college tuition bill.** This usually covers the first semester and is due before you enroll.

Notes:

Visit **bigfuture.collegeboard.org** for more information.

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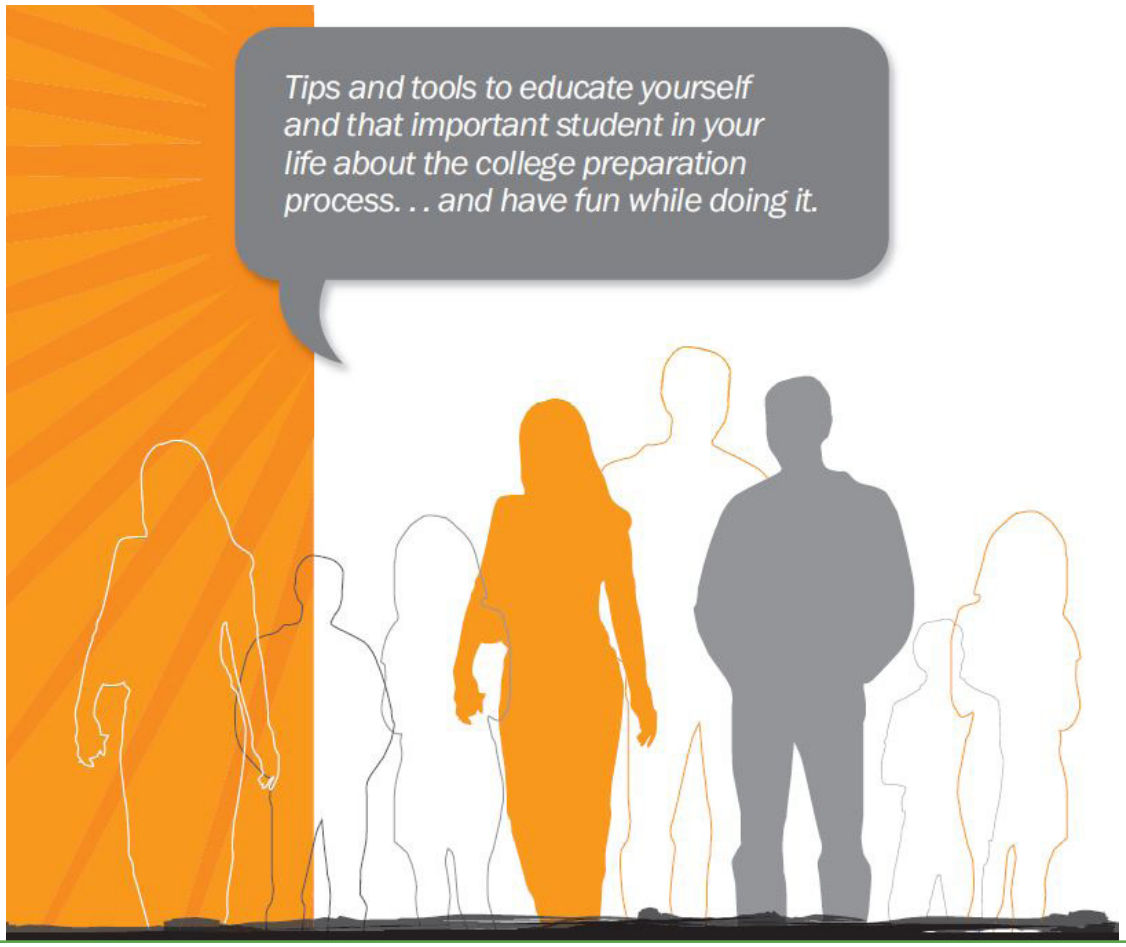
KnowHow 2 GO
MENTOR WORKBOOK



KnowHow2GO is a national college access campaign that encourages low income and first-generation students in grades 8-10 to actively prepare for college. The campaign, which launched in January 2007, is sponsored by Lumina Foundation for Education, the American Council on Education and the Ad Council.

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18 Step 4: Get Your Hands on Some Cash

What is KnowHow2GO?

KnowHow2GO is a national college access campaign that encourages low-income and first-generation students in grades 8-10 to actively prepare for college. The campaign, which launched in January 2007, is sponsored by Lumina Foundation for Education, the American Council on Education and the Ad Council. For more information, visit www.KnowHow2GO.org.

The Mentor Workbook
was produced with support from the MetLife Foundation.

MetLife Foundation

Introduction

Welcome to the KnowHow2GO Mentor Workbook. We know that preparing for education beyond high school can be a daunting task for students and their mentors. This workbook provides you with tips and tools to educate yourself and that important student in your life about the college preparation process...and have a little fun along the way. It includes suggested conversation-starters and activities you can do together to begin the process.

We encourage you to utilize this workbook throughout your student's middle and high school career, whenever time allows. You can also share it with other caring adults who aspire to be mentors. The workbook is available for download at **www.KnowHow2GO.org/partners**.

Why College?

It's never too early to start preparing for college. Here are The College Board's top four reasons why higher education is well worth the required time and effort.

1. *There is a positive correlation between higher levels of education and higher earnings for all racial and ethnic groups, and for both men and women. Over a lifetime, it is estimated that a college degree is worth $1.3 million more than a high school diploma.*
2. *The income gap between high school graduates and college graduates has increased significantly over time. The average college graduate recoups the cost of full college tuition and fees in a short period of time.*
3. *College graduates have lower smoking rates, more positive perceptions of personal health and healthier lifestyles than individuals who did not graduate from college.*
4. *Higher levels of education are correlated with higher levels of civic participation, including volunteer work and voting, as well as greater openness to the opinions of others.*

Step 1 Be a Pain

KnowHow2GO's Step 1 to college is *Be a Pain*.

Middle and high school students are advised to tell all of the adults in their life that they want to go to college—and need their help. That includes traditional mentors—like parents, teachers and school counselors—as well as non-traditional mentors such as siblings, extended family members, coaches and community leaders.

Students should start by approaching the adults they feel most comfortable discussing their college aspirations with.

The student in your life is fortunate to have found a mentor in you. You can continue this step together, over time, by utilizing the conversation-starters and doing the suggested activities on the pages that follow. To read more about Step 1, visit **www.KnowHow2GO.org.**

Conversation-Starters

We know that it is often difficult to break the ice with students and get them talking about the steps they need to take to go to college. Think about asking your student the following questions to encourage him or her to turn college dreams into a college plan.

Which adults in your life do you know who went to college?

Which adults do you turn to for help when you have a problem you need to solve?

What excites you about going to college? What are the reasons you want to go?

I know you want to go to college. Who else have you told about your college plans?

ACTIVITY 1:

In it Together

Take a few minutes to exchange contact information. You should also suggest the best ways to reach each other and the best times to meet in-person.

Mentor

Name: _____

Address: _____

Phone: _____ E-mail: _____

Best Way to Reach Me (circle at least one):

Phone E-mail

Best Days/Times to Reach Me:

Monday Morning	Monday Afternoon	Tuesday Morning	Tuesday Afternoon
Wednesday Morning	Wednesday Afternoon	Thursday Morning	Thursday Afternoon
Friday Morning	Friday Afternoon	Saturday Morning	Saturday Afternoon
Sunday Morning	Sunday Afternoon		

Student

Name: _____

Address: _____

Phone: _____ E-mail: _____

Best Way to Reach Me (circle at least one):

Phone E-mail

Best Days/Times to Reach Me:

Monday Morning	Monday Afternoon	Tuesday Morning	Tuesday Afternoon
Wednesday Morning	Wednesday Afternoon	Thursday Morning	Thursday Afternoon
Friday Morning	Friday Afternoon	Saturday Morning	Saturday Afternoon
Sunday Morning	Sunday Afternoon		

ACTIVITY 2

Extra Help

There will be times when your busy schedule will prevent you from giving the student in your life the help he or she needs to successfully prepare for college. It's important, therefore, to help your student build a network of other caring adults to turn to for advice.

Take a few minutes to make that list together. If your student wishes, he or she can sketch or paste a photo of those caring adults in the spaces below.

_____ _____ _____

ACTIVITY 3

All About the Student

Being an effective mentor means taking the time to get to know your student—his or her strengths, weaknesses, interests and aspirations.

Take a few minutes to answer the following questions together. The questions will get your student thinking about future goals, and ensure you're on the same page.

What are my strengths (related to school)?

What are my weaknesses?

What would I like to improve on during this school year?

What do I most enjoy doing outside of the classroom
(extracurricular activities and hobbies)?

What community service have I done in the past two years?

What might I want to be when I grow up?

ACTIVITY 4

Get It Together

The student in your life will have a head start on college applications if he or she gets in the habit of collecting and saving important documents in one place. These documents range from report cards to writing and art samples. The latter might inspire, or be the beginning of, your student's college application essay.

Take a few minutes to review this checklist together and locate these important documents. Decide on a safe place to store the documents for future reference.

- ❒ Report Cards (from middle and high school)
- ❒ Awards (create a list of awards won; include dates)
- ❒ Extracurricular Activities (create a list of list of activities you're involved in; include dates)
- ❒ Community Service (create a list of projects and time spent on each; include dates)
- ❒ Employment (create a list of jobs held; include dates)
- ❒ Writing/Art Samples (include papers or projects you're especially proud of)

Step 2 Push Yourself

KnowHow2GO's Step 2 to college is *Push Yourself*.

No matter how big their dreams, students can't get into a postsecondary institution if they haven't taken the required classes during high school. Most colleges require three to four years of math, English, science and social studies, and two years of the same foreign language.

But taking those classes is only half the battle. Colleges want to see that students have pushed themselves by taking the toughest classes they can handle—that means honors, Advanced Placement (AP) and International Baccalaureate (IB) classes, where they're offered. It's true that colleges value lower grades in tougher classes more than higher grades in easier classes.

Push your student by utilizing the conversation-starters and doing the suggested activities on the pages that follow. To read more about Step 2, visit **www.KnowHow2GO.org**.

Conversation-Starters

Students know that colleges require certain courses, but they often don't know which ones or find out too late into high school to take them all. Get your student thinking about the courses required for college admission by asking some of the following questions:

What courses are you taking this year?

Which courses do you find easiest?

Which do you find the hardest?

Have you thought about which courses are required for certain majors or careers?

Does your high school offer Advanced Placement courses?

How can you sign up?

ACTIVITY 1

What Do You Know?

ONLINE ACTIVITY

Go to **www.KnowHow2GO.org** and, from the homepage, click on the call-out that says "Are you ready for college?" Then, encourage the student in your life to take the 10-question quiz. Pause to discuss why each question is right or wrong, and take notes in the workbook. If you're both feeling ambitious, take the quiz again. You can expect to see different questions each time.

ACTIVITY 2

Chart Your Course(s)

As we mentioned in the introduction to this section, most colleges require three to four years of math, English, science and social studies, and two years of the same foreign language.

Take a few minutes to fill out this chart of classes to take during high school together. Start by writing in the names of the classes the student has taken in each category. Then, write in the names of the classes they still need to take in those categories—circle those classes or write them in a different color, so they stand out. Refer to this chart during class registration each year.

MATH

ENGLISH

SCIENCE

SOCIAL STUDIES

FOREIGN LANGUAGE ACTIVITY 3

AP Find

Advanced Placement (AP) classes can be tough, but they're a great way to start earning college credits. The good news is there are likely classes offered in the subjects your student is strongest in. When considering which classes to take, encourage your student to take the toughest classes he or she can handle.

Take a few minutes to complete this word find together. Hidden within are the names of AP classes offered at high schools across the country.

- ❒ ART
- ❒ BIOLOGY
- ❒ CALCULUS
- ❒ CHEMISTRY
- ❒ ECONOMICS
- ❒ ENGLISH
- ❒ FRENCH
- ❒ GEOGRAPHY
- ❒ GOVERNMENT
- ❒ HISTORY
- ❒ MUSIC
- ❒ PHYSICS
- ❒ PSYCHOLOGY
- ❒ SPANISH
- ❒ STATISTICS

G	K	Q	S	V	S	C	I	T	S	I	T	A	T	S	Y	W	A	S	C
A	N	A	W	J	D	Y	C	C	B	S	Y	E	E	H	U	W	Q	Y	L
W	R	F	W	G	N	D	B	X	F	N	P	Z	P	A	R	T	Y	H	F
P	K	P	S	C	I	M	O	N	O	C	E	A	T	C	H	A	S	P	F
I	Q	E	Q	U	K	D	Z	E	P	W	R	T	N	W	U	I	T	D	P
D	W	Q	J	V	R	Q	Y	V	C	G	G	P	S	I	L	T	T	Z	S
R	N	P	Z	T	K	B	L	I	O	V	S	U	K	G	S	B	X	M	Y
Q	U	I	F	W	G	Z	N	E	Y	C	L	J	N	H	P	H	R	S	C
Q	G	D	S	M	F	A	G	R	I	U	P	E	V	L	W	U	P	D	H
B	I	O	L	O	G	Y	O	S	C	Y	F	T	J	K	T	E	E	X	O
R	H	T	Q	B	R	T	Y	L	V	J	Z	O	E	P	Y	Y	W	U	L
A	T	T	R	K	S	H	A	T	J	S	F	M	Z	T	R	A	O	X	O
O	N	U	M	I	P	C	N	M	K	L	V	G	W	Y	G	B	U	W	G
T	F	B	H	W	I	G	W	H	T	N	V	G	C	E	J	J	B	Q	Y
Y	Y	G	M	R	P	F	C	R	D	K	C	H	E	M	I	S	T	R	Y
B	X	H	C	N	E	R	F	N	V	I	M	T	M	R	W	A	I	U	N
O	P	B	V	S	W	G	K	A	G	I	U	K	R	C	W	C	T	Q	F
G	O	V	E	R	N	M	E	N	T	T	S	P	K	M	V	F	W	H	F
C	W	R	V	Q	D	J	I	A	Q	J	I	E	B	A	A	Q	G	C	H
L	P	Z	I	I	Z	M	Q	U	H	J	C	H	G	S	T	Q	K	F	B

ACTIVITY 4

Testing...Testing...

Once your student enters junior year of high school, it's time to get serious about standardized testing. To determine which of the two main tests—SAT and ACT—your student should spend time preparing for, visit the Web sites for the colleges he or she is interested in.
If a college accepts both tests, make your decision based on the information provided here:

	SAT	ACT
Test Timing	October-June (offered on 7 Saturdays); Junior and/or beginning of Senior Year	September-June (offered on 6 Saturdays); Junior and/or beginning of Senior Year
Subjects Covered	**Critical Reading**—includes sentence completion and passage-based reading **Math**—includes basic algebra, geometry and statistics **Writing**—includes improving sentences/ paragraphs, identifying sentence errors and an essay	**English**—includes punctuation, grammar, sentence structure, strategy, organization and style **Math**— includes math up to an 11th grade level **Reading**—includes reading comprehension **Science**—includes analysis and problem-solving related to the natural sciences **Writing**—optional; includes an essay
Test Format	Multiple choice, except for writing section	Multiple choice, except for writing test
Test Length	**Critical Reading** 70 minutes **Math** 70 minutes **Writing** 60 minutes **Total** 3 hours and 20 minutes	**English** 45 minutes **Math** 60 minutes **Reading** 35 minutes **Science** 35 minutes **Writing** optional; 30 minutes **Total** 2 hours and 55 minutes; add 30 minutes for writing test
Test Scoring	Students can earn 200-800 points on each of the three sections; maximum 2,400 points	Students can earn between 1 and 36 points on each of the four main sections; scores are averaged; maximum 36 points; writing test is scored separately
Why Take It?	Good at test-taking, vocabulary, grammar, essay-writing, reasoning, quick-thinking; accepted by virtually all colleges, but most popular on the East and West Coasts	Good student, in general, and strong reader; accepted by virtually all colleges, but most popular in the Midwest

Step 3 Find the Right Fit

KnowHow2GO's Step 3 to college is *Find the Right Fit*.

There are more than 4,000 postsecondary institutions in the United States, including four- and two-year colleges and universities, community colleges and vocational schools. The challenge for you and your student is to find the institution that best matches his or her talents, interests and personality. Is it a big or small school? Is it near home or far away? And does it offer the program of study your student is thinking about pursuing?

There's tons of research you can do with the student in your life to help him or her find the right fit. Start by utilizing the conversation-starters and doing the suggested activities on the pages that follow. To read more about Step 3, visit **www.KnowHow2GO.org**.

Conversation-Starters

It is often hard for students to visualize the many postsecondary options available to them. But finding the right fit is an important factor in ensuring a student enjoys and completes college. Use the following questions to get your student thinking about the type of school that's right for him or her.

When you think about college ...

Do you have thoughts on what you'd like to study?

Are you interested in going away to school or going to school close to home?

Would you like to be in an urban environment or somewhere more rural?

Do you like the idea of a big campus with a lot of students or a smaller campus?

Do you want to live in a campus dorm or commute from home?

Are you interested in participating in activities like sports? Music? Community service?

ACTIVITY 1

Online Intel

ONLINE ACTIVITY

College Web sites give students a good sense of what schools look like, what their strengths are and what it takes to get accepted. They're most helpful, though, when you know what you're looking for.

Take a few minutes, with the student in your life, to visit the Web sites of his or her top five college choices. Try to select a good mix of schools. On each site, look for and read through these sections:

Prospective Students—This section of the site is dedicated entirely to students like yours. It's also where you can find most of the sections below.

About Us—This will tell you briefly about the college's strengths, history, traditions and notable alumni. Pay attention to the adjectives used to describe the school.

Academics—This will introduce your student to the college's programs of study. Click on a few to view the departmental pages. Then, read about the classes offered, the professors who teach them and the experiences of recent alumni.

Student Life—Go back to the Prospective Students section and click on Student Life. This is where you can learn about everything from sororities and fraternities to available housing and athletics. Show your student that, for every extracurricular activity or hobby he or she is involved in now, there's likely an equivalent organization on campus.

Financial Aid—You might want to hold on clicking this sub-section until you've read the next chapter of this workbook. But, when you're ready, explore this important section for school-specific scholarships and work-study programs. You might be pleasantly surprised!

Application—Last but not least, help your student locate and print the college's application for admission. Pay attention to the information it asks for—and the required essay topics.

ACTIVITY 2

KnowHow2GO-U

ONLINE ACTIVITY

Low-income students and those who are the first in their families to pursue college often have a difficult time picturing themselves on campus. KnowHow2GO-U helps students overcome that barrier by inviting them to explore buildings commonly found on college campuses—on their own time and at their own pace.

Go to **www.KnowHow2GO.org** and, on the homepage, click on the call-out that says "KnowHow2GO University—Take the Tour." Once you enter the virtual campus, stop in these buildings to review the information and activities within. Store important information in your student's "Notebook" for printing or e-mailing later.

Scroll left to explore...

Admissions—*Learn why college is important and the types of colleges out there*

Dorms—*Decorate a room that reflects your student's interests*

Academic Center—*Peek into small and large college classrooms*

Library—*Review our study tips and reading list for college-bound students*

Scroll right to explore...

Financial Aid—*Read about the types of aid, including everyone's favorite—scholarships*

Student Center—*Check out the extracurricular activities offered on college campuses*

Career Center—*Start thinking about the right career for your student*

Athletic Center—*Take the "Are you ready for college?" quiz*

ACTIVITY 3

Campus Scavenger Hunt

After your student feels comfortable on a college campus, schedule dates to tour local colleges together. On each visit, look for the buildings you explored on KnowHow2GO-U. And bring this Campus Scavenger Hunt list with you (along with a camera or camera phone). It will ensure each visit is both productive and entertaining. Earn one point per item, unless otherwise noted!

- ❒ Ask the name of the mascot.
- ❒ Find out where first-year students live.
- ❒ Locate the public bus stop nearest to campus. Write down the cross streets.
- ❒ Find the gymnasium and record its hours of operation.
- ❒ Take a picture in the bookstore. Earn an extra point if you're wearing something with the school's colors.
- ❒ Learn the name of a cultural organization or association on campus.
- ❒ Find three faculty offices. Write down the professors' names and office hours. Earn a point for each pair.
- ❒ Pick up a copy of a free campus newspaper.
- ❒ Jot down the names of two campus cafeterias or food stands.
- ❒ Take a picture of college students studying.
- ❒ Talk to five students—write down their names, majors and hometowns. Each conversation is worth one point.
- ❒ Explore the campus library. Ask the librarian how many volumes they have.
- ❒ Take a picture in a computer lab.
- ❒ Stop by the admissions office. Pick up a copy of the application.
- ❒ Visit the financial aid office and collect a FAFSA form. Earn an extra point if you find information about a scholarship.

ACTIVITY 4

Find the Right...Major

A student who knows what he or she wants to study will have an easier time narrowing down college choices. Some colleges won't offer that program of study—and others will be recognized for their work in that field. But your student shouldn't worry if he or she hasn't chosen a program yet. There's time between the end of high school and the first few semesters of college to decide.

Take a few minutes to map out potential majors together. Do some research online to determine the classes students have to take within those majors—and the colleges that offer strong programs. Students can use this chart to initiate a conversation with a school counselor.

My Career Path

Possible Major 1

_____

_____

Related Classes

_____

_____

Top Colleges

_____

_____

Possible Major 2

_____

_____

Related Classes

_____

_____

Top Colleges

_____

_____

Step 4 Get Your Hands on Some Cash

KnowHow2GO's Step 4 to college is *Get Your Hands on Some Cash*.

This is arguably the most important chapter, since many low-income and first-generation students consider finances the biggest barrier to college. But students receive more aid than you might think—including $80 billion from the federal government last year—and there are lots of options out there.

The three main types of financial aid, which you'll read about later in this chapter, are grants and scholarships, work-study and loans. But before you pursue those options, work with your student to fill out the Free Application for Federal Student Aid (FAFSA). This will determine how much financial support the federal government can give him or her—and how much additional aid is needed. You can help your student estimate this amount using the FAFSA4Caster available at **www.fafsa4caster.ed.gov.**

Help your student get his or her hands on some cash by utilizing the conversation-starters and doing the suggested activities on the pages that follow. To read more about Step 4, **visit www.KnowHow2GO.org.**

Conversation-Starters

It's hard to talk about money, especially with middle or high school students who may not understand their family's financial situation. Here are some ways to start the conversation and get your student thinking about preparing financially for college.

Have you talked with your parents about how you might pay for college?

Do you know that scholarships are available to help with the cost of college?

Do you know that the government provides loans to students who can't afford college?

Have you saved any money for college through summer and after-school work you've done?

Do you have questions about how much college costs?

Where would you look first for information about loans and scholarships? Is there an adult at school who would know where to look?

ACTIVITY 1

F-A-F-S-A!

As we mentioned in the introduction to this chapter, filling out the Free Application for Federal Student Aid (FAFSA) is the first step to obtaining financial aid. We encourage you to familiarize yourself with the form as soon as possible. Federal aid is based on need, but it's distributed on a first-come, first-served basis.

Take some time to print the FAFSA on the Web Worksheet from **http://www.fafsa.ed.gov/**. Pull the documents needed to fill out the form, using the list provided below. Then, walk through the FAFSA together, making note of the information your student doesn't know. It's great practice, even if college is still a few years away!

- ❒ Social Security number (student and parents)
- ❒ Driver's license (student, if any)
- ❒ W-2 forms (student and parents)
- ❒ Federal Income Tax Return (student and parents)
- ❒ Untaxed income records (student and parents)
- ❒ Current bank statement (student and parents)
- ❒ Business and investment mortgage information, business and farm records, stock, bond and other investment records (student and parents)
- ❒ Alien registration or permanent resident card (student, if not a U.S. citizen)

When it's time to complete the FAFSA, visit **www.collegegoalsundayusa.org** to see if your state offers free, professional help. Most states provide this service to students one day per year.

ACTIVITY 2

Lots of Options

Federal aid is a great starting point for students figuring out how to pay for college. But there are many more sources of aid to pursue. The three main types are grants and scholarships, work-study and loans. Take some time, with the student in your life, to learn more about each.

Grants and Scholarships—Also called gift aid, grants and scholarships don't have to be repaid. Grant aid comes from federal and state governments, and from individual colleges. Scholarships are usually awarded based on merit.

Work—Student employment and work-study aid helps students pay for education costs such as books, supplies and personal expenses. Work-study is a federal program that provides students with part-time employment to help meet their financial needs and give them work experience.

Loans—Most financial aid (54%) comes in the form of loans to students or parents, aid that must be repaid. Most loans that are awarded based on financial need are low-interest loans sponsored by the federal government. These loans are subsidized by the government, so no interest accrues until students begin repayment after graduation.

ACTIVITY 3

Scholarship Search

ONLINE ACTIVITY

Chances are, no matter what talents students have, there's a scholarship out there for them! Some are based on academics and athletics, but others are based on where they've worked and where they live.

The best place to start searching is online. There are a number of sites out there, but our favorites are The College Board and FastWeb. Below we provide links for each site and tips for browsing them.

The College Board

http://apps.collegeboard.com/cbsearch_ss/welcome.jsp

Fill out the Personal Information, Academic Information, Type of Award and Affiliation Information. If your student doesn't know an answer, feel free to skip that question.

Skim the Search Results to locate scholarships of interest to your student. Click the scholarship name to review the Application Requirements, General Information, Deadlines and Contact Information. This will help your student determine if a scholarship is worth pursuing.

Finally, at the top of the Search Results, click and print the Summary of Selected Criteria. Consider this information when searching for scholarships elsewhere.

FastWeb

http://www.fastweb.com/

On the homepage, select answers to the two drop-down questions under Search Scholarships.

Answer the questions on the next few pages, and then follow the prompts to create a username and password. Write it in the workbook so you'll remember it later.

Skim the Scholarship Matches to locate scholarships of interest to your student. If you find a scholarship your student likes, choose Mark as Favorite. If a scholarship isn't relevant or worth his or her time, choose Discard.

Check back and apply to any that seem like a good match!

ACTIVITY 4

Try Your Luck

ONLINE ACTIVITY

Once you and the student in your life have browsed The College Board and FastWeb, and identified a few scholarships worth pursuing, choose one. Follow the link to the scholarship page and print the application. Take some time to walk through the form together.

Pay special attention to the information it asks for: extracurricular activities, hobbies, community service information, awards received, etc. You should also note what the essay questions are, if a letter of recommendation is required and whether they'd like to see samples of the student's work. All are common to scholarship applications. For tips on putting together a strong college application, visit **www.collegeboard.com/student/apply.**

We wish you and your student the best of luck with your scholarship search and the rest of the college preparation process!

What is KnowHow2GO?

KnowHow2GO is a national college access campaign that encourages low-income and first-generation students in grades 8-10 to actively prepare for college. The campaign, which launched in January 2007, is sponsored by Lumina Foundation for Education, the American Council on Education and the Ad Council. For more information, visit www.KnowHow2GO.org.

The Mentor Workbook
was produced with support from the MetLife Foundation.

MetLife Foundation

A Journey to College
LESSON PLANS

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Acknowledgements

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Lori Lodge, Licensed Clinical Professional Counselor
Lodge Coaching, College and Career Counseling

Joan Parsons, Counselor

Rita Romberg, Counselor

Idaho Public Television

Joan Cartan-Hansen

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Unit 2 - Overcoming Barriers to College

Unit 3 - College Application 101

- Application for Undergraduate Admission to Idaho's Public Colleges and Universities

Unit 4 - Paying for College

- Idaho Career Information System - Cost Comparisons of Idaho Colleges and Universities
- Free Application for Federal Student Aid (FAFSA)

Unit 5 - The College Journey

Each unit is accompanied by a video clip relating to the topic. Each video clip lasts for approximately 5-8 minutes. *A Journey to College*, **produced by Idaho Public Television, can be accessed in its entirety at http://video.idahoptv.org/video/2365412316/.**

Unit 1

Choosing a Career Path

Grade Levels 8-12

Unit Description:

This unit focuses on how career choice effects college choice. It provides activities that allow a middle or high school student opportunities to examine their interests, abilities, and values as they think about possible career options and begin to think about post-secondary education.

Learning Objective:

Students will be able to identify criteria for their career decision and college selection.

Students will be able to determine a possible career choice.

Anticipatory Set:

Ask students to take out a blank sheet of paper. Tell them they will be given 60 seconds to list as many jobs/occupations as possible.

Go around the room asking students to share one of the occupations they listed. Try to get as many as possible. During this activity encourage the students to add jobs to their original list if they interest them.

Learning Activities:

1. View video clip for unit 1 as a class.
2. Students take out another sheet of paper and make 2 columns. Title the first column at the top "Jobs I would Love" and the second column title "Why?"

   Half way down the sheet of paper title the first column "Jobs I would Hate" and the second column title "Why?"

   Example below: (Teacher may want to model)

Materials Needed:

Video clip for Unit 1

Paper

Pencils

Highlighters

Resources:

Idaho Career Information System ***http://labor.idaho.gov/dnn/idl/IdahoCareerInformation.aspx***

Idaho Department of Labor

https://labor.idaho.gov

High School Career Center/ Counselor

Jobs I Would Love	Why?
1.	1.
2.	2.
3.	3.
4.	4.

Jobs I Would Hate	Why
1.	1.
2.	2.
3.	3.
4.	4.

3. Ask students to insert four careers from the opening activity in each of the Love/Hate sections.

Students will then reflect on the careers listed. They should be instructed to write down the reason "Why" they feel that way about each career.

The Whys could include thoughts like: working with things/working with people, working outside/inside, physical/intellectual, leading/serving, helping, problem solving, creating.

4. Ask students to then review their lists *highlighting* 2 careers they liked and noticing the factors that were most important to them as they made that decision.

Closing Activity:

Discussion Questions:

1. How might this awareness of possible careers for you effect your post-secondary education decisions? Will these jobs require further training or education?
2. How does this excite or scare you?
3. Is there any more information that it would be good for you to get at this time?

Overcoming Barriers to College

Unit 2

Grade Levels 8-12

Unit Description:

This unit focuses on the things that keep students from attending college or going on to post-secondary training. It provides activities that allow a middle or high school student to discover what their barriers to college might be and to develop a plan to deal with those barriers.

Learning Objective:

Students will be able to identify two of their barriers to attending college.

Students will develop a plan to deal with those barriers.

Anticipatory Set:

Ask students to think about a person who did not go on to post secondary training. Do they know the reason that person gave for their decision?

Write on the board all the reasons the students give (e.g. fear of failure, past school failure, low GPA, tired of school, no money, already had a job, family history, financial obligations, other responsibilities, not smart enough, too hard, too many choices, no direction).

Learning Activities:

1. View video clip.
2. Divide students into small groups giving each group one or two of the reasons presented in the opening activity. Ask the students to find at least two realistic ways to address this barrier.
3. Select a spokesman from each group to report their findings to the whole class.

Closing Activity:

Students select two barriers that are closest to their own experience. They will then write down the barriers and select an idea or two presented today, writing these down as a plan for dealing with those barriers. Encourage the students to talk to a trusted adult seeking further input about their plan.

Materials needed:

Video clip for Unit 2

White board or surface to write on

Paper

Pencils

Resources:

Idaho Career Information System ***http://labor.idaho.gov/dnn/idl/IdahoCareerInformation.aspx***

Unit 3

College Application 101

Grade Levels 8-12

Unit Description:

This unit focuses on how to access information about colleges and apply for college admission. It provides students with opportunities to gather information about colleges through the internet, and examine and practice completing an undergraduate college application.

Learning Objective:

Students will be able to navigate a college website for gathering needed information.

Students will be able to complete an application for undergraduate college admission.

Anticipatory Set:

Students will view and complete a paper copy of a college application. Class will discuss information needed to complete application.

Learning Activities:

1. Discussion Questions:

- How can you learn about a college that you are interested in?
- What kind of information can you find on a college website?
- How can you arrange a college visit?
- How can you access a college admissions representative?
- What information can a college student give you?
- What information can a college alumnus give you?
- How can you request a college to send information to you?

2. Using a classroom computer demonstrate to students the types of information colleges display on their websites, including academic requirements for admission, studies

Materials Needed:

Video clip for Unit 3

Paper copy of college application

Pencils

Computer with internet access

Resources:

Idaho Career Information System ***http://labor.idaho.gov/dnn/idl/IdahoCareerInformation.aspx***

Pamphlet: Higher Education in Idaho 2014, Published by Idaho Association of Collegiate Registrars and Admissions Officers

Boise State University
www.boisestate.edu

College of Southern Idaho
www.csi.edu

College of Western Idaho
www.cwidsho.cc

Eastern Idaho Technical College
www.eitc.edu

Idaho State University
www.isu.edu

Lewis-Clark State College
www.lcsc.edu

and majors offered, online applications, and deadlines for applications.

3. View video clip for unit 3 as a class.

Closing Activity:

Have each student use one or two word to describe how they feel about applying to a college.

North Idaho College
www.nic.edu

University of Idaho
www.uidaho.edu

Application for Undergraduate Admission
to Idaho's Public Colleges & Universities

For office use only	

Mail the completed application or a photocopy along with the appropriate nonrefundable application fee(s) to each Idaho institution to which you are applying.

Applying to:

☐ **Boise State University**
1910 University Dr.
Boise, ID 83725-1320
Fee: $50
1-800-824-7017
www.boisestate.edu

☐ **Idaho State University**
Office of Admissions
921 S 8th Ave, Stop 8270
Pocatello, ID 83209-8270
Fee: $50
(208) 282-2475
www.isu.edu

☐ **College of Southern Idaho**
P.O. Box 1238
Twin Falls, ID 83303
Fee: None.....Online Application
Fee: $10.....Paper Application
(208) 733-9554
www.csi.edu

☐ **Lewis-Clark State College**
500 8th Ave.
Lewiston, ID 83501
Fee: None.....Paper Application
Fee: $5.25.....Online Application
1-800-933-LCSC
www.lcsc.edu

☐ **College of Western Idaho**
One Stop Student Services, MS 2500
P.O Box 3010
Nampa, ID 83653
Fee: $25
(208) 562-3000
www.cwidaho.cc

☐ **North Idaho College**
1000 W. Idaho Garden Ave.
Coeur d'Alene, ID 83814
Fee: No Application Fee
(208) 769-3311, option 5
www.nic.edu

☐ **Eastern Idaho Technical College**
Student Services, 1600 S. 25th E.
Idaho Falls, ID 83404
Fee: $15
1-800-662-0261
www.eitc.edu

☐ **University of Idaho**
P.O. Box 444264
Moscow, ID 83844-4264
Fee: $60
1-888-884-3246
www.uidaho.edu

Start Date: ☐ Fall, 20_____ ☐ Spring, 20_____ ☐ Summer, 20_____ ☐ Summer & Fall, 20_____

APPLICANT INFORMATION

Legal Name: _____ **Name You Prefer:** _____
(as on Soc. Sec. Card) last first middle

Other Names Appearing on Records: _____

U.S. Social Security Number: _____ - _____ - _____ **Date of Birth** (mo/day/year)**:** _____ / _____ / _____

Permanent Home Address: _____
number & street/P.O. box city county state zip area code phone

Current Mailing Address: _____
number & street/P.O. box city county state zip area code phone

Mailing Address valid until the following date: _____ / _____ / _____ **Email Address:** _____

GENERAL INFORMATION

Citizenship: ☐ USA ☐ Other **Native Language:** ☐ English ☐ Other: _____

If citizenship is "other," answer the following questions: Country of citizenship: _____

Permanent Resident of U.S.: ☐ Yes, Alien registration number: A - _____ Expiration Date: (month/year) _____ / _____

☐ No, Current visa type: _____

Are you a U.S. Military Veteran? ☐ Yes ☐ No Branch: _____ Service Dates: _____ to _____

Have you served in the U.S. Active Reserves? ☐ Yes ☐ No Branch: _____ Service Dates: _____ to _____

Ethnicity: Are you Hispanic or Latino? ☐ Yes ☐ No **Gender:** ☐ Female ☐ Male

Race: *(select one or more)* ☐ American Indian or Alaska Native ☐ Asian
☐ Black or African American ☐ Native Hawaiian or Other Pacific Islander ☐ White

Highest level of education or degree attained by either parent: ☐ Bachelor Other Degree: _____

Emergency Contact: _____ _____
(For ALL to complete. If under 18, list parents or guardians here.) name relationship

_____
number & street/P.O. box city county state zip area code phone

ENROLLMENT INFORMATION

Intended Degree Type: ☐ Certificate ☐ Associate ☐ Bachelor ☐ Second Bachelor ☐ Not Seeking Degree or Certificate

Program Type: ☐ Academic Program ☐ Professional Technical Program

Intended Major: (Refer to each institution's publication for a list of majors offered)

_____ _____ ☐ Undecided
first second *(optional)*

Enrollment Status: ☐ New ☐ Transfer ☐ Returning (readmission)

Do you plan to apply for federal financial aid? ☐ Yes ☐ No

Campus Location: If planning to take courses primarily at outreach locations, list these locations: _____

Name: _____

ACADEMIC INFORMATION

Have you taken the: ☐ **ACT:** Date _____ ☐ **SAT:** Date _____ ☐ **COMPASS:** Date _____

List the last high school you attended and any schools since, including colleges, trade schools, correspondence, etc. *Do not omit any schools.* Attach a separate sheet if more space is needed. Failure to list all schools attended, or submission of inaccurate information, is considered fraud and is cause for refusal of admission or dismissal from the institution. ***Students seeking certificates or degrees must have official transcripts submitted from each school listed.*** *To be considered official, transcripts must be mailed in a sealed envelope directly from the school to the institution's admissions office.*

Did/Will you graduate from high school? ☐ **Yes (month/year _____ / _____)** **EduID:** _____ ☐ **No**

High School: _____ City: _____ State: _____

Do you have a GED or high school equivalency certificate? ☐ **Yes (month/year _____ / _____)** ☐ **No**
If yes, degree-seeking applicants are required to submit official GED test scores.

Are/Were you a Tech Prep Student? ☐ Yes ☐ No If yes, in which program area did you enroll? _____

PREVIOUS COLLEGE ATTENDANCE

Name of College, Trade School, etc.	City & State	Dates Attended	Grad. Date	Degree/# Credits Earned

RESIDENCY

Section 33-3717B Residency Requirements, Idaho Code
IDAPA 08.01.04 – Rules Governing Residency Classification

Idaho residency status MAY be determined by one or more of the following. Residency for community colleges is determined by county of residence.

State of Residence: _____ **From:** ___ / ___ / ___ **to:** ___ / ___ / ___ **If less than 12 months, previous state:** _____

County of Residence: _____ **From:** ___ / ___ / ___ **to:** ___ / ___ / ___ **If less than 12 months, previous county:** _____

You MUST check at least one box below. Checking any one box does not guarantee Idaho residency for tuition purposes.
Records may be requested.

- ☐ One or more of my parents/legal guardians or spouse's parents is domiciled in Idaho and has maintained a bona fide domicile in Idaho for at least 12 months prior to the opening day of the term which I plan to enroll, **and** I receive at least 50% of my financial support from my parents/legal guardians.
  Parent's name and address_____ From ____ / ____ / ____ to ____ / ____ / ____
- ☐ I receive **less than** 50% of my financial support from parents/legal guardians. I have continuously resided in Idaho for purposes other than education for at least 12 months prior to the opening day of the term which I plan to enroll.
- ☐ I am/will be a graduate of an accredited Idaho high school and I will attend this institution during the term immediately following high school graduation.
- ☐ I am married to an Idaho resident. My spouse is a resident of _____ County.
- ☐ I or my spouse is a member of the Armed Forces stationed in Idaho on military orders. I or my spouse is stationed in _____ County.
- ☐ I am an officer or an enlisted member of the Idaho National Guard.
- ☐ One or more of my parents/legal guardians, from whom I receive 50% or more of my support, is a member of the Armed Forces of the United States who entered service as an Idaho resident and who has maintained Idaho resident status, but is not stationed within the state of Idaho on military orders.
- ☐ One or more of my parents/legal guardians, from whom I receive 50% or more of my support, is a member of the Armed Forces stationed in Idaho. They are stationed in _____ County.
- ☐ I have been separated under honorable conditions from the Armed Forces after at least two years of service. **Check one of the following**:
  - ☐ At the time of separation, I designated the State of Idaho as my intended domicile or indicated Idaho as my home of record, and I am entering this institution within one year of the date of separation.
  - ☐ I intend to make Idaho my state of residence and will actively establish domicile within one calendar year.
- ☐ I have been away from the State of Idaho for a period of less than 30 months. I have not established legal residence elsewhere. I was a resident of the State of Idaho for a continuous 12-month period immediately prior to departure. Time spent away from Idaho enrolled in a postsecondary education program shall not be included in the 30 month limit.
- ☐ I am a member of one of the following Idaho American Indian tribes: Coeur d'Alene, Shoshone-Paiute, Nez Perce, Shoshone-Bannock, Kootenai, Eastern Shoshone.
- ☐ I am not a resident of Idaho for fee paying purposes.

SIGNATURE

In signing this form, I acknowledge that failure to disclose and submit accurate information may result in denial of admission or dismissal from the institution. I certify that all information provided is complete and true. By signing this application, I certify that I am in compliance with the Federal Military Selective Service Act, 50 U.S.C. sec. 453, or that I am exempt from the same. Men between the ages of 18 and 25 must be registered with the Selective Service to be eligible for enrollment at a state college, to receive state and federal financial aid, and to be employed in a state or federal job. You may register with Selective Services online at http://www.sss.gov.

Acceptance or receipt of financial aid and scholarship awards certifies that the funds will be used for educational purposes.

Signature of Applicant: _____ **Date:** _____

Idaho public colleges subscribe to the principles and laws of the State of Idaho and the Federal Government, including applicable executive orders pertaining to civil rights. These institutions are committed to the policy that all persons shall have equal access to programs and facilities without regard to age, color, creed, marital status, national or ethnic origin, physical handicap, race, religion, or sex.

Unit 4

Paying For College

Grade Levels 8-12

Unit Summary:

This unit focuses on college expenses which include, but are not limited to, tuition, books, and living expenses . Five basic ways for paying for a college education will be identified and described.

Learning Objective:

Students will be able to describe financial aid terms and procedures. Students will be able to identify expenses related to attending college.

Anticipatory Set:

Divide students into small groups and ask each group to make a list of the things they will need to pay for while attending college. As a class, create a master list of college expenses using the group lists already generated.

Learning Activities:

1. View video clip for Unit 4 as a class.
2. Pass out college expenses sheets or view the information from the CIS website. Compare and contrast the annual costs for a full time undergraduate student attending a state university, a private college, and a technical or trade school.
3. Discuss ways to pay for college and define the terms while students review the information from the CIS comparison sheet: (1) family savings and earnings, (2) grants, (3) loans, (4) scholarships, (5) work study or jobs .
4. Students will complete pages 3 and 4 of a FAFSA form after discussing the reason for completing the FAFSA. Teacher may want to show students the complete 10 page FAFSA either through viewing it on the website or by downloading the PDF and printing for the class.

Closing Activity:

Students will verbally review the five basic sources for funding a college education.

Materials Needed:

Video clip for Unit 4

Pages 3-4 of the FAFSA (Free Application for Federal Student Aid) form for each student

College expenses sheets from CIS website comparing three colleges or internet access

Resources:

Idaho Career Information System
http://labor.idaho.gov/dnn/idahocareerinformation.aspx

Free Application for Federal Student Aid
www.studentaid.gov

Pamphlet: Higher Education in Idaho 2014, Published by Idaho Association of Collegiate Registrars and Admissions Officers
http://www.boardofed.idaho.gov/public_col_univ/documents/hi_ed_book/IACRAO_HigherEducationInIdaho_2015.pdf

Federal Student Aid
An OFFICE of the U.S. DEPARTMENT of EDUCATION

PROUD SPONSOR of the AMERICAN MIND®

FAFSA®

FREE APPLICATION *for* FEDERAL STUDENT AID

Step One (Student): For questions 1-31, leave any questions that do not apply to you (the student) blank.

OMB # 1845-0001

Your full name (**exactly as it appears on your Social Security card**) If your name has a suffix, such as Jr. or III, include a space between your last name and suffix.

1. Last name
2. First name
3. Middle initial

Your permanent mailing address

4. Number and street (include apt. number)
5. City (and country if not U.S.)
6. State
7. ZIP code

8. Your Social Security Number **See Notes page 2.** ___ – __ – ____

9. Your date of birth MONTH DAY YEAR

10. Your telephone number ( ) –

Your driver's license number and driver's license state (if you have one)

11. Driver's license number
12. Driver's license state

13. Your e-mail address. If you provide your e-mail address, we will communicate with you electronically. For example, when your FAFSA has been processed, you will be notified by e-mail. Your e-mail address will also be shared with your state and the colleges listed on your FAFSA to allow them to communicate with you. If you do not have an e-mail address, leave this field blank.

14. Are you a U.S. citizen? Mark only one. **See Notes page 2.**
- Yes, I am a U.S. citizen (U.S. national). **Skip to question 16.** ..... ◯ 1
- No, but I am an eligible noncitizen. **Fill in question 15.** ..... ◯ 2
- No, I am not a citizen or eligible noncitizen. **Skip to question 16.** ◯ 3

15. Alien Registration Number A

16. What is your marital status as of today? **See Notes page 2.**
- I am single ..... ◯ 1
- I am married/remarried ◯ 2
- I am separated ..... ◯ 3
- I am divorced or widowed ◯ 4

17. Month and year you were married, remarried, separated, divorced or widowed. **See Notes page 2.** MONTH YEAR

18. What is your state of legal residence? STATE

19. Did you become a legal resident of this state before January 1, 2010?
- Yes ◯ 1
- No ◯ 2

20. If the answer to question 19 is "No," give month and year you became a legal resident of that state. MONTH YEAR

21. Are you male or female? **See Notes page 2.**
- Male ◯ 1
- Female ◯ 2

22. **If female, skip to question 23.** Most male students must register with the Selective Service System to receive federal aid. If you are male, age 18-25 and not registered, fill in the circle and we will register you. **See Notes page 2.**
- Register me ◯ 1

23. Have you been convicted for the possession or sale of illegal drugs for an offense that occurred while you were receiving federal student aid (such as grants, loans or work-study)?
Answer "No" if you have never received federal student aid or if you have never had a drug conviction for an offense that occurred while receiving federal student aid. If you have a drug conviction for an offense that occurred while you were receiving federal student aid, answer "Yes," but complete and submit this application, and we will mail you a worksheet to help you determine if your conviction affects your eligibility for aid. If you are unsure how to answer this question, call 1-800-433-3243 for help.
- No ◯ 1
- Yes ◯ 3

Some states and colleges offer aid based on the level of schooling your parents completed.

24. Highest school completed by Parent 1 — Middle school/Jr. high ◯ 1 High school ◯ 2 College or beyond ◯ 3 Other/unknown ◯ 4

25. Highest school completed by Parent 2 — Middle school/Jr. high ◯ 1 High school ◯ 2 College or beyond ◯ 3 Other/unknown ◯ 4

26. When you begin college in the 2015-2016 school year, what will be your high school completion status?
- High school diploma. **Answer question 27.** ..... ◯ 1
- General Educational Development (GED) certificate or state equivalent test. **Skip to question 28.** ◯ 2
- Homeschooled. **Skip to question 28.** ..... ◯ 3
- None of the above. **Skip to question 28.** ..... ◯ 4

Step One CONTINUED on page 4

27. What is the name of the high school where you received or will receive your high school diploma? Enter the complete high school name, and the city and state where the high school is located.

High School Name

High School City

STATE

28. Will you have your first bachelor's degree before July 1, 2015?

Yes ◯ 1 No ◯ 2

29. When you begin the 2015-2016 school year, what will be your grade level?

- Never attended college and 1st year undergraduate ◯ 0
- Attended college before and 1st year undergraduate ◯ 1
- 2nd year undergraduate/sophomore ◯ 2
- 3rd year undergraduate/junior ◯ 3
- 4th year undergraduate/senior ◯ 4
- 5th year/other undergraduate ◯ 5
- 1st year graduate/professional ◯ 6
- Continuing graduate/professional or beyond ◯ 7

30. When you begin the 2015-2016 school year, what degree or certificate will you be working on?

- 1st bachelor's degree ◯ 1
- 2nd bachelor's degree ◯ 2
- Associate degree (occupational or technical program) ◯ 3
- Associate degree (general education or transfer program) ◯ 4
- Certificate or diploma (occupational, technical or education program of less than two years) ◯ 5
- Certificate or diploma (occupational, technical or education program of two or more years) ◯ 6
- Teaching credential (nondegree program) ◯ 7
- Graduate or professional degree ◯ 8
- Other/undecided ◯ 9

31. Are you interested in being considered for work-study? Yes ◯ 1 No ◯ 2 Don't know ◯ 3

Step Two (Student):

Answer questions 32–58 about yourself (the student). If you were never married or are separated, divorced or widowed, answer only about yourself. If you are married or remarried as of today, include information about your spouse.

32. For 2014, have you (the student) completed your IRS income tax return or another tax return listed in question 33?

- I have already completed my return ◯ 1
- I will file but have not yet completed my return ◯ 2
- I'm not going to file. **Skip to question 39**. ◯ 3

33. What income tax return did you file or will you file for 2014?

- IRS 1040 ◯ 1
- IRS 1040A or 1040EZ ◯ 2
- A foreign tax return. **See Notes page 2**. ◯ 3
- A tax return with Puerto Rico, another U.S. territory, or Freely Associated State. **See Notes page 2**. ◯ 4

34. For 2014, what is or will be your tax filing status according to your tax return?

- Single ◯ 1
- Head of household ◯ 4
- Married—filed joint return ◯ 2
- Married—filed separate return ◯ 3
- Qualifying widow(er) ◯ 5
- Don't know ◯ 6

35. If you have filed or will file a 1040, were you eligible to file a 1040A or 1040EZ? **See Notes page 2.** Yes ◯ 1 No ◯ 2 Don't know ◯ 3

For questions 36–45, if the answer is zero or the question does not apply to you, enter 0. Report whole dollar amounts with no cents.

36. What was your (and spouse's) adjusted gross income for 2014? Adjusted gross income is on IRS Form 1040—line 37; 1040A—line 21; or 1040EZ—line 4. $

37. Enter your (and spouse's) income tax for 2014. Income tax amount is on IRS Form 1040—line 56; 1040A—line 37; or 1040EZ—line 10. $

38. Enter your (and spouse's) exemptions for 2014. Exemptions are on IRS Form 1040—line 6d or Form 1040A—line 6d. For Form 1040EZ, **see Notes page 2.**

Questions 39 and 40 ask about earnings (wages, salaries, tips, etc.) in 2014. Answer the questions whether or not a tax return was filed. This information may be on the W-2 forms, or on IRS Form 1040—lines 7 + 12 + 18 + Box 14 (Code A) of IRS Schedule K-1 (Form 1065); on 1040A—line 7; or on 1040EZ—line 1. If any individual earning item is negative, do not include that item in your calculation.

39. How much did you earn from working in 2014? $

40. How much did your spouse earn from working in 2014? $

41. As of today, what is your (and spouse's) total current balance of cash, savings and checking accounts? **Don't include** student financial aid. $

42. As of today, what is the net worth of your (and spouse's) investments, including real estate? **Don't include** the home you live in. Net worth means current value minus debt. **See Notes page 2.** $

43. As of today, what is the net worth of your (and spouse's) current businesses and/or investment farms? **Don't include** a family farm or family business with 100 or fewer full-time or full-time equivalent employees. **See Notes page 2**. $

 Step Two CONTINUED on page 5

Begin Printing for Eric White

IDAHO DEPARTMENT OF LABOR | Idaho Career Information System - CIS

US Colleges and Universities

Costs

Annual costs for full-time undergraduate students	Boise State University	College of Idaho	College of Western Idaho
Undergraduate costs are for ...	(Costs are for the 2014-2015 academic year. Full-time costs are based on 30 credits per year.)	(Costs are for the 2013-2014 academic year. Full-time costs are based on 27 credits per year.)	(Costs are for the 2014-2015 academic year. Full-time costs are based on 12 credits per year.)
In-state tuition	$4,621	$23,300	$2,132
Out-of-state tuition	$17,473	$23,300	$3,600
Fees	$2,020	$425	Application Fee $25.00 Graduation Fee $30.00 degree Special and Incidental Fees Student ID $5.00 an occurance Non-Sufficent Funds (NSF) Fee $25.00 an occurance Tuition and Fees Payment Plan $50.00 Reinstatement Fee $10.00 Auditing a Course Regular tuition and fees apply Special Course Fees Special fees are assessed for such things as labs and are listed in the class schedule.
Books and supplies	$1,200	$1,200	$900
Other required expenses	$2,120		
Explanation of required expenses	Student health insurance which can be waived in certain cases.		
Room and board (live on campus)*	$6,829	$8,551	
Board and transportation (live with parents)	$3,816		

** Room and board costs may vary by housing facility and number of meals in meal plan*

Cost information website	**http://financialaid.boisestate.edu/npcalc/npcalc.htm**	**http://www.collegeofidaho.edu/calculator**	**https://cwidaho.studentaidcalculator.com/welcome.aspx**
Other UG cost information			

Annual tuition and fees for in-district and out-of-district students	**Boise State University**	**College of Idaho**	**College of Western Idaho**
In-district, full-time tuition and fees			$3,264
In-district, part-time tuition and fees			$136 credit
Out-of-district, full-time tuition and fees			$4,264
Out-of-district, part-time tuition and fees			$186 credit

Tuition rates vary by	**Boise State University**	**College of Idaho**	**College of Western Idaho**
Class load (number of credits taken)	Yes	Yes	Yes

Tuition refund policy	**Boise State University**	**College of Idaho**	**College of Western Idaho**
Tuition refund policy	100% up through first ten days of classes.	Prorated based on date of withdrawal.	Students may drop any or all courses that are a full semester in length through the census date (the tenth day of instruction in the fall and spring semesters, the fifth day of instruction in the summer semester) that is published in the official academic calendar each semester. Students dropping courses prior to the census date are entitled to 100 percent refunds of tuition and fees. Students enrolled in Tuition and Fee Payment Plans are entitled to 100 percent refunds of tuition and fees less the nonrefundable processing fees associated with the payment plans. A dropped course does not generate a permanent academic transcript record.

Financial Aid

Contact for counseling or more information	Boise State University	College of Idaho	College of Western Idaho
Financial aid contact person	David Tolman	Juanitta Pearson	One Stop Services Staff
Financial aid contact title	Director	Director of Financial Aid Services	
Financial aid contact e-mail	**FAQuest@boisestate.edu**	**jpearson@collegeofidaho.edu**	**onestop@cwidaho.cc**
Financial aid phone	208.426.1664	208.459.5307	208.562.3000
Financial aid office website	**http://financialaid.boisestate.edu/**	**http://collegeofidaho.edu/financialaid**	**http://www.cwidaho.cc/financial-aid/overview.php**
Scholarship list website	**http://financialaid.boisestate.edu/scholarships/**	**http://www.collegeofidaho.edu/admission/scholarships-financialaid**	**http://www.cwidaho.cc/scholarships/index.php**

Applying for financial aid	Boise State University	College of Idaho	College of Western Idaho
Submit these forms	FAFSA (Free Application for Federal Student Aid)	FAFSA (Free Application for Federal Student Aid), school's financial aid form	FAFSA
Other requirements	Students must be enrolled in an eligible degree-seeking or certificate program.		
Application deadline (for fall term)	June 30	February 15	Priority deadline is July 10th

Financial aid awarded to undergraduates	Boise State University	College of Idaho	College of Western Idaho
Non-proprietary financial aid data are from ...	(Financial aid data are for the 2013-2014 academic year.)	(Financial aid data are for the 2012-2013 academic year.)	
Average financial aid package awarded to freshmen	$9,812	$24,707	
For freshmen, percentage of need* met by aid package	19%	94%	

Average amount of financial aid awarded to freshmen		
Loan	$5,105	$3,831
Scholarship or grant	$4,784	$7,630
Work study	$5,883	$4,220
Average financial aid package awarded to undergraduates (including freshmen)	$10,072	$23,706
For all undergraduates, percentage of need* met by aid package	20%	93%

Average amount of financial aid awarded to undergraduates			
Loan	$7,175	$4,561	$4,785
Scholarship or grant	$4,965	$7,240	$7,098
Work study	$3,655	$800	

Who received financial aid	Boise State University	College of Idaho	College of Western Idaho
Number of freshmen who applied for aid	1,374	212	
Number of freshmen who received aid	1,280	212	477
Number of undergraduates who applied for aid	8,120	707	
Number of undergraduates who received aid	7,360	707	2,316

Loans	Boise State University	College of Idaho	College of Western Idaho
Percentage of students who took out loans to pay for school	68%	55%	
Average student loan debt for last graduating class	$27,948	$27,008	

Financial aid programs at this school	Boise State University	College of Idaho	College of Western Idaho
Loans			
Federal Perkins loans	Yes	Yes	Yes
Federal PLUS loans (for parents)	Yes	Yes	Yes
Federal Stafford loans (subsidized)	Yes	Yes	Yes
Federal Stafford loans (unsubsidized)	Yes	Yes	
Institution loans (from the school)	Yes		
Nursing loans	Yes		
State loans	Yes		
Need-based scholarships and grants			
Federal Pell Grants	Yes	Yes	Yes
Federal Supplemental Education Opportunity Grant (FSEOG)	Yes	Yes	Yes
Privately-sponsored scholarships and grants	Yes	Yes	
School-sponsored scholarships and grants	Yes	Yes	
State-sponsored scholarships and grants	Yes	Yes	Yes

Merit-based scholarships and grants			
School-sponsored scholarships in academics	Yes	Yes	
School-sponsored scholarships in art	Yes	Yes	
School-sponsored scholarships in special achievements	Yes	Yes	
School-sponsored scholarships for special characteristics	Yes	Yes	
Student employment			
Work study	Yes	Yes	Yes
Veteran's benefits			
Veteran's benefits, such as the GI Bill, are honored	Yes, contact: 208.426.3744 or 426.1505	Yes	Yes
Other veteran's benefits information	Contact: 208.426.1505 for Veterans Services		Contact: Aleysha Canary Advisor, VA Specialist 208.562.3260 Crystal Van Komen Manager, VA Coordinator 208.562.3206 Jenny Johnson Advisor, VA Specialist 208.562.3463 Laura Woodall Advisor, VA Specialist 208.562.3265
Other			
Western Undergraduate Exchange (WUE)	Yes		
Other financial aid program information (last chance)	Most programs are open to WUE students, only those that are over enrolled are closed to WUE participants. These include Nursing, Pre-Nursing, Radiology, Pre-Radiology, and some programs in the College of Applied Technology, which are determined on an ongoing basis.		

Costs, dates, policies, and programs change frequently. Please contact the schools of your choice to confirm important facts. Data sources for this information may include: Peterson's Undergraduate and Graduate Databases, copyright © 2014. Peterson's, A Nelnet Company. All rights reserved; Individual colleges and universities, 2013.

[Close Window]

Unit 5

The College Journey

Grade Levels 8-12

Unit description:

This unit focuses on how students can create a successful college experience for themselves. It provides activities that allow middle or high school students opportunities to examine their interests and goals for attending college, while also providing specific strategies for a successful college experience.

Learning Objective:

Students will be able to identify their interest and goals for attending college.

Students will be able to identify strategies for a successful college experience.

Anticipatory Set

Ask students to identify the possible benefits of going to college. Brainstorm ideas on the board (e.g. finding a rewarding career, exploring career options, learning independence, meeting new people).

Next, ask students what they feel they will need in order to be successful in college (e.g. taking control of their college experience, setting goals, identifying a career focus or areas of interest, showing up to class, taking advantage of tutoring/ mentoring services, paying attention, asking questions, asking for help, talking directly to teachers, taking good notes, turning work in on time, studying, staying focused, being an advocate for themselves).

Learning Activities

1. Watch video clip Unit 5. Have students take out a sheet of paper, making two columns. In column one, students will list the following student names from the video clip: Sarah, Kaleb, Margaret. In the second column, students will write down two suggestions/thoughts identified by each college student in the video regarding college success advice.

Materials needed:

Video clip for Unit 5

Paper

Pencil

Resources:

Idaho Career Information System www.cis.org

Idaho Department of Labor http://labor.idaho.gov

College websites

Example: (Teacher may want to model)

Students	Suggestions/Thoughts
Sarah	1. 2.
Kaleb	1. 2.
Margaret	1. 2.

2. Next, divide students into small groups. Ask them to complete the following questions. Each group will need to select a spokesperson to report their strategies to the whole class.

   - Why is it important for you to take control of your own college experience (e.g. to be successful and graduate on time, to find a career/college major that the student will enjoy, to keep school costs down)?
   - Why is it important to have a career focus or some identified areas of interest prior to attending college (e.g. allows students to focus on specific classes/majors of interest, apply for internships or jobs on campus, study abroad programs, campus clubs)?
   - Where can students find information about careers or college majors of interest? (Idaho Career Information System, Idaho Department of Labor, college websites)

Closing Activity:

Have each student share with the class one strategy they could use to be successful in college.

College Application Week SITE COORDINATOR HANDBOOK

College Application Week is an initiative designed to improve college attainment which is critical to the growth of Idaho's economy by encouraging every senior in the state of Idaho to apply to a postsecondary institution.

Welcome Letter ……1
History of College Application Week ……2
Program Overview ……2
Section 1: Planning Your CAW Event ……3
General Recommendations ……4
Site Coordinator Checklist ……6
Event Day Reminders ……7
Section 2: Getting the Support You Need ……8
Engaging Others in Your Efforts ……9
Managing Volunteers ……11
Potential Volunteer Tasks……12
Sample Agenda for Volunteer Training……13
Section 3: Promoting Your CAW Event…… 14
On-Site Promotion Ideas……15
Local Community Promotion Ideas ……17
Section 4: Student Resources ……18
Online Search Tools ……19
Important Student Reminders ……19
Application Fees……20
Fee Waivers…… .20
Direct Admissions……20
Opportunity Scholarship……21
Admission Office Contact Information……22
Appendix Materials ……A-1
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Dear Idaho College Application Week Site Coordinators:

On behalf of the Idaho Office of the State Board of Education and the Idaho College Application Week Steering Committee, thank you for hosting College Application Week at your school. Your involvement will contribute to the success of the statewide College Application Week initiative. The goal of this program is to provide an opportunity for all Idaho seniors to complete at least one college application, and to promote excitement and enthusiasm about the college exploration and preparation process within your school. After two successful years piloting this project in high schools in Idaho, this year we have extended this opportunity to all Idaho high schools. The high schools which participated in the pilot project reported that this was a successful event.

This handbook is designed to assist you in planning and implementing your College Application Week event. It's packed with tips, helpful hints, and resources from colleagues around the country. In addition to the ideas you'll find in this guide, you'll want to be sure to complete the following tasks as soon as possible:

1. Schedule time in the computer lab or other appropriate space during College Application Week to allow students the opportunity to explore colleges and to submit college applications.
2. Review the best practices included in this handbook and brainstorm ideas to plan additional college exploration activities for your school's College Application Week. Consider engaging students in your planning to both lighten your load and increase their excitement for this project.
3. Invite all seniors or GED candidates at your school or organization to participate, and make efforts to ensure that each senior student who has not already completed a college application this year submits at least one college admissions application by the end of the week.
4. Recruit volunteers from your school or community to support the site coordinator and assist students during lab hours and other activities.
5. Keep a log of on-going feedback to help improve the process and expand statewide.
6. Keep up-to-date with statewide efforts by reading all Idaho College Application Week (CAW) emails. Regular updates to the website are designed to inform site coordinators and build support for the project. Don't forget to keep an eye out for those!

We sincerely appreciate all of the effort and time that you have committed to make this event a success. Your involvement will help Idaho's students and families learn more about their options for college and pursue the dream of completing postsecondary education. Please do not hesitate to contact our office if you have any questions about Idaho College Application Week.

Sincerely,

Dana Kelly

Dana Kelly

History of College Application Week

College Application Week started in one North Carolina high school in 2005. Since then, the American College Application Campaign (ACAC) has grown into a national effort, sponsored by the America Council on Education (ACE). Its aim is to increase the number of first-generation and low-income students pursuing a college degree or other higher education credential.
http://www.acenet.edu/about-ace/special-initiatives/Pages/ACAC.aspx

Idaho's Pilot Program

In the past several years, the College Application Week Event has grown throughout the country. In November of 2013, Idaho joined the ACAC with a pilot program involving 21 schools. The Idaho schools were selected based on size, region, and available college resources. A second year of pilot schools occurred in 2014 and the first year schools were joined by additional schools and 41 schools participated.

The goal of the Idaho College Application Week Steering Committee is to grow the program statewide in subsequent years, and encourage every senior in the state of Idaho to apply to a postsecondary institution. November 2015 is the third year for Idaho's participation in this college application week event.

Program Overview

November 9-13, 2015 has been designated as Idaho College Application Week. Participating schools will host events to assist students with the college application process. The goal of Idaho College Application Week is to provide an opportunity for all Idaho seniors to explore postsecondary opportunities and complete college applications. While the events are geared toward students who may not otherwise apply to college, we encourage participating sites to include activities for all students, including freshmen, sophomores, juniors, and seniors who have already applied to college. Involving your faculty, school staff and your community will help as you implement a successful program.

The College Application Week initiative seeks to address a serious need for our state. Improving college attainment is critical to the growth of Idaho's economy. As educational attainment increases, income also increases and the percent of the population living in poverty decreases. Moreover, the Governor's Complete College Idaho Initiative asks the state to ensure that 60% of its students will attain a postsecondary certificate or degree by 2020. College Application Week is just one of several initiatives designed to ensure we do our part in reaching the goal.

Section 1: Planning your College Application Week Event

Your College Application Week can be whatever you want it to be! With proper planning, event promotion, and creative thinking, your College Application Week will inspire all students to prepare for college and a career. Let's get started!

In the following pages, you will find general recommendations for developing your site's plan, a checklist that can be tailored to your event and a page of helpful reminders for the day(s) of the event.

Section 1: Planning Your College Application Week Event

General Recommendations

Identify a Site Coordinator. This can be a counselor or advisor, a GEAR UP, GO ON or TRiO coordinator, or even a teacher or parent volunteer. The coordinator will be responsible for planning and implementing the College Application Week (CAW) at your school and for communicating with the CAW staff. It may also be helpful to choose a back-up coordinator.

Build a School-Wide Team. Recruit counselors, teachers and other staff to help plan and implement the event. Forming a team will help share and ensure the entire school supports the event. During Idaho's pilot year one school included the administration from the elementary and middle schools. These familiar faces during the events helped to emphasize that the entire educational community supports students as they continue their education into college.

Helpful Hint!

Including students on your school-wide planning team will encourage greater participation and excitement for your event. Consider offering community service hours or offering the opportunity as a senior project.

Encourage School-Wide Involvement. Get the entire school excited about the event and applying to college. Remember, it's never too early to begin thinking about college! Encourage all students and staff to participate in activities, such as holding daily trivia contests, wearing college shirts, sharing college stories, or decorating classroom doors with college logos, photos and other mementos. Perhaps the cafeteria staff could be involved with reminders on the day of by creatively named menu items!

Recruit volunteers. Most successful CAW events involve volunteers from the community who are on hand to greet students and calm their nerves as they arrive, assist them as they complete their applications, remind them to fill out the CAW survey, and congratulate them on submitting applications as they leave. See section 2 for ideas and resources related to recruiting and utilizing your volunteers.

Advertise and Promote Your Event. The CAW Steering Committee is responsible for building statewide exposure for the initiative. At the same time, we ask that you do some basic work in your school and local community to get the word out. See section 3 for specific ideas, tools, and resources.

Provide all Seniors and GED Candidates Access to the Event. Develop a schedule for your event that allows everyone the opportunity to participate. For high school sites that means providing time during the school day and providing access to the tools students need to complete applications (Computer Labs, internet access). Requiring that students sign up beforehand is strongly discouraged as often those who could benefit the most from the event will not sign up.

Section 1: Planning Your College Application Week Event

Some sites prefer to host their CAW event on just one day; others prefer to offer multiple opportunities throughout the week. It's up to you to determine what will work best at your site. As long as you are providing opportunities for all of your students to participate, the structure of the week is flexible.

Encourage students to complete college research prior to the event. To help ensure students are able to make the most of their College Application Week experience, students should arrive to the event with a list of colleges that they have determined would be a good match for them and to which they would like to apply. Consider developing a worksheet or online activity to help guide students through the process of researching colleges. The Idaho Career Information System (CIS) has resources designed to assist students in determining their strengths and in finding college matches. Create an activity using School Sort to find help student find schools of interest.

Allow for adequate student preparation prior to the event. Help students make the most of their College Application Week experience by encouraging them to arrive with all of the necessary information and supplementary documents needed to complete their applications. Encourage students to fill out the College Application Worksheet (download from the College Application Week Website or print from the appendix in this handbook) and bring it with them to your CAW event. Doing so will ensure they have all the required information at their fingertips when filling out application forms. Students may also find the Application FAQs helpful when completing the worksheet.

There are a number of great resources to aid students in their college search. Idaho just launched a new resource Next Steps. www.nextsteps.idaho.gov

Section 1: Planning Your College Application Week Event

Site Coordinator Checklist

The following table is designed to provide guidance in your planning. These are the steps we believe will be necessary to complete for most College Application Week (CAW) sites, but it may not be exhaustive for your site. Use the blank spaces for additional tasks necessary for planning your event. Remember, you don't have to do all this work alone! Recruit volunteers and co-workers to assist.

Status	Due Date	Task	Notes
		Recruit your core Idaho College Application Week implementation team and meet with them to determine the dates of your site's College Application Week and which activities you plan to undertake. Sign up to participate by completing the interest survey on the CAW website: gotocollege.idaho.gov	
		Review the Site Coordinator Handbook and the CAW website (gotocollege.idaho.gov). Contact the state coordinator with any initial questions.	
		Reserve computer lab or other appropriate space for your CAW activities.	
		Add CAW activities to your school or organization's calendar of events.	
		Complete the Pre-event Information Survey to inform the steering committee about your event dates and times	
		Download and distribute the Teacher Overview handout (or Appendix 2 in this handbook) from the CAW website (gotocollege.idaho.gov). Encourage teachers and staff to brainstorm additional college awareness and readiness activities to be held during your event.	
		Send a notice home to parents about the Idaho CAW and encourage them to talk with their students about the event and application process. (Download a Family Letter template on the CAW website.)	
		Solicit door prizes from area colleges and businesses. It is a good idea to put someone on your committee in charge of this task.	
		Request that your local governmental municipality proclaims your selected week as "College Application Week in [your town/city/county/etc.]"	
		Use sample press release and PSA's to help spread the word in your community. Download samples from the CAW website (gotocollege.idaho.gov).	

Section 1: Planning Your College Application Week Event

Event Day Reminders

This checklist offers essential reminders for a successful College Application Week event, including those that will enable you to fulfill your obligations to the CAW steering committee. You may find that there are other tasks to complete on the day of your site's event. Use the blank space to customize this list to your site.

Status	Task	Notes
	Turn on all computers with your preferred web browser open to nextsteps.idaho.gov	
	Post required school information (mailing address, phone, CEEB code, etc.) in each computer lab or classroom where students will be completing online applications. Students may need to reference this information when completing applications.. (Download a School Information poster from the CAW website.) Post the link for the Opportunity Scholarship application.	
	Greet volunteers, provide them with a nametag, and give them a job to do.	
	Have seniors sign in as they arrive. A sample sign-in sheet is available on the CAW website, but we strongly urge you to print a list of all seniors' names and EDUID numbers to use as a sign-in sheet.	
	Distribute the "You've Applied … Now What?" handout. (Download a copy from the CAW website.)	
	Be sure that when students complete and submit their application(s), they print confirmation page(s) or save their application(s) for final work within the next day or two.	
	Before students leave, ensure they do the following: - Complete the Student Survey on the CAW website - Review the "You've Applied … Now What?" handout - Collect a sticker to celebrate their participation in CAW.	

Section 2: Getting the Support You Need

The success of the College Application Week event relies not just on you, but on your school and community. Engaging the school community in the planning and implementation process will create excitement about the event. And the more support you have, the more success you will see. Additionally, the community plays an important role in creating and sustaining a college-going culture.

In the following pages, you will find ideas for involving members of your school and your local community.

Section 2: Getting the Support You Need

Engaging Others in Your Efforts

We hope that College Application Week will be a community-wide event, but we don't want all of the work to fall to coordinators! Below you'll find creative ways to involve members of your school and local communities. We know these just scratch the surface of what's possible. Don't forget to let us know if you have other ideas of ways to increase community involvement.

Students: Excited students can make all the difference in the world! When teens see their peers being excited about something, they want to do it, too. Capitalize on positive peer pressure to make your CAW event a success.

- Identify students from each grade who would love to bring some of their own ideas to the table. Choose student helpers from each grade and educate them about College Application Week. Ask them to share implementation ideas and post and distribute materials.

- Recruit seniors to mentor freshman, sophomores, and juniors on preparing for post-secondary education. Senior mentors can meet with assigned freshmen, sophomores, or juniors during College Application Week or recruit them to assist during the week.

Ask students to promote the event through their Instagram, Facebook or Twitter accounts. Encourage them to share the "I Applied!" image on their Facebook timelines and Twitter feeds. Nationwide, students will be using the #IApplied! Twitter hashtag to celebrate their participation.

Teachers: Teachers are your greatest allies in motivating students to pursue higher education. It's not only their job; it's their passion. We recommend enlisting their help to make your school's College Application Week a huge success.

- Share the calendar with them and ask for their help in brainstorming ways to make this event something the whole school embraces.
- Ask teachers to incorporate college-planning and exploration activities into their classes leading up to College Application Week. Examples include lessons on paying for college and calculating a return on investment in math class, or writing college or scholarship application essays in English class.
- Ask teachers to wear their favorite college gear during College Application Week.

Encourage a school wide "college gear" week and reward students who wear college affiliated clothing.

- Suggest that teachers post fliers on their doors indicating where they attended college and encouraging students to ask them about their experiences.
- Encourage teachers to decorate their classrooms and doors with college pennants, posters, and information.

Section 2: Getting the Support You Need

Implement an all-school door decorating contest! Give awards for best "Idaho Institution", "Out of State Institution", and "Community College"

School Staff and Support Personnel: Other successful College Application Weeks have been most successful when they got the whole school community involved.
Encourage your school staff, including custodians, cooks, and administrative assistants to wear college gear, post signs and information about College Application Week, and to encourage students with whom they interact to apply.

Community Engagement: Involvement from members of the local community is crucial to the success of your event.

- Ask local businesses to donate raffle prizes for participating seniors. Request items that could be useful for a student's first year of college – something to decorate a dorm room, a shower caddy, or even a tune-up for their car. Be creative in your requests!

- Request that the neighborhood ice cream shop or sandwich place get involved by offering a free cone or cookie to any student who participated in your CAW event. Encourage students to wear their "I Applied!" sticker for proof that they applied!

- Recruit community volunteers to assist students on the day of the event.

- Encourage parents to participate in your event as volunteers.

Section 2: Getting the Support You Need

Managing Volunteers

Recruiting Volunteers

1. We recommend having at least one staff member and two volunteers at all times when working with a group 20-25.
2. Identify contacts in your community who may be interested in helping make your College Application Week a success by volunteering on the day of the event. The presence of community members in your school can lend weight and excitement to the initiative and showcase your community's dedication to promoting student success. Consider including the following groups of people in your CAW events:
   - School alumni
   - Students' families, the PTA/O, the School Improvement Council
   - Students who have already completed their applications (call them "College Application Ambassadors"!)
   - Retired Educators
   - Community services, senior citizens, or church groups
   - College and university representatives and faculty
   - Business, community, and political leaders
   - Local politicians
3. Send potential volunteer groups a College Application Week Volunteer Recruitment Letter (download a template from the http://gotocollege.idaho.gov website).
4. When promoting your College Application Week event, always mention the need for volunteers in your communication.
5. Create a system for collecting volunteer information. Depending on your school district's policy, you may need to conduct a background check, run volunteer names through Idaho's Sex Offender List and/or make sure that school staff or IACRAO (College and University Staff) are always present when students are present.

Information for Volunteers

1. Identify specific responsibilities and duties for your volunteers. For example, you may create shifts for greeting, sign-in, computer lab, other activities, etc. Create a short explanation of each responsibility for volunteers to follow throughout the day. (See the "Potential Volunteer Tasks" section for a list of ideas.)
2. Finalize a volunteer list, send a reminder with the date and time of their shift, and encourage volunteers to visit the CAW website to review materials.
3. Encourage volunteers to dress in college gear.
4. Provide name tags for volunteers on the day of the event.
5. Conduct a quick orientation, perhaps the morning of the event, to familiarize volunteers with the details of your event. Make sure that volunteers are familiar with the confidentiality of student records. Limit access to personally identifiable information to school staff or IACRAO volunteers assisting with the application process.

Follow Up

Send a thank you letter to all volunteers for their dedication to College Application Week! (Download a Volunteer Thank You Letter template from the http://gotocollege.idaho.gov.)

Section 2: Getting the Support You Need

Potential Volunteer Tasks

When assigning tasks, consider the expertise and comfort level of the volunteer with various roles. The power of the volunteer comes from students seeing that members of the broader community see education as an important goal. The following are tasks that will need to happen during your event and might be ideal responsibilities for volunteers.

- Post directional signs in the school for the event. Good signage is key to reminding students of the event and getting them to the right place.
- Greet students as they arrive. Make sure they use the sign-in sheet.
- Help students access the Idaho College Application Week website (www.gotocollege.idaho.gov) or the specific college/university website and begin an application. If the school does not have enough computers or stable online service, the site coordinator should be prepared with paper applications. Volunteers can hand out the correct application.
- Guide students through the college application process and help answer any questions students may have, regardless of where the student wishes to apply.
- Monitor printers to ensure that any applications that need to be printed remain in order and replenish the paper supply as needed.
- Share personal college experiences with students.
- Instruct each student to complete an evaluation of their College Application Week experience. Hand out the evaluation. All students who complete the survey will be entered in a prize drawing.
- Give an “I Applied!” sticker to each student as they complete their applications.
- Ask students if they completed the Opportunity Scholarship application.
- Remind students to use the sign-out sheet before leaving so that site coordinators can track the number of students who participated and where students applied.
- Wear a college t-shirt or sweatshirt.

Section 2: Getting the Support You Need

Sample Agenda—Volunteer Training/Orientation

Training volunteers for College Application Week is not a complex task. You want to provide volunteers with enough information to be useful to you and the students but not so much as to overwhelm them. In addition to the very real assistance they can provide to ensure that College Application Week is successful, they also are likely to become college access advocates in the community.

Below is a sample volunteer training agenda. It covers the basic needs and expectations for volunteers across the state. It will NOT cover the individual site needs for each host high school or community based organization. Host sites are not required to provide a volunteer training. When deciding whether or not to host an orientation, use your judgment as to the comfort of the volunteers with respect to the tasks you expect them to complete. You can provide it as a short face-to-face gathering either a week before the event or the day of the event. If your school requires a background check for non-school personnel to work with students on your campus, then be sure to handle this requirement prior to the training.

The following is a suggested outline for a volunteer orientation session. As with all CAW activities, feel free to add any additional information you think will be helpful to your volunteers.

I. Welcome and Thank You!
   a. Have all volunteers sign in and provide you with name, phone number, and address (you will need this for a follow-up thank you note).

II. Purpose of College Application Week
   a. To encourage and assist all students to apply to college, especially those who are from low-income and first generation college families, because applying to college in the fall of their senior year will increase their options as they decide what to do after high school.
   b. To provide additional information to students about the college going process such as what to do when they hear back from an institution, and how to apply for financial aid.
   c. To reinforce a college-going culture in the community.
   d. This is not a recruitment activity for a specific school. If a volunteer has a strong relationship with (or love for) a particular school, it is important to leave it at the door.

III. College Application Week Logistics
   a. Provide a short tour of the school, highlighting where the event will be held, main office, facilities they may use or go into, as well as those that they should not
   b. Dates and times College Application Week/Day will be held in our site
   c. Times that volunteers are expected to be available (it is strongly recommended that they are asked to arrive 15-30 minutes prior to the start of the event)
   d. Assign tasks to be done by Volunteers (see task list)
   e. Review College Application Worksheet and Application FAQs

IV. Questions?

V. Again—Thank You!

Section 3: Promoting Your College Application Week Event

Promoting and building excitement around your College Application Week is crucial. While much of the focus for College Application Week is geared toward seniors, a truly successful event has the entire community actively engaged. In the following pages, you'll find ideas and sample activities you can use to promote the event to all those involved — both within your school or organization and outside your walls, in your local community.

Section 3: Promoting your CAW Event

On-Site Promotion Ideas

You'll want to do everything you can to get the word out! In addition to increasing the number of students who attend your event, promoting College Application Week is a great opportunity to continue building a college-going culture in your community. The following ideas come from colleagues around the country. We encourage you to use them and to engage students in planning activities that they'll enjoy.

PA Announcements

- Use daily PA announcements to generate awareness of College Application Week activities at your school or organization. If you have a morning news program, coordinate with the producers to feature a count-down or a fun fact each morning leading up to the event. Coordinate interviews with students who plan to attend/participate in the event. Student newspapers and newsletters are also a great place to highlight the event. Encourage student writers to feature stories.

- Use the PA announcements to build general awareness of local colleges and universities. Encourage students to research a school that interests them and develop a brief, informational "ad" to be read during morning or afternoon announcements. End the announcements with a plug for College Application Week: "Like what you hear? Consider applying during College Application Week!"

Host a College "Prep Rally"

Talk with your administrators about holding a kick-off "prep rally" to get everyone in the college frame of mind. Ask students to wear college gear from their favorite schools. Introduce seniors who have already been accepted into a school or certificate program and have them tell the student body the one thing they are most looking forward to in college or why they selected the school or program they did. Incorporate contests and fun activities — and get your student clubs involved in building enthusiasm!

Friendly Competition

Sponsor a contest between the different grades to inspire all students to take the college preparation process seriously during College Application Week. Classes can compete against each other to design the best "College App Wall," or to come up with the best idea to promote College Application Week and college awareness.

Host Homeroom Workshops

Conduct workshops during homeroom with students throughout College Application Week. Potential workshop topics include:

- *Freshmen*: Decision making, learning styles, study habits, high school transcript and academic planning, connection between school and careers, how to qualify for a scholarship, colleges and the degrees offered, college admission criteria, etc.
- *Sophomores*: Progress reports, extracurricular activities, earning college credit during high school, world of work, college costs and ways to pay, college visits, PSAT, etc.
- *Juniors*: Money management, finding scholarships, admission process, ACT and SAT test preparation, preparing to apply, writing personal statements and essays, etc.
- *Seniors*: What to expect in college, resume writing, FAFSA, searching for scholarships, finding the right college for you, etc.

Section 3: Promoting your CAW Event

Dress the Part

During College Application Week, encourage teachers and staff to wear a t-shirt, sweatshirt, or hat from the college they attended, or have them bring in their college yearbook or other items with their college mascot to share with students and decorate their classrooms or work spaces.

Involve other School Activities

- Ask coaches to have announcements made at sporting events and practices.
- Have your parent-teacher organizations send out in there emails and announce at meetings
- Ask the Cafeteria staff to become involved by posting signs of support and providing encouragement to apply to college!

Host a Parent and Family Night

Sponsor a parent and family night and have parents, family members, and community members who have completed college participate in a panel to talk about their college choices, why they made them, and what they are currently doing. Invite parents and families to come up with questions or discussion ideas.

Invite Guest Speakers

- Invite admissions staff from local colleges and universities to provide general information related to their campus, including the majors offered, admission requirements, the application process, and cost of attendance.

- Connect college to career by inviting speakers to talk about the work they do and what education was necessary to accomplish their goals.

Conduct "Trial Runs" in Classes

- Complete a sample application with students. Teachers can go over the correct grammar and language to use on a college application. Stress the importance of using appropriate e-mail addresses. It should sound professional and provide a good impression of the student. If necessary, have students create an e-mail address specifically for their college communications. Students should complete the College Application Information Sheet (download from the http://gotocollege.idaho.gov website), to prepare for the event.

- Encourage students to research a college major they think they might be interested in pursuing. Have them identify which colleges offer the major, what type of jobs/careers are typically held by people obtaining a degree in that major, what type of courses are required to obtain a degree in that major, etc. and then have them present this information to their classmates.

- Encourage English teachers to incorporate writing college and scholarship essays into their class curriculum.

Section 3: Promoting your CAW Event

Communicate

Send letters or e-mail reminders to all parents, students, and school staff. Also, include information in the school newsletter. (Download the Student and Family Letter template from the http://gotocollege.idaho.gov)

Local Community Promotion Ideas

You *can* host a successful College Application Week without including your local community, but you'll host a much more successful one if you spread the word beyond the walls of your school or organization. Community members make great volunteers, and they can also help build and maintain a college-going culture among your students. Help them show support for your students and their aspirations by sharing news and information and providing them with concrete opportunities to assist you.

Local Press

- Community newspapers are frequently looking for feel-good, positive stories. Give them the opportunity to tell your neighbors about your students' exciting dreams. Write a press release and get it to your local media sources about two weeks before the event. Invite reporters to observe the event or conduct an interview to get more information. Then, submit another press release when your event is over to share all of your successes. Don't forget to send photos!

- Local radio stations also want to share positive stories. Include them when you send out press releases. Ask if they will allow you to record a Public Service Announcement.

Business Support

Ask local businesses, especially those where your students and their families shop, to show their support of students' college aspirations and your College Application Week event by hanging a CAW sign in their storefront.

Section 4: Student Resources

Students are strongly encouraged to explore colleges prior to the College Application Week event at your site. Many online resources exist to help students with this process. The resources listed on the following pages may be of particular use to coordinators and students as they embark on the college search and application process.

Don't forget to look at your *Higher Education in Idaho* books to research Idaho schools you may be interested in attending.

In this section, you will find

- Links to online college search tools
- Important student reminders
- Information about application fees and fee deferral and waiver information
- Direct Admission update
- Opportunity Scholarship – Early application
- Admissions office contact information for Idaho's public universities, community colleges, and independent colleges and universities.

Section 4: Student Resources

Online College Search Tools

The College Application Week website (www.gotocollege.idaho.gov) is a great place to start! It will provide students with links to some college search engines, the College Application Information Sheet, and a Frequently Asked Questions page about required information for their applications, as well as links to scholarship and FAFSA websites. When they are ready to complete their applications, they'll find a page linking them to the application pages of every public university or community college in Idaho, as well as independent colleges and universities.

Students just beginning their college search may find the following sites especially helpful:

- Next Steps – www.nextsteps.idaho.gov this new site developed specifically for Idaho Students from 8th – 12th grades.
- Big Future – a comprehensive college search engine: http://www.bigfuture.collegeboard.org
- You Can Go – a search tool designed with first-generation students in mind: http://youcango.collegeboard.org/
- Idaho Career Information System: https://idcis.intocareers.org/default.aspx

Important Student Reminders

Before your event, you will need to prepare students as much as possible. To ensure that you have it all covered, here is a list of helpful student reminders.

1. Direct seniors to complete the College Application Information Sheet (Appendix 12).
2. Work with your guidance office to contact students who may be eligible for a fee waiver or deferment. Usually, those students who are eligible for fee waivers and deferments on college entrance exams are also eligible for college application fee waivers and deferments.
3. Identify students who have not yet applied to college and begin working with them to explore their options. Encourage other staff members to work with these students, and be sure to foster a culture in your school that considers every student to be "college material."
4. Address Information: remind students that information about their addresses and parents will be used to determine tuition and residency for public colleges and universities. They should be guided to discuss this with their parents. Students should be sure to provide the accurate addresses of their parents.
5. Social Security Information – A student needs to know their Social Security Number (SSN) or know how to access this. Many college applications require the SSN and they may not be able to complete without this information.

   Note: Not using the student SSN on the applications may cause eligible students to miss out on financial aid opportunities at the college of their choice. While some applications list the SSN as optional, the process most colleges use to match students with any federal financial aid does involve the use of the SSN.

6. Students who have taken dual credit while in high school will need to know from which college they have or are earning college credit. Please remind students that they will need to request transcripts of their college credits to be send. This is confusing and frequently students mistakenly think that their high school transcript will suffice!

Section 4: Student Resources

Application Fees

The Applications page of the College Application Week website has a table of all public and private, not-for-profit colleges and universities in the state of Idaho, as well as their current application fees and fee waiver guidelines.

Most colleges and universities charge an application fee and payment of this fee is required prior to the review of the applicant's file for admission. Most on-line application forms provide a means of paying the application fee via credit card. In some cases, a check can be mailed directly to the college or university after the on-line application has been submitted. If students choose this option, please be sure to remind the student to send a copy of his/her confirmation page with payment, or advise the student to put their full name and phone number on the check so that their account is properly credited.

Fee Waiver

The application fee may be waived for students who meet certain indicators of economic need. Idaho's colleges and universities requiring an application fee will accept a completed application fee waiver form from ACT, the College Board, or the National Association for College Admission Counseling (NACAC). NACAC's form is available at http://www.nacacnet.org/studentinfo/feewaiver/Documents/ApplicationFeeWaiver.pdf.

During Idaho College Application Week only, Boise State University, Idaho State University and the University of Idaho will accept the enclosed Fee Waiver Template in place of individual waiver forms for each qualified student. Each student who is listed on the fee waiver sheet should meet at least one of the indicators of economic need listed on the NACAC form. Try to complete the fee waivers prior to the event.

General guidance for fee waivers from Idaho institutions is listed below.

- Eligible students must submit a fee waiver to each college/university to which they plan on submitting an application.
- The form must be signed by both the student and a counselor or designated school official.
- It is recommended that you have copies of these forms available for students to complete during your College Application Week event.
- Further, because waiver forms must be mailed to the admissions offices and most students will submit their application for admission online, you may submit all completed forms from your event in a single packet to each institution.
- For further information on fee waivers, ask your school counselor or contact the college or university representative.

Direct Admissions

On August 13, 2015 the Idaho State Board of Education unanimously approved a new initiative called "Direct Admissions." This program will proactively admit Idaho's high school seniors into Idaho's public colleges and universities in an effort to engage students, parents, high schools, and colleges in building a culture of postsecondary education, whether that be in an academic program or a professional-technical program. This program will provide an opportunity and pathway for all students to earn a technical certificate, associate's degree, or baccalaureate degree. In **mid-October**, high school seniors will be mailed their admissions notification with a packet of information providing next steps and a timeline for

taking advantage of this opportunity. In the notification, students will be directed to the new web site www.nextsteps.idaho.gov to research each of the institutions to see which one is the best fit for them, as well as to learn about financial aid opportunities and find answers to common questions regarding post-secondary education. The students will also be instructed to complete an admission application for the institution they intend to attend. The individual institution applications are linked to the "nextsteps" web site or can be completed during College Application Week.

Opportunity Scholarship

The Idaho Opportunity Scholarship is a need-based award available to graduates of Idaho high school wo are planning on attending a public or private non-profit Idaho institution. This scholarship is renewable for four years. Application Link: https://scholarships-idaho.academicworks.com

As an added benefit to schools participating in Idaho College Application Week, the Idaho State Board of Education has adjusted the scholarship application date so that seniors will have the chance to apply for the Idaho Opportunity Scholarship at the same time they complete their college applications. In order to be eligible, students must:

Have a cumulative ***unweighted*** GPA of at least a 3.0
Be U.S. citizens and Idaho residents
Graduates of an Idaho high school
Plan on attending college the fall semester immediately after graduation
Complete the FAFSA by ***March 1***
Complete the scholarship application by ***March 1***

Please see https://boardofed.idaho.gov/scholarship/opportunity.asp for more details.

The application is very short, and you should encourage all seniors to complete this application during your Idaho College Application Week Activities.

Free Application for Federal Student Aid (FAFSA)

Start helping students and families learn more about the cost of college and options to assist in paying for college. Some helpful resources are:

https://studentaid.ed.gov/sa/fafsa

https://nextsteps.idaho.gov/primary-topic/paying-for-school/

https://bigfuture.collegeboard.org/pay-for-college

Contact Information

Keeping a copy of this chart handy during your CAW event may prove helpful as students often have questions best answered by the experts in the college offices!

Institution	Address	Phone	Admission Email	College Website
University of Idaho	875 Perimeter Dr -MS 4264 Moscow, ID 83844-4264	(208)885-6326	admissions@uidaho.edu	www.uidaho.edu
Boise State University	1910 University Dr. Boise, ID 83725	(208)426-1156	bsuinfo@boisestate.edu	www.boisestate.edu
Idaho State University	921 S. 8th Ave Pocatello, ID 83209	(208)282-2475	admissions@isu.edu	www.isu.edu
Lewis-Clark State College	500 8th Ave Lewiston, ID 83501	(208)792-2210	admissions@lcsc.edu	www.lcsc.edu
Eastern Idaho Technical College	1600 S. 25th East Idaho Falls, ID 83404	(208)524-3000 ext.3337	Jessica.dixon@my.eitc.edu	www.eitc.edu
College of Southern Idaho	315 Falls Ave Twin Falls, ID 83303	208-732-6221	admissions@csi.edu	www.csi.edu
North Idaho College	1000 Garden Ave. Coeur d'Alene, ID 83814	(208) 769-3311	admit@nic.edu	www.nic.edu
College of Western Idaho	P.O. Box 3010 MS 3000 Nampa, ID 83653	(208) 562-3000	Onestop@cwidaho.cc	www.cwidaho.cc
Northwest Nazarene University	623 University Blvd. Nampa, ID 83686	(208)467-8000	admissions@nnu.edu	www.nnu.edu
The College of Idaho	2112 Cleveland Blvd Caldwell, ID 83605	(208)459-5305	admission@collegeofidaho.edu	www.collegeofidaho.edu
Brigham Young University- Idaho	120 Kimball Bld. Rexburg, ID 83460	(208)496-1300	admissions@byui.edu	www.byui.edu
Boise Bible College	8695 Marigold St. Boise, ID 83714	(208)376-7731		www.boisebible.edu

Appendix Materials

The materials in this section are printed copies of on-line resources that you may find helpful. For current versions please see the resources section of the Idaho College Application Week Website at:

http://gotocollege.idaho.gov

Materials include:

- Overview for Teachers & Staff
- Family Letter Template
- Sample Press Release
- School Information Poster
- Sample Student Sign-in Sheet
- You've Applied ....Now What?
- Student Survey
- Sample Volunteer Recruitment Letter
- Volunteer Sign-In Sheet
- Sample Volunteer Thank You Letter
- College Application Information Sheet
- NACAC Application
- Fee Waiver Spreadsheet (BSU-ISU only)
- Direct Application Links to Idaho Public Institutions
- College Application Week Fee Poster

Our school/organization is participating in Idaho's statewide College Application Week! To ensure that our event is a success for our students, we need your help in promoting and coordinating this event — and making sure our initiative is exciting and fun for our students, families, and community!

What is College Application Week?

An Overview for Teachers & Staff

College Application Week is an event coordinated by The Office of the State Board of Education. Idaho College Application Week will be held during November 9 – 13, 2015 in more than 60 high schools throughout Idaho. College Application Week has been successfully implemented in all 50 states and the District of Columbia.

What is the goal of College Application Week?

Our goal is to provide every graduating high school senior with the opportunity to apply to college. While much of the focus of College Application Week is geared toward first-generation college students, low-income students, and other students who face barriers to applying to college, we encourage all students, including freshmen, sophomores, and juniors, as well as seniors who have already applied to college, to participate in events to help them explore and prepare for postsecondary education, including certificate programs, two-year degrees, and four-year degrees.

What happens during College Application Week?

Think of College Application Week as a school spirit week, during which we all work together to build excitement and awareness surrounding the college exploration and application process. We will provide computer lab time to students to allow them to explore colleges and apply online, but the event becomes truly spectacular when we integrate fun activities into our school and community environments. For example, we can decorate our doors and classrooms in college themes, post signs and pennants in our community, decorate storefronts, have college trivia contests — let's get creative!

How can I help?

You can help by assisting students in applying, contributing to the "spirit" of the week, or — perhaps most importantly — reaching out to students to encourage them to apply to college. Seek out those students who might traditionally be overlooked when it comes to college planning, and talk to them about their options for college. Be sure to ask students if they've applied as they board the bus, go through the lunch line, or walk into church, a store, or your classroom.

Sample Student/Family Letter

This letter should be distributed to students and families in October. Delete the text in the header and update the blue/bold pieces with your site's event information. Feel free to add more event details to generate interest.

SCHOOL LOGO AND/OR ADDRESS

DATE

Dear Students and Families,

The Office of the State Board of Education is pleased to announce November 9 - 13, 2015 as Idaho College Application Week. Throughout this week, high schools across the state will host events to assist students with the college application process. NAME OF SCHOOL will participate in Idaho's College Application Week pilot year, with the goal of ensuring that all members of our senior class apply to at least one two-year or four-year college or university program this fall.

The overarching goal of Idaho College Application Week is to provide an opportunity for all Idaho seniors to complete and file college applications. To us, college means any education program beyond high school including certificate programs, two-year degree programs, and four-year degree programs.

To be efficient when applying to college during College Application Week, students should complete the College Application Worksheet we have attached to this letter. We are encouraging all students who have not yet applied to college to complete the worksheet prior to the week, as it has all the information students will need to complete an online application. We expect that students and their families may need to work together in gathering the information listed in the checklist.

Families are welcome to visit the school to assist their student during the application process. In addition, if you are interested in volunteering during the event, please let me know. Volunteers can greet and sign in students, assist students with the completion of online college applications, or distribute information about financial aid opportunities.

If you have any questions, please call NAME, TITLE, at (000) 000-0000. You can also find more information about the initiative online at http://www.gotocollege.idaho.gov/ . Thank you in advance for your support of this exciting initiative to encourage Idaho's students to make college a part of their future.

Sincerely,

SCHOOL COUNSELOR/SITE COORDINATOR/PRINCIPAL

Sample Press Release

[SCHOOL LOGO OR LETTERHEAD]

FOR IMMEDIATE RELEASE
Contact: [name of site coordinator]
[school name]
[school address]
[phone number]
[email of contact person]
[high school website]

College Application Week to be held [Dates] at [Name of High School]

[Name of Your High School] will participate in College Application Week during the week of [dates].

As part of Idaho's college access initiative, [Name of Your High School] will work with its seniors [Your School's Event Dates and Times] to complete and submit online at least one college application.

The goal of the program is to get more students applying to colleges and universities early in their senior year.

[Name of Site Coordinator or School Principal], College Application Week event Site Coordinator/Principal for [Name of Your High School], expects more than [Insert Number] seniors to participate with the help of [Insert Number] volunteers from [Insert School Faculty, Administration, College, Community Resources That Will Help].

For more information: [INSERT WEBSITE LINK OR AN EMAIL ADDRESS] or
Contact: [NAME OF SITE COORDINATOR]
Phone: [PHONE NUMBER]

# # # # #

Full School Name		
CEEB/School Code		
Phone Number		
Fax number		
Counselor Information	**Full Name**	**Email Address**

We strongly recommend that you print sign-in sheets with pre-populated student names and birthdates (and a space for them to include the colleges to which they've applied), rather than using this form. However, we provide this form in the event that you are not able to use pre-printed class lists. These forms should be submitted to the State Coordinator immediately following your event (idappweek@osbe.idaho.gov).

Student Sign-in Sheet

Please use your legal name

EDUID Unique Student Identifier	First Name	Middle Initial/Name	Last Name	Nickname	Which Schools did you submit applications to?

You've Applied….Now What?

Applying to college is your first, step, but while the schools look over your application, here is a step-by-step guide of things for you to do in the meantime.

November:

- ☐ Apply for your FAFSA PIN at (http://www.pin.ed.gov/PINWebApp/pinindex.jsp)
- ☐ Hashtag #iapplied on your favorite social media sites (Facebook, Twitter, Instagram)
- ☐ Explore saving for college with Idaho's 529 plan (https://www.idsaves.org/)
- ☐ Apply for the Idaho Opportunity Scholarship!
- ☐ Apply for on-campus housing (Contact the college's Residence Life Office)

December:

- ☐ Visit campuses and meet with admission counselors and professors
- ☐ Apply for school specific scholarships (Contact the college's Financial Aid Office)
- ☐ Attend a financial aid night at your school (FAFSA Night)

January:

- ☐ Send a 7th Semester transcript to the schools you applied for (Keep your grades up!)
- ☐ Fill out the FASFA (http://www.fafsa.ed.gov/index.htm)

February:

- ☐ Register for an advanced registration event at the school of your choice
- ☐ Prepare for priority deadlines (Usually Feb 15 or March 1)
- ☐ Fight senioritis! Your grades still count!

March:

- ☐ Submit scholarship applications and FASFA by March 1
- ☐ Return scholarship award letters to the college's Financial Aid Office
- ☐ Did you submit a housing application?

May:

- ☐ Request final high school transcript to be sent to the school of your choice

June:

- ☐ Graduate!
- ☐ Attend an orientation at your campus if you haven't been there already
- ☐ Enjoy your summer!

Student Survey - 2015

Congratulations on submitting your college application during Idaho College Application Week! You're on your way—and we're thrilled to have been a part of it. We're asking that you complete the following survey so that we can learn more about your college choices and continue to improve College Application Week.

Please fill in your participation code: _____

Which high school do you attend?

_____

How many college or universities did you apply to today? _____
Which ones? (Please write out the full name of the college):

_____

Did you receive a direct admissions letter? ☐ Yes ☐ No

If you received a direct admissions letter, did you discuss it with your parents? ☐ Yes ☐ No

If you received a direct admissions letter, did you discuss it with a teacher or counselor at school? ☐ Yes ☐ No

Before you received your direct admissions letter, had you seriously considered attending college?

☐ I did not receive a direct admissions letter.

☐ Yes – I seriously considered it and decided college was the best path for me.

☐ Yes – I seriously considered it and decided college was not for me.

☐ Yes – I seriously considered it but am undecided.

☐ No – I had not seriously considered college before receiving my direct admissions letter.

Did at least one of your parents (or stepparents) attend some sort of college (including vo-tech programs)?

☐ Yes ☐ No

If you have older brothers/sisters, have they gone on to college?

☐ I do not have any older brothers or sisters.

☐ Yes

☐ No

Sample Volunteer Recruitment Letter

This letter should be distributed to any volunteer prospects and/or groups. Delete the text in the header and update the blue/bold pieces with your school's event information. Feel free to add more event details to generate interest.

SCHOOL LOGO and/or ADDRESS

DATE

Dear NAME OF ORGANIZATION,

NAME OF YOUR HIGH SCHOOL/ORGANIZATION is pleased to announce its participation in Idaho's College Application Week. In an effort to further expand college access initiatives College Application Week will be held at high schools throughout the state November 9-13, 2015. The goal of College Application Week is to provide every graduating high school senior the opportunity to apply to college with a particular focus on helping first-generation low-income students, and students who may not otherwise apply to college.

College Application Week can open the door for students by encouraging them to take a significant step toward college in their senior year. What began in 2005 as a single day at one high school in North Carolina has evolved into a series of nationwide campaigns to help students. This year, Idaho is hosting a second year of pilot schools hosting events. Up to 50 schools throughout Idaho will participate. A critical component of College Application Week is the one-on-one support provided by volunteers who help students fill out applications at school. Volunteers may include high school staff, registrars, and admissions officers from nearby postsecondary institutions, and representatives from the community.

We will be hosting our event on DATE(S) AND TIME and would welcome representatives from NAME OF ORGANIZATION to visit our school during this exciting and important time. Volunteers can greet and sign-in students, assist students with the completion of online college applications, or distribute information about financial aid opportunities. Our students would really appreciate your help and support as they take a big step toward going to college.

If you, or any of your colleagues at NAME OF ORGANIZATION, are interested in working with NAME OF YOUR HIGH SCHOOL/CBO in any capacity, please contact me no later than DEADLINE.

Thank you!

SITE COORDINATOR'S NAME
SITE COORDINATOR'S TITLE

SITE COORDINATOR CONTACT INFO

Volunteer Sign-In Sheet

Use this sheet to keep track of your volunteers, and use the contact information to see if they are interested in helping again next year during College Application Week.

Name	Volunteer Location	Phone Number	Email

Sample Volunteer Thank You Letter

This letter should be sent to all volunteers who assisted with your CAW event. Delete the text in the header and update the blue/bold pieces with your school's event information. Feel free to add more details or information to personalize your letter.

SCHOOL LOGO and/or ADDRESS

DATE

Dear (VOLUNTEER'S NAME),

On behalf of (NAME OF YOUR HIGH SCHOOL/CBO), I would like to personally thank you for volunteering your time at our Idaho College Application Week event. This event could not have been a success without your help and the help of many others who volunteered their time.

During Idaho College Application Week, (NUMBER OF SENIORS SUBMITTING COLLEGE APPLICATIONS) of our seniors submitted over (NUMBER OF COLLEGE APPLICATIONS SUBMITTED) college applications to colleges and universities across Idaho and the nation. Thanks to our seniors' hard work, and the assistance of volunteers like you, they are one step closer to actualizing their dreams of attending college!

Once again, (NAME OF YOUR HIGH SCHOOL/CBO) thanks you for your efforts and contribution of time at College Application Week! We look forward to seeing you throughout the school year and especially at our event next year.

Sincerely,

(SITE COORDINATOR'S NAME)
(SITE COORDINATOR'S TITLE)

College Application Information Sheet for Students

Student's Full Legal Name:
_____

Social Security Number: _____-_____-_____

If you are interested in going to a state supported college or university, tuition is generally different depending on whether you are a resident or a non-resident of that state. It will be important for you to know what each institution requires to determine residency. Idaho's Common Application for Undergraduate Admission http://www.boardofed.idaho.gov/public_col_univ/Common%20App%20for%20Fall%202014%20FINAL%20revised%20Aug%202013.pdf includes questions which will assist in determining your residency status.

Top three colleges and universities you wish to submit an application:

1. _____
Special requirements (essay, personal statement, residency, etc.):
Deadline for application: Cost to apply: Payment option:
Deadline for scholarship or institutional financial assistance:

2. _____
Special requirements (essay, personal statement, residency, etc.):
Deadline for application: Cost to apply: Payment option:
Deadline for scholarship or institutional financial assistance:

3. _____
Special requirements (essay, personal statement, residency, etc.):
Deadline for application: Cost to apply: Payment option:
Deadline for scholarship or institutional financial assistance:

If required by the institution you are applying to, it is strongly recommended that you write your essays and personal statements well in advance of College Application Week. Bring a final, proofed electronic copy on a flash drive.

Request for Admission Application Fee Waiver

National Association for College Admission Counseling
Guiding the way to higher education

SEND THIS FORM DIRECTLY TO THE POSTSECONDARY INSTITUTION/ORGANIZATION

TO: DEAN/DIRECTOR OF ADMISSION AT _____
NAME OF COLLEGE OR UNIVERSITY

STUDENT: Print or type the information requested below. You must **personally** sign the Certification Statement.

CERTIFICATION STATEMENT: *I certify that I understand and meet all eligibility requirements to request an admission application fee waiver.*

STUDENT'S NAME _____ STUDENT'S SIGNATURE _____

STUDENT'S ADDRESS _____ CITY _____ STATE _____ ZIP _____

AUTHORIZED OFFICIAL: Print or type the information requested below, and check the indicator(s) of economic need. You must **personally** sign the Certification Statement.

CERTIFICATION STATEMENT: *I certify that the student named on this form is currently enrolled in the 11th or 12th grade at this school and meets the indicator(s) of economic need checked below.*

AUTHORIZED OFFICIAL'S NAME _____ AUTHORIZED OFFICIAL'S SIGNATURE _____

AUTHORIZED OFFICIAL'S TITLE _____ AUTHORIZED OFFICIAL'S EMAIL _____

NAME OF SECONDARY EDUCATIONAL INSTITUTION OR ORGANIZATION _____ CEEB# OR PROGRAM # _____

ADDRESS _____ PHONE _____

ECONOMIC NEED: The student must meet at least one of the following indicators of economic need. If no item is checked, the request will be denied.

- ☐ Student has received or is eligible to receive an ACT or SAT testing fee waiver.
- ☐ Student is enrolled in or eligible to participate in the Federal Free or Reduced Price Lunch program (FRPL).
- ☐ Student's annual family income falls within the income Eligibility Guidelines* set by the USDA Food and Nutrition Service.
- ☐ Student is enrolled in a federal, state or local program that aids students from low-income families (e.g., TRIO programs such as Upward Bound).
- ☐ Student's family receives public assistance.
- ☐ Student lives in federally subsidized public housing, a foster home or is homeless.
- ☐ Student is a ward of the state or an orphan.
- ☐ Other request from high school principal, high school counselor, financial aid officer, or community leader:

  Given my knowledge of this student's family circumstances and after reviewing the eligibility guidelines, I believe that providing the application fee would present a hardship. Explanation:

  _____
  _____
  _____

SCHOOL SEAL/STAMP

*To view USDA Income Eligibility Guidelines for the Free or Reduced Price Lunch Program or review FAQs related to this form visit http://bit.ly/NACACfeewaiver.

Last updated 08/14

Boise State University
Fax: 208-426-3765
BSUInfo@boisestate.edu

Idaho State University
Fax: 208-282-4511
admiss@isu.edu

University of Idaho
Fax: 208-885-9119
admissions@uidaho.edu

Application Fee Waiver List for Idaho High Schools
For use during College Application Week, November 9-13, 2015 only!

The student(s) listed below is (are) eligible for an application fee waiver to your institution based on indicators of financial need (e.g. free or reduced lunch), or through special college preparation and access programs (e.g. TRiO). Please share any special circumstance(s) under "Special Notes."

Full Legal Name	Nickname	Date of Birth	Special Note(s)
Joseph College Freshman	*Joe*	*01/01/1996*	*Please call me on this student. Thanks.*

(Note: simply hit the "Tab" key if you run out of lines)

School	
Counselor Name	
Counselor Phone	
Counselor Email	

Links to College Application Webpages

University of Idaho: http://www.uidaho.edu/admissions

Boise State University:
https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantConnectLogin.asp?id=boisestate

Idaho State University: https://ssb.isu.edu/bprod/bwskalog.P_DispLoginNon

Lewis-Clark State College: https://beawarrior.lcsc.edu/createaccount?f=1c62fa3e-d742-491f-9046-c9766886aeaa

Eastern Idaho Technical College: https://www.applyweb.com/apply/eitcapp/

College of Southern Idaho: https://mycsi.csi.edu/ICS/Apply_to_CSI/

North Idaho College: http://www.nic.edu/admissions/stepsNewStudent.aspx

College of Western Idaho: https://apply.cwidaho.cc/application/create

Link to Idaho Common Application
http://www.boardofed.idaho.gov/public_col_univ/documents/Common-App-for-Fall-2013-FINAL.pdf

Link to Idaho Opportunity Scholarship Application:
https://scholarships-idaho.academicworks.com

General Idaho Opportunity Scholarship Information:
https://boardofed.idaho.gov/scholarship/opportunity.asp

Link to NextSteps Idaho: https://nextsteps.idaho.gov/

Idaho Career Information Systems REFERENCE GUIDE

CIS Reference Guide

Produced by the Idaho Department of Labor in cooperation with the Idaho College Challenge Access Grant.

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Introduction

About the Career Information System

Career planning is a lifelong journey requiring many decisions along the way. CIS wants students to be able to learn about all of their career options. CIS helps students make informed choices about their futures with tools and information including labor statistics, career assessments, college and career planning, and financial aid resources.

Near Peers and CIS

As a Near Peer, you are available to help students:

Explore careers and colleges

Apply for scholarships and financial aid

Apply to college or professional-technical schools

Assist with resumes, personal statements, essays for college admissions applications

CIS can be a tool and resource for you as you help high schools students plan and prepare for career and college. This handbook is divided into two parts. **1) Introductory sections** to help familiarize you with the tools in CIS, **2) Classroom activities** and lesson plans using CIS.

Introductory Sections

These sections will help you become familiar with the tools and components in CIS and how to maneuver through the system. Sections highlight how to help students log in and create their personal portfolios, the information located in the different tabs and how to use tools such as the Application Tracker and Resume Builder to prepare for college and career. Think of this as your user guide and a quick reference on where to find things in the system.

Classroom Activities

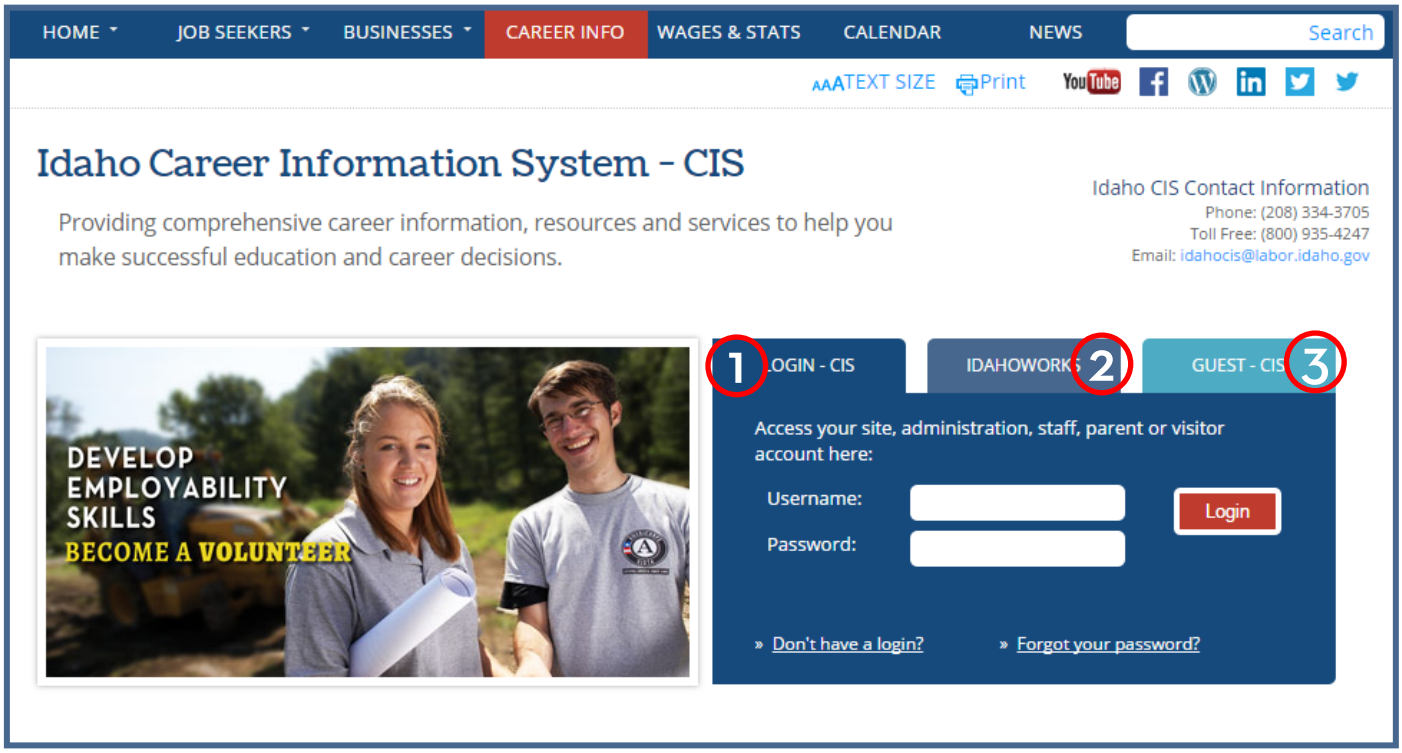
This part of the handbook provides you with a variety of activities and lessons you can do with students. There are activities listed that require a computer lab, but also some that can be done in a classroom so you have options for any situation.

Section 1: The CIS Portal Page

Objective: To become familiar with the CIS Portal Page

CIS Portal Page

The CIS Portal Page provides login access to the CIS system, detailed information about CIS products and services and helpful career development links. It is your starting point for using CIS. Bookmark this page using your browser's bookmarking feature.



Using the CIS Portal Page

By familiarizing yourself with the CIS Portal Page tools, you will learn a great deal about the Idaho Career Information System.

Login Box

The login box provides three avenues for logging into CIS: Login-CIS, IDAHOWORKS and Guest-CIS. Let's take a closer look at each. In most cases you will want to have your students log in using option 1.

1 Sign-in to CIS using an individual portfolio username and password or the site's username and password.

2 Sign-in to CIS using your IDAHOWORKS user name and password.

3 Use the guest account.

Idaho CIS Specific Information

1. Access and learn about frequently used student tools including information about creating a portfolio and career plan.
2. Learn about frequently used tools for educators to introduce academic planning and career exploration to students.
3. Learn about additional training to help you get the most out of CIS.
4. Access CIS support materials including reference guides, quick start manuals, tutorials and much more.
5. Access technical support for logging in to CIS and troubleshoot common problems.
6. Contact staff at CIS for advanced technical support or for more information about training.
7. Access Idaho Department of Labor Youth Services including CIS and other career planning resources.

What can CIS do for you?

Students

How do your current and upcoming classes impact your future? Do you need help with decision making and setting goals? CIS has tools and information needed to design your future.

Prepare for your future

Parents/Guardians

You want your child to have a happy and successful future. CIS helps you and your child make informed education and occupation decisions to reach their potential and meet their goals.

Help your child succeed

Adults

Use CIS to learn about your strengths and options at any stage of your career and discover useful tips and necessary skills for finding a job, writing a resume and interviewing.

Continue towards your career goal

Educators

Career development can be difficult to fit into your class time. CIS helps you integrate career information into any subject area, helping your students plan, make decisions, set goals and follow through.

Teach your students to succeed

CIS Products

Online systems of education and careers information, interactive help with interviews and resumes, games and activities for younger students – CIS provides products for all levels of career development.

3 Training

Workshops, webinars, slideshows and guides to help you use CIS products with your students and clients. We're here to help!

About CIS

The mission of the Idaho Career Information System is to provide comprehensive career information, resources and services to help you make successful education and career decisions.

4 Publications

Support materials to help you use CIS products: reference guides, quick starts, tutorials and much more. See the CIS News and other career development-related publications and sites.

5 Technical Support

Here's backup information on system requirements, logging in to CIS, and troubleshooting problems. Find your answer here or contact us for more help.

6 Contact CIS

With extensive knowledge about education and workforce, CIS staff are ready to help you build a robust college and career plan for your school or organization and answer any questions you may have.

7 Youth Job Services

From discovering new ways to pay for college to earning a GED, the Idaho Department of Labor has a variety of programs to help students succeed in today's world.

Adult Job Services

Career development is a life-long process. The Idaho Department of Labor has a wide range of programs to help connect job seekers with businesses.

Section 2: The CIS Home Page

Objective: To familiarize you with the CIS Home Page.

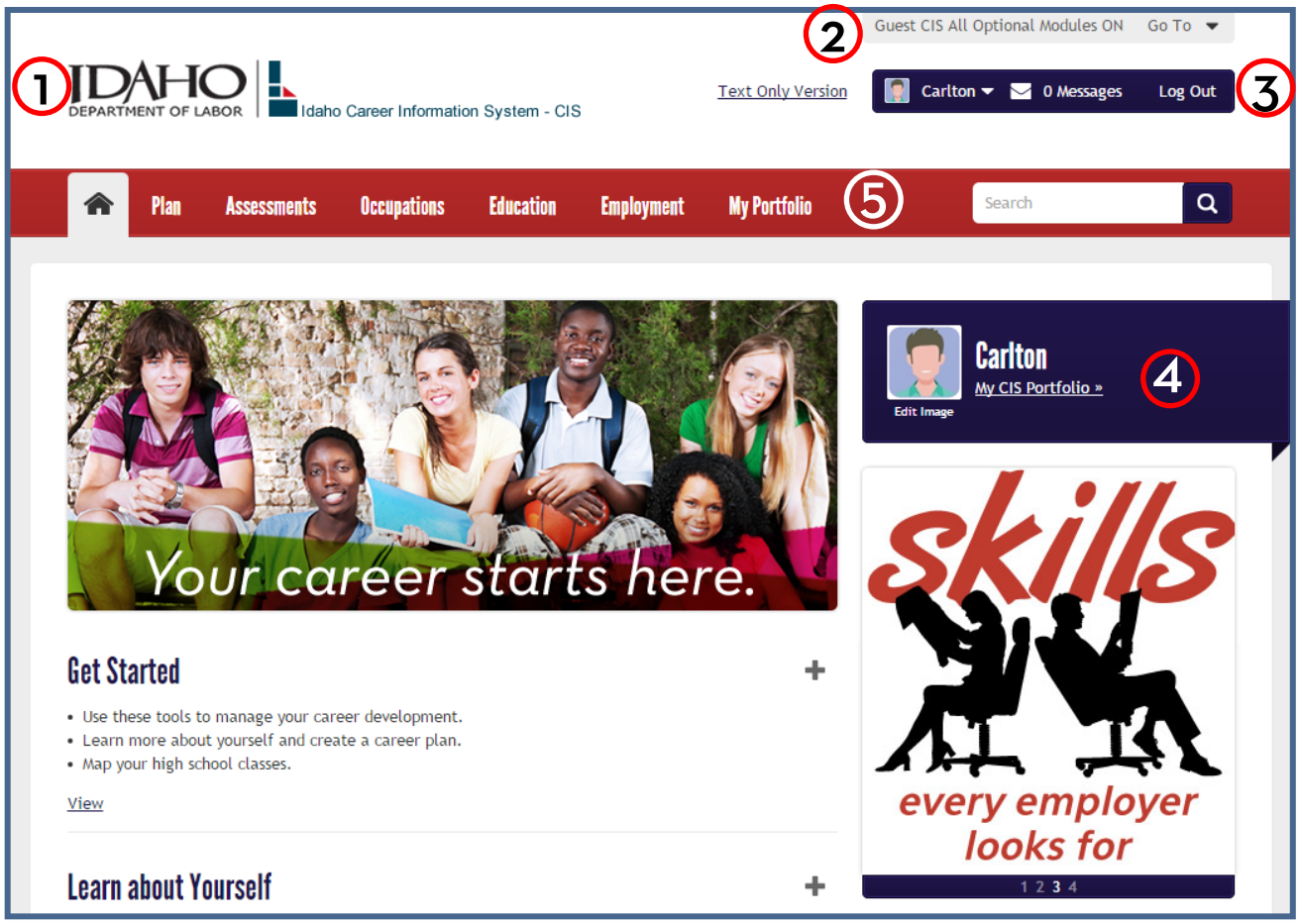
CIS Home Page

The home page is where students begin using CIS. The Idaho CIS logo is on the upper left (1) and appears there on most CIS pages. When clicked, it *always* returns the user to this homepage. The site name appears on the top right (2) and includes the name of the school or site. You may see Go To; this allows you to switch to other versions of CIS, such as CIS Junior, if your site has implemented this option.

The user bar (3) sits right below that, and it contains first name of the user if the user logged into CIS with their portfolio username and password. If a user has *not* signed in with a personal username and password, the account settings link in the pull down menu allows the user to create or edit portfolio information and share his or her portfolio. The user bar also informs the user about unopened messages and provides a logout link.

The user badge (4) allows instant access to the user's portfolio, as does the horizontal global navigation bar (5) across the upper part of this page. Click any tab to see the mega menu or overview of the CIS contents for this topic. You can also click the tab and read a more lengthy description of the contents in each tab.

From the CIS homepage, you can access any of the content or tools in CIS.



Section 3: Using and Interpreting CIS Assessments

Objective: To learn how to find, present and help students interpret the assessments in CIS.

CIS's interactive assessments help students learn more about themselves by helping them recognize their interests, strengths, skills, work values and learning styles. When you use a CIS assessment, always:

Familiarize yourself with the assessment (see Section 9, "Tutorials, Quick Starts and Guides")

Prepare students so they know why they are taking the assessment and what they can expect to learn

Interpret assessment results with the student

Connect the results to information about the occupations.

When a students uses results from multiple assessments and/or the same assessment taken more than once, they see that some occupations repeatedly match their characteristics or choices AND that the different assessments result in different lists of occupations. Assessments do not make a student's occupation choices for them; rather they match occupational characteristics to what the student knows about himself or herself.

If an assessment is in both English and Spanish in CIS, you will see this icon:

Click it to switch between languages.

Important note: the user should always be logged in with his or her CIS Portfolio username and password when taking an assessment. This will allow the user to save his or her answers to an assessment in progress, refer back to the assessment's results for further exploration, and create a report that combines the results from your various assessments to see which occupations appear on more than one set of results.

Here is a look at the background information and formal assessments in CIS.

About Assessments

This background information (1 on previous page) explains what assessments do and don't do. It lets you know that there are no right or wrong answers to assessment items, explains the individual assessments, and provides guidance on how to work with results.

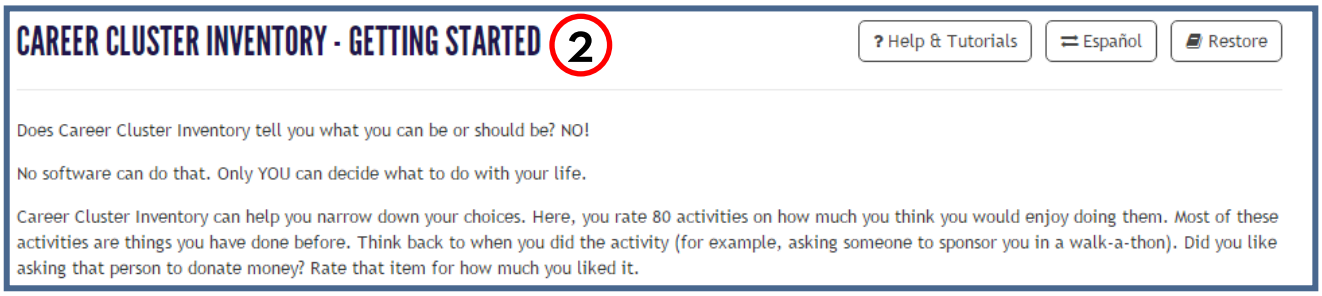
Interest Assessments

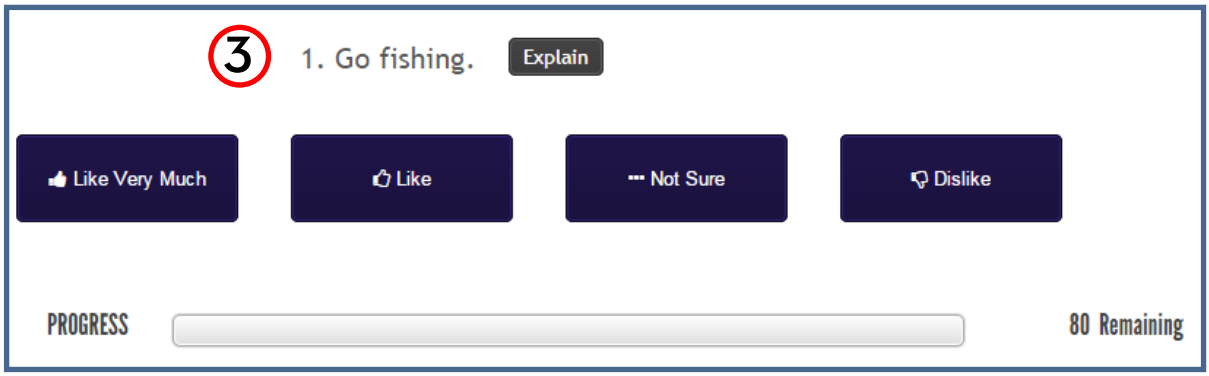
Interest inventories are often the first type of assessment used for those who are new to career development. These instruments measure interests as they relate to occupations. The results display a list of occupations that match the student's interests. CIS has three interest inventories, all of which are presented in English or Spanish in CIS.

Career Cluster Inventory

This 80-item survey of interests targets younger students (grades 6-8) or the user with limited English proficiency or reading skills. Reading is at a 6th grade level. The student indicates whether he or she would like or dislike performing various tasks or activities. Results are in the form of a list of all 16 national career clusters with those whose occupations include tasks that respond closest to your choices at the top. Each title links to information about that career cluster, including links to occupations within the cluster.

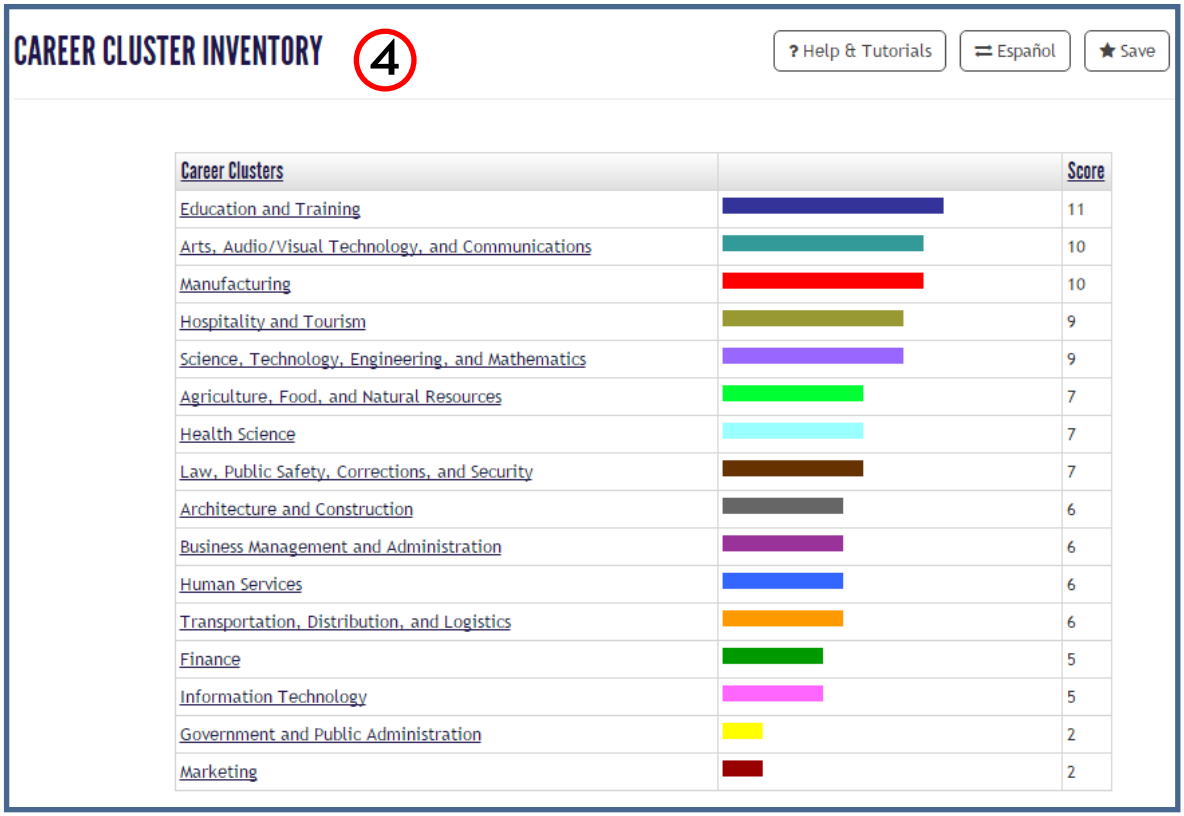
Select the Career Cluster Inventory (1) from the Assessments menu. The assessment opens with an instructional screen (2) which the student reads; he or she then clicks the "Rate the activities" link to proceed to the first activity to be rated (3 on next page).





A sample Career Cluster Inventory results page is shown here (4). All 16 career clusters are listed, with those containing occupations that rely on tasks that respond closest to the student's choices at the top. Each career cluster title links to information about that cluster, including links to occupations within the cluster.

The numbers in the Score column range from a low of 0 to a high of 15, and are based on responses to interest questions related to specific clusters. For the five response choices to each question, scores that apply to that career cluster are credited 3 for "Like Very Much," 2 for "Like," 1 for "Not Sure," and 0 for "Dislike."

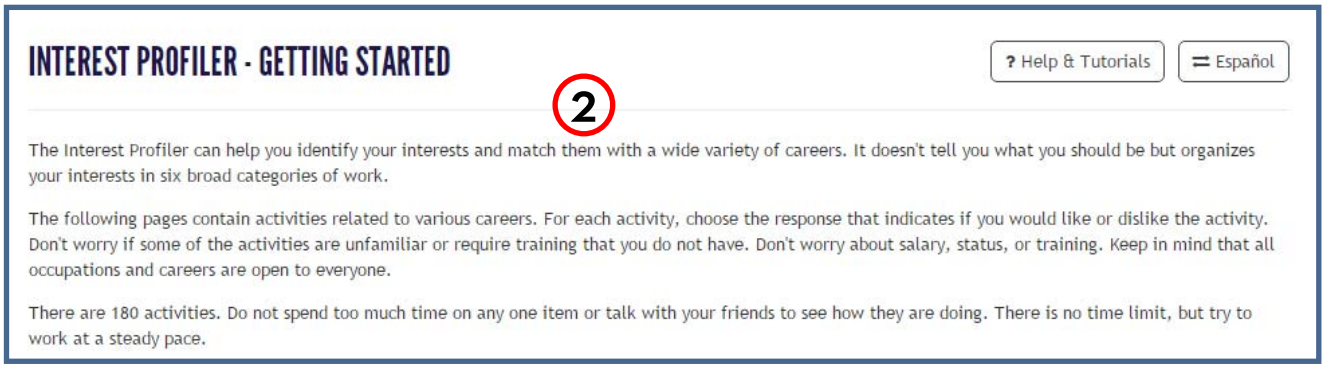


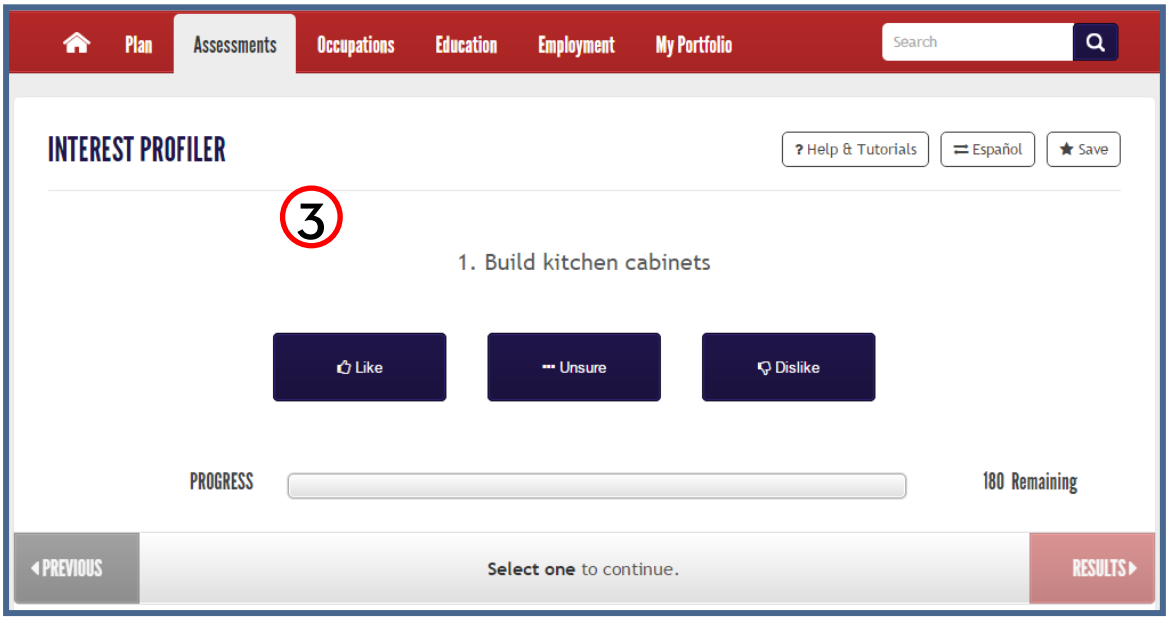
Career Clusters	Score
Education and Training	11
Arts, Audio/Visual Technology, and Communications	10
Manufacturing	10
Hospitality and Tourism	9
Science, Technology, Engineering, and Mathematics	9
Agriculture, Food, and Natural Resources	7
Health Science	7
Law, Public Safety, Corrections, and Security	7
Architecture and Construction	6
Business Management and Administration	6
Human Services	6
Transportation, Distribution, and Logistics	6
Finance	5
Information Technology	5
Government and Public Administration	2
Marketing	2

Interest Profiler

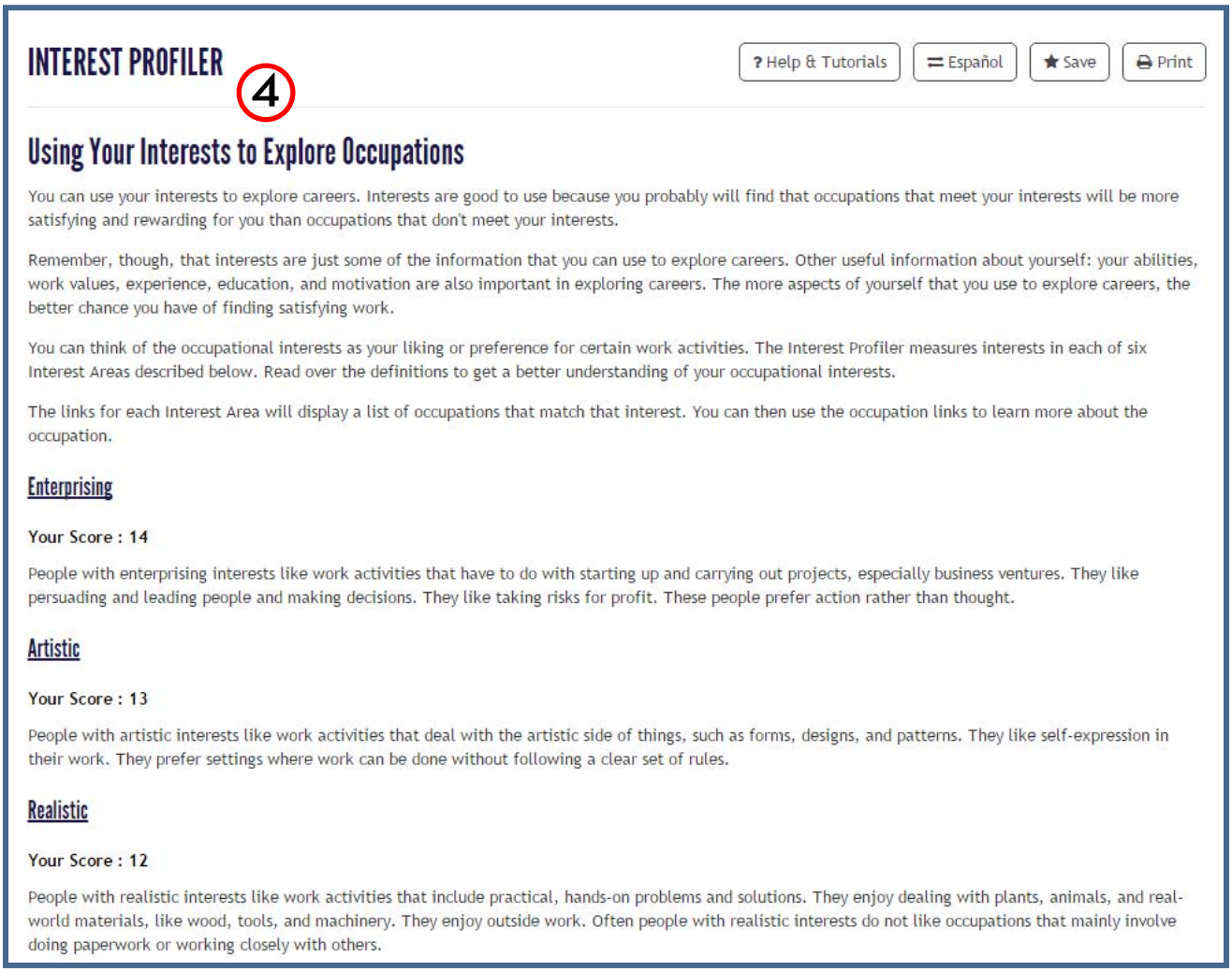
In this interest assessment you identify and learn about broad interest areas that match their rating of activities, similar to the rating process in the Career Cluster Inventory. Results list the 6 Holland codes (Realistic, Investigative, Artistic, Social, Enterprising and Conventional) in the order that they match your rating of the activities.

Select Interest Profiler (1) from the Assessments menu. The assessment opens with an instructional screen (2) - read this information then click the "Rate the activities" link to proceed to the first activity to be rated (3).





A partial Interest Profiler results page is shown on the next page (4). All six Holland codes are listed with a short explanation for each. The Holland codes are listed in order of those representing characteristics that most closely relate to the student's responses at the top. Each Holland code title links to occupations reflecting that code's interests.



INTEREST PROFILER 4

? Help & Tutorials | Español | Save | Print

Using Your Interests to Explore Occupations

You can use your interests to explore careers. Interests are good to use because you probably will find that occupations that meet your interests will be more satisfying and rewarding for you than occupations that don't meet your interests.

Remember, though, that interests are just some of the information that you can use to explore careers. Other useful information about yourself: your abilities, work values, experience, education, and motivation are also important in exploring careers. The more aspects of yourself that you use to explore careers, the better chance you have of finding satisfying work.

You can think of the occupational interests as your liking or preference for certain work activities. The Interest Profiler measures interests in each of six Interest Areas described below. Read over the definitions to get a better understanding of your occupational interests.

The links for each Interest Area will display a list of occupations that match that interest. You can then use the occupation links to learn more about the occupation.

Enterprising

Your Score : 14

People with enterprising interests like work activities that have to do with starting up and carrying out projects, especially business ventures. They like persuading and leading people and making decisions. They like taking risks for profit. These people prefer action rather than thought.

Artistic

Your Score : 13

People with artistic interests like work activities that deal with the artistic side of things, such as forms, designs, and patterns. They like self-expression in their work. They prefer settings where work can be done without following a clear set of rules.

Realistic

Your Score : 12

People with realistic interests like work activities that include practical, hands-on problems and solutions. They enjoy dealing with plants, animals, and real-world materials, like wood, tools, and machinery. They enjoy outside work. Often people with realistic interests do not like occupations that mainly involve doing paperwork or working closely with others.

IDEAS

The IDEAS assessment also asks the student to rate everyday activities based on how much they would enjoy doing them. IDEAS is written at the 6th-grade reading level.

Note: IDEAS is an optional CIS module; not all schools have this assessment.

Plan | Assessments | Occupations | Education | Employment | My Portfolio | Search

Assessments

Answer questions about yourself and connect to occupations that may interest you.

Learn more

What can assessments tell me?

About Assessments

What are my interests?

Career Cluster Inventory

Interest Profiler

1 IDEAS

What skills and work values are important to me?

SKILLS

Work Importance Locator

What is my learning style?

Learning Styles Survey

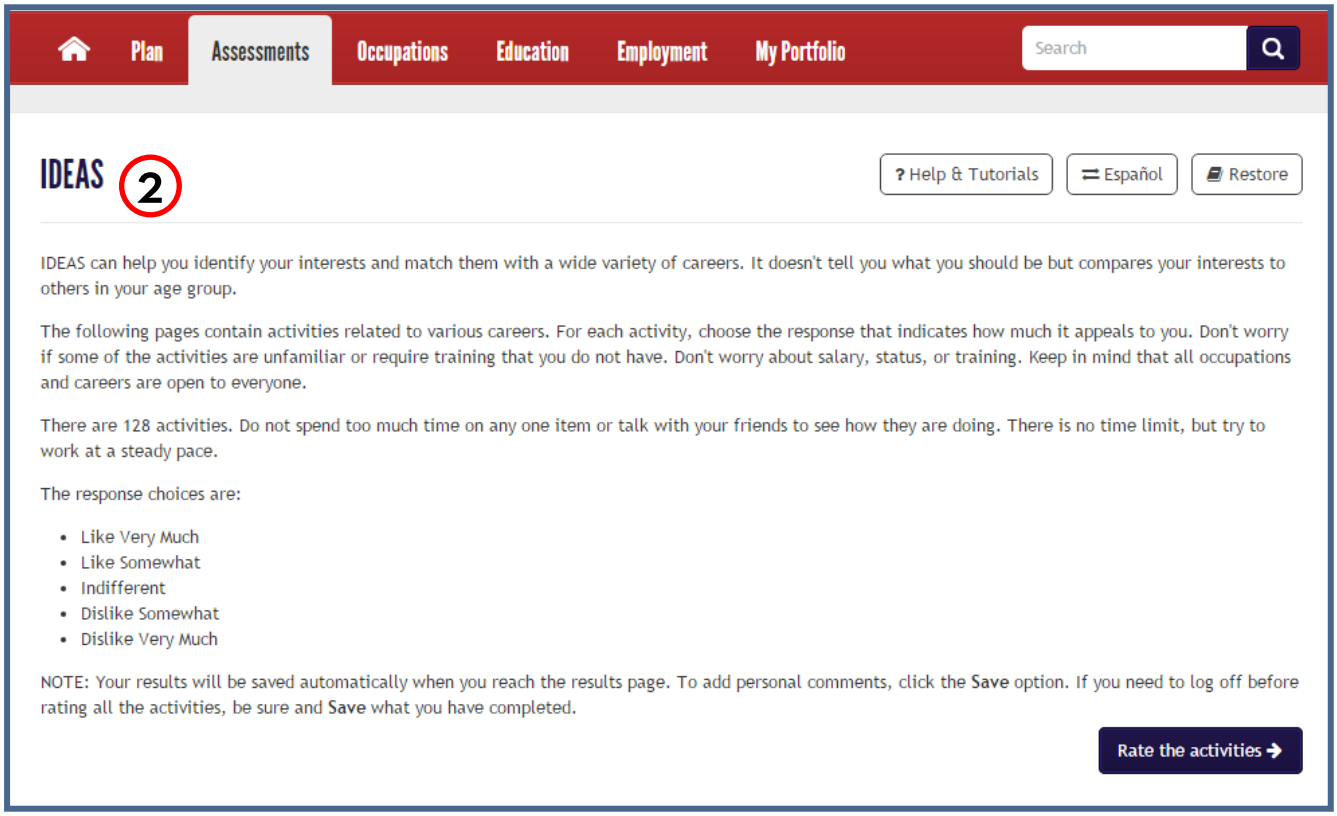
What lifestyle can I afford?

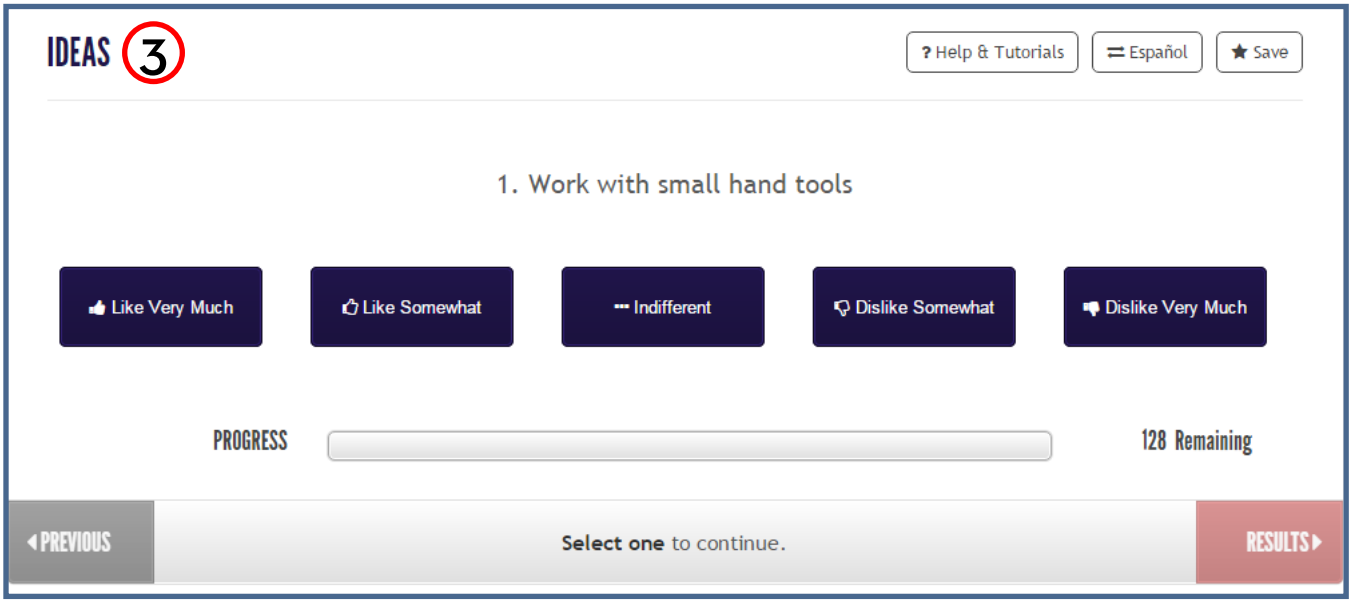
Reality Check

How do I link assessment results taken outside CIS to occupations?

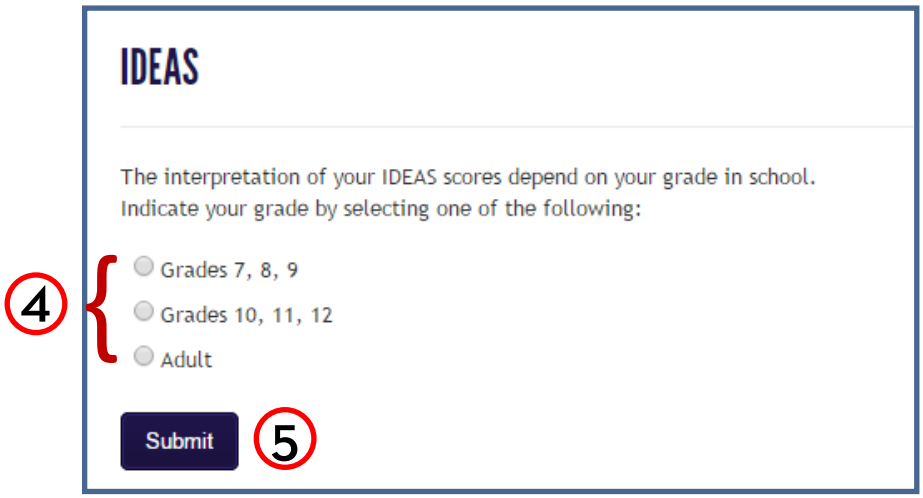
Assessment Link

Select IDEAS (1) from the Assessments menu. IDEAS opens with an instructional screen ((2) on next page) which the student reads; he or she then clicks the "Rate the activities" link to proceed to the first activity to be rated ((3) on next page).





After the student has rated all 128 activities, a **norming** page will appear. The student should click the button (4 on next page) corresponding to their current grade in school then click Submit 5 .

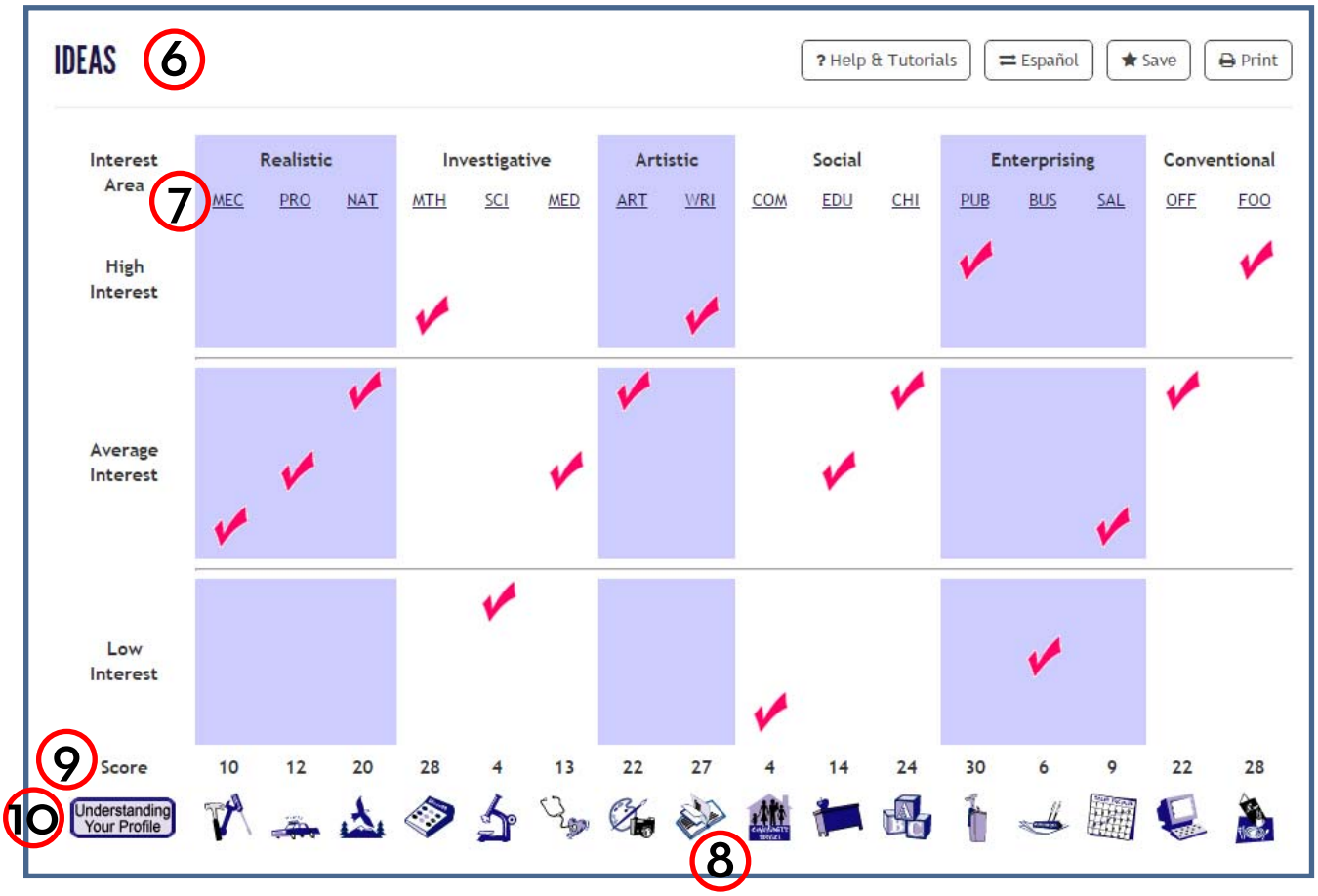


A sample IDEAS results page is shown below (6). The table lists the 6 Holland codes' subcategories (2 or 3 subcategories per Holland code) across the top and 8 levels of interest (2 or 3 levels each of high, medium and low) down the left side. Colored checkmarks indicate at which interest level the student's responses most closely match occupations in each subcategory.

The student can see a short explanation and a list of the occupations linked to a Holland subcategory by clicking on its 3-letter code (7) at the top of the table OR by clicking its icon (8) at the bottom of the table.

The "Score" numbers at the bottom of each column (9) indicate how this student's rankings compare to others of their age/grade.

Clicking on the Understanding Your Profile link (10) at the bottom-left corner of the table links to a page explaining IDEAS scoring and how to interpret them.



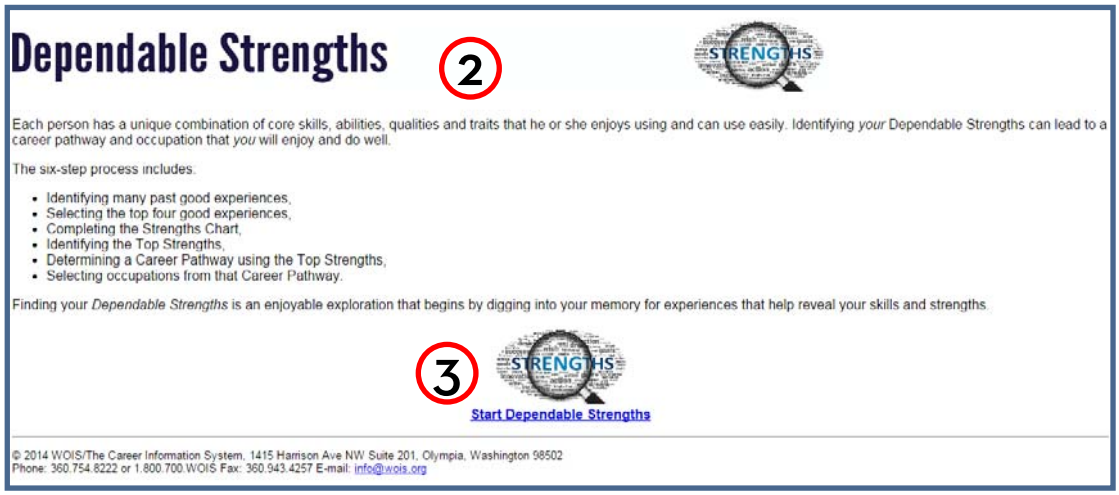
Dependable Strengths

The Dependable Strengths self-assessment helps the student identify his or her strengths based on abilities used in their own experience. During the Dependable Strengths process students analyze past successes, or Good Experiences, to identify abilities and understand the link between personal successes and success in the workplace.

This assessment can involve some group activity if that is preferred, or students can work alone.

Note: Dependable Strengths is an optional CIS module; not all schools have this assessment.

Select Dependable Strengths (1) from the Assessments menu. The introductory screen (2) opens in a new browser tab or window. You are now at a page on the www.wois.org website. If this page does not appear, it is likely that the browser is set to block popups. This setting must be changed to allow popups from www.wois.org to appear.



Click the Start Dependable Strengths link (3) to begin. You will be guided through many steps to identify good experiences, determine the personal strengths that allowed you to create those successes and relate them to valuable work-related skills.

Your Dependable Strengths progress and reports are not stored in the CIS Portfolio, but when you log back in with their CIS Portfolio username and password then proceeds to the assessment, the Dependable Strengths site knows who they are and retrieves their work to date. (4).

Work-related Values Assessment

Work values assessments are very useful for the user who has had enough experience (paid or unpaid) in the world of work to know the work values they find important. For the user beginning career exploration, exposure to the concept of work values is helpful in discussions of job satisfaction.

Work Importance Locator

This assessment surveys work-related needs to identify work values. The outcome of the Work Importance Locator is a list of occupations that best fit the needs and values the you prioritize. You will rank 20 different alternatives leading to work satisfaction, such as achievement, autonomy, and working conditions

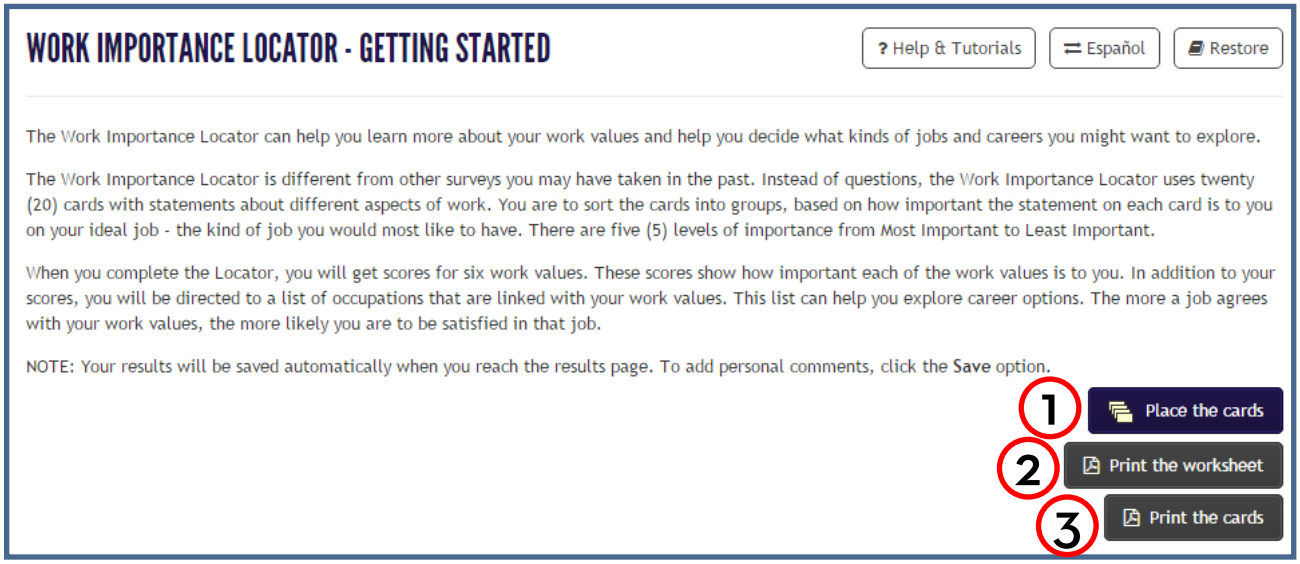
Select the Work Importance Locator (1) from the Assessments menu.

An introductory screen (shown below) will explain what the assessment measures and how results can be used. This screen provides 3 options for proceeding:

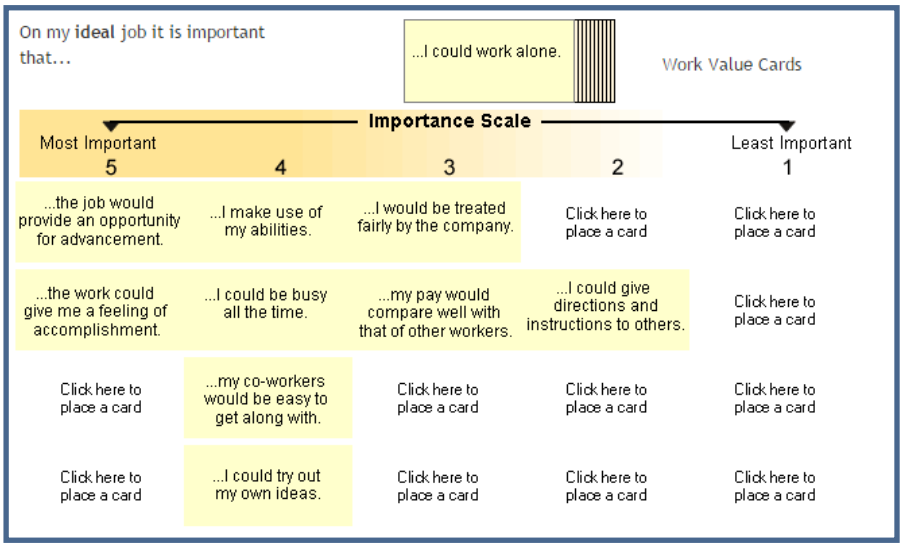
Place the cards (2), which leads to an online grid and a stack of virtual cards to be placed on the grid under one of 5 levels of importance;

Print the worksheet (3), which opens a printable grid for use in placing the cards while away from the computer, and

Print the cards (4), which opens a printable version of the work values cards for use with the worksheet.

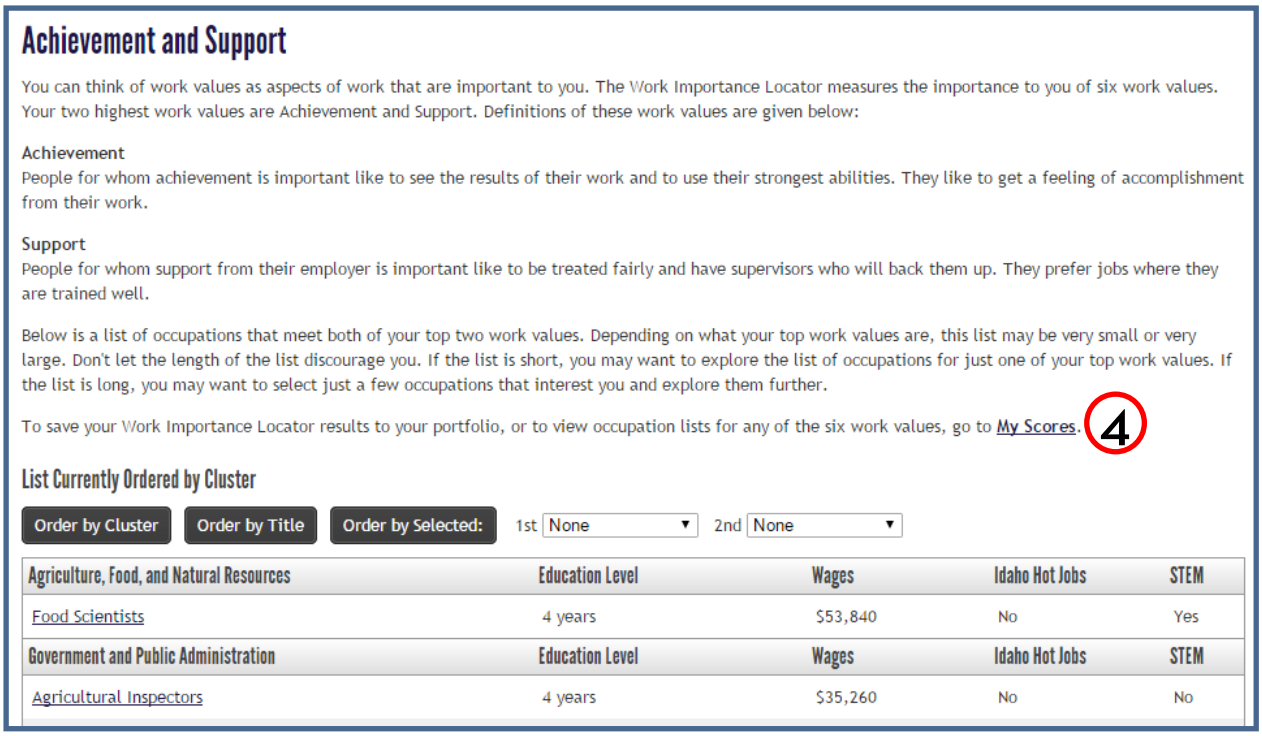


After selecting "Place the cards" you will see a table of 5 columns and 4 rows. The column headings indicate the 5 importance levels that you will rank work values within. The 4 rows indicate that only 4 work values cards can be placed in any one column—to add an additional card to that column, one of the existing cards must be moved to another column. The table below shows that a student has placed 8 cards, and that the "4" importance column is full.



After you place all of the cards and click "Results," the next screen will show an explanation of your top two work value general areas, e.g. "Achievement" and "Support," with links to occupations whose jobs typically provides those work value areas. See the sample results screen below. Note that you can sort the occupations list by any of the headings (Cluster, Education level, wages, Idaho hot jobs, and STEM occupations).

The My Scores link (4) explains all six work values (Achievement, Independence, Recognition, Relationships, Support and Working Conditions) with your score for each.



Achievement and Support

You can think of work values as aspects of work that are important to you. The Work Importance Locator measures the importance to you of six work values. Your two highest work values are Achievement and Support. Definitions of these work values are given below:

Achievement
People for whom achievement is important like to see the results of their work and to use their strongest abilities. They like to get a feeling of accomplishment from their work.

Support
People for whom support from their employer is important like to be treated fairly and have supervisors who will back them up. They prefer jobs where they are trained well.

Below is a list of occupations that meet both of your top two work values. Depending on what your top work values are, this list may be very small or very large. Don't let the length of the list discourage you. If the list is short, you may want to explore the list of occupations for just one of your top work values. If the list is long, you may want to select just a few occupations that interest you and explore them further.

To save your Work Importance Locator results to your portfolio, or to view occupation lists for any of the six work values, go to My Scores. (4)

List Currently Ordered by Cluster

Order by Cluster | Order by Title | Order by Selected: 1st None 2nd None

Agriculture, Food, and Natural Resources	Education Level	Wages	Idaho Hot Jobs	STEM
Food Scientists	4 years	$53,840	No	Yes
Government and Public Administration	**Education Level**	**Wages**	**Idaho Hot Jobs**	**STEM**
Agricultural Inspectors	4 years	$35,260	No	No

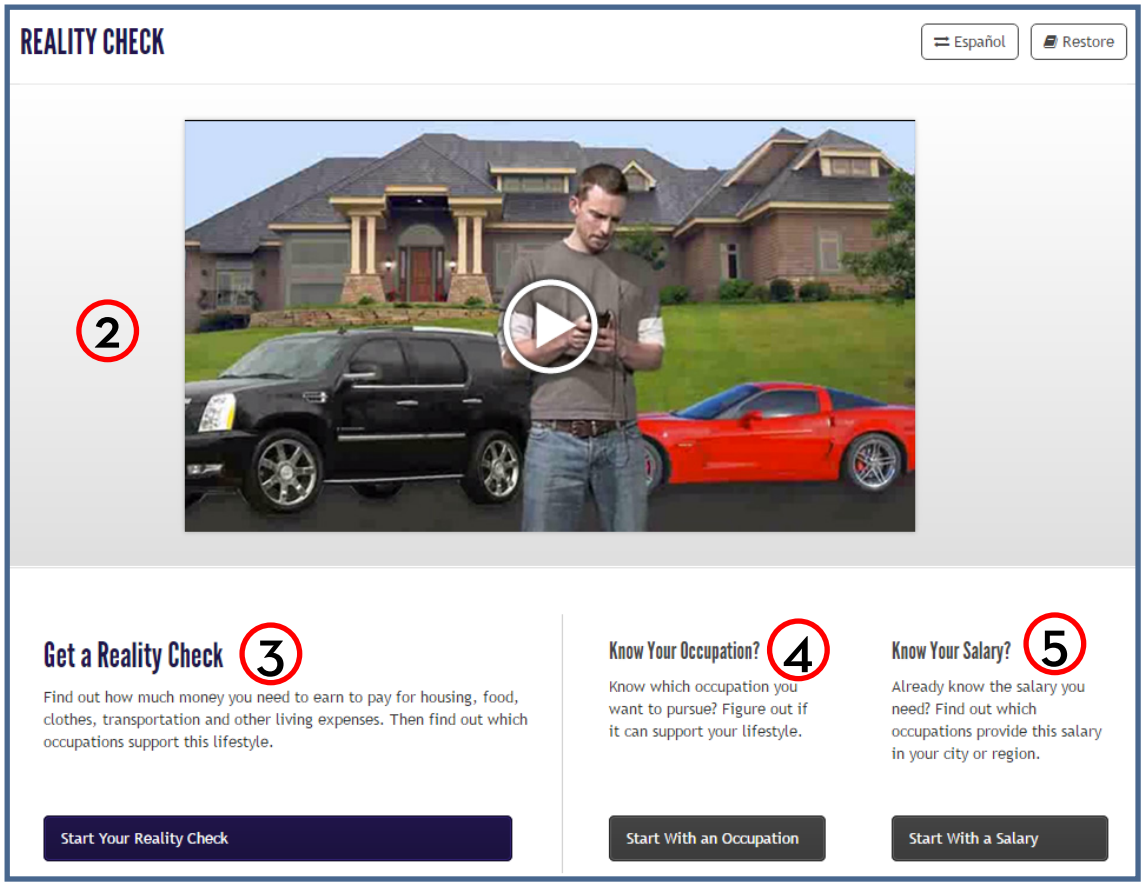
Lifestyle and Budget Assessment

Reality Check

This assessment matches the costs of the student's selected lifestyle expectations to occupations that pay enough to provide them.

Reality Check can be used in three ways: the student can select various lifestyle options then see occupations that are available based upon the costs of these choices; begin with the salary the student wants to earn and find occupations that match this salary, begin with an occupation and view the lifestyle items that can be purchased with the salary of the chosen occupation.

Begin by selecting Reality Check (1) under the Assessment tab on the homepage. You will see the introduction shown below. Watch the video (2) to see how this tool works, then select any of the links to the three ways ((3) , (4) , (5)) to use this assessment.

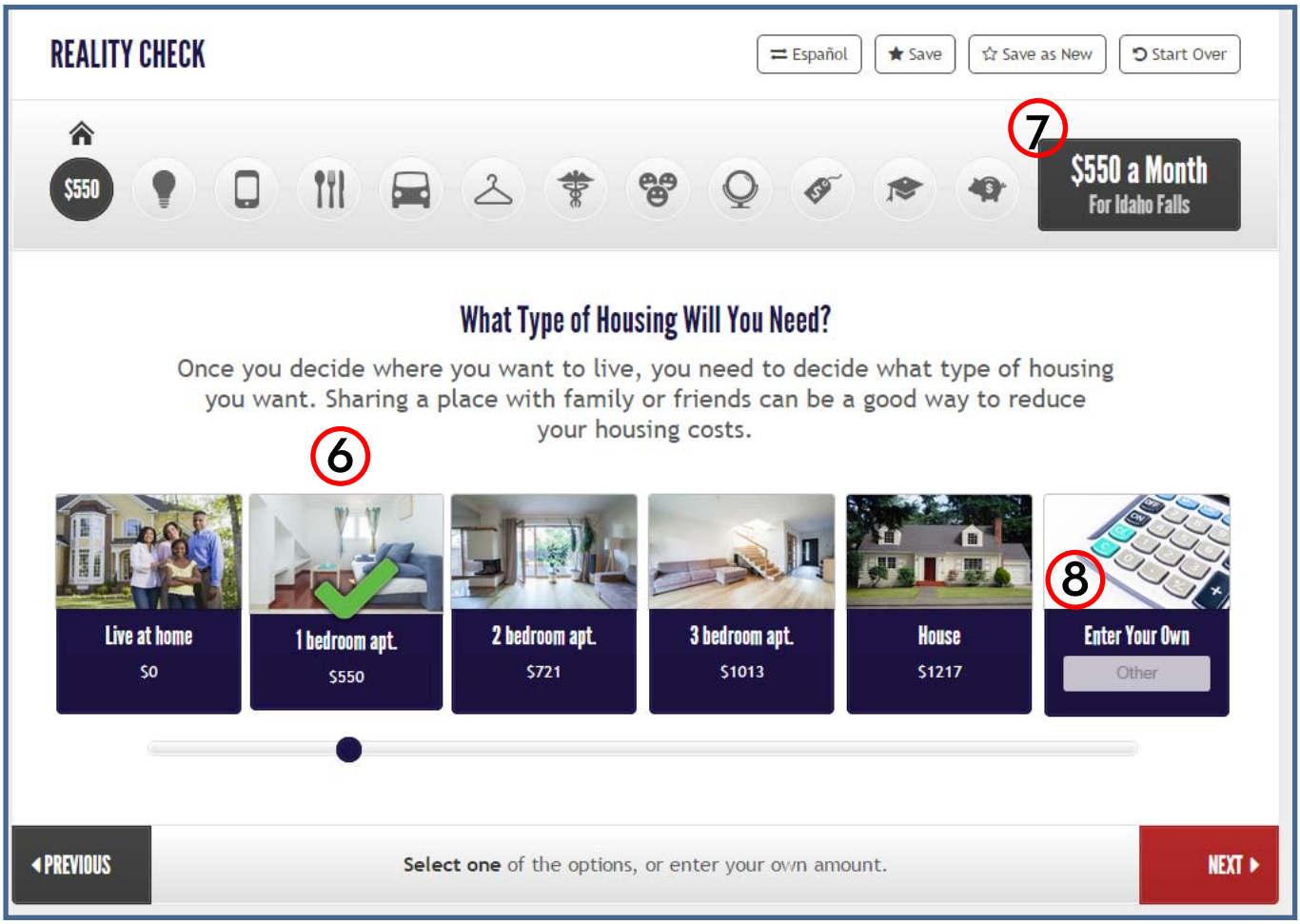


If you select Get a Reality Check, you will choose one of 6 cities in Idaho to set up the appropriate costs for that part of the state.

You will then be guided through 12 lifestyle/budget items, each of which gives you several choices and a blank for entering your own cost estimate. See the screen below—this student, who selected the Idaho Falls area, has chosen a 1-bedroom apartment 6 for their housing lifestyle/budget. A running budget total 7 keeps track of your chosen expenditures. After selecting or entering a cost, click the red Next to proceed to the next item. You can skip an item without making a choice for it.

Note: the pre-loaded costs for each lifestyle/budget item, for each of the 6 areas of the state, is updated annually and based on data from the Idaho Department of Labor and other sources. Students may not agree with Reality Check's figures, but they are well-researched. Most of the items let you enter your own cost 8 if you know it, e.g. the cost of a 3-bedroom apartment in your part of town that you will share with two friends.

Tip: think of these lifestyle/budget items as choices you will make after completing your postsecondary education and you have your first fulltime job.



After you have made choices for your lifestyle/budget items, you will see an "Adding it All Up" page displaying your monthly and yearly chosen expenses (9), annual taxes for that part of the state (10) and the total annual salary (11) you would need to earn to support your lifestyle/budget choices.

Adding it All Up

Below are the amounts for the items you have selected. Now that you know how much your expenses are, the next step is to find out which occupations pay you the salary you need to afford your lifestyle.

Your Monthly Expenses	Totals for Idaho Falls
Housing	$350
Utilities	$38
Communications	$163
Food	$360
Transportation	$890
Clothes	$60
Health Care	$25
Entertainment	$175
Personal Care	$50
Miscellaneous	$100
Student Loans	$0
Savings	$44
Monthly Expenses (9)	$2,255
Annual Expenses (9)	$27,060
Federal Taxes (10)	$4,182
State Taxes (10)	$2,072
Total Salary Needed (11)	$33,314

Investigate Family Expenses

The Investigate Family Expenses page (12) lets you choose how many children to account for in your monthly budget and explains how that cost would be added in.

Family Expenses

(12) **Select Number of Children to See Expenses**

0 | 1 ✓ | 2 | 3 | 4 | 5 | 6

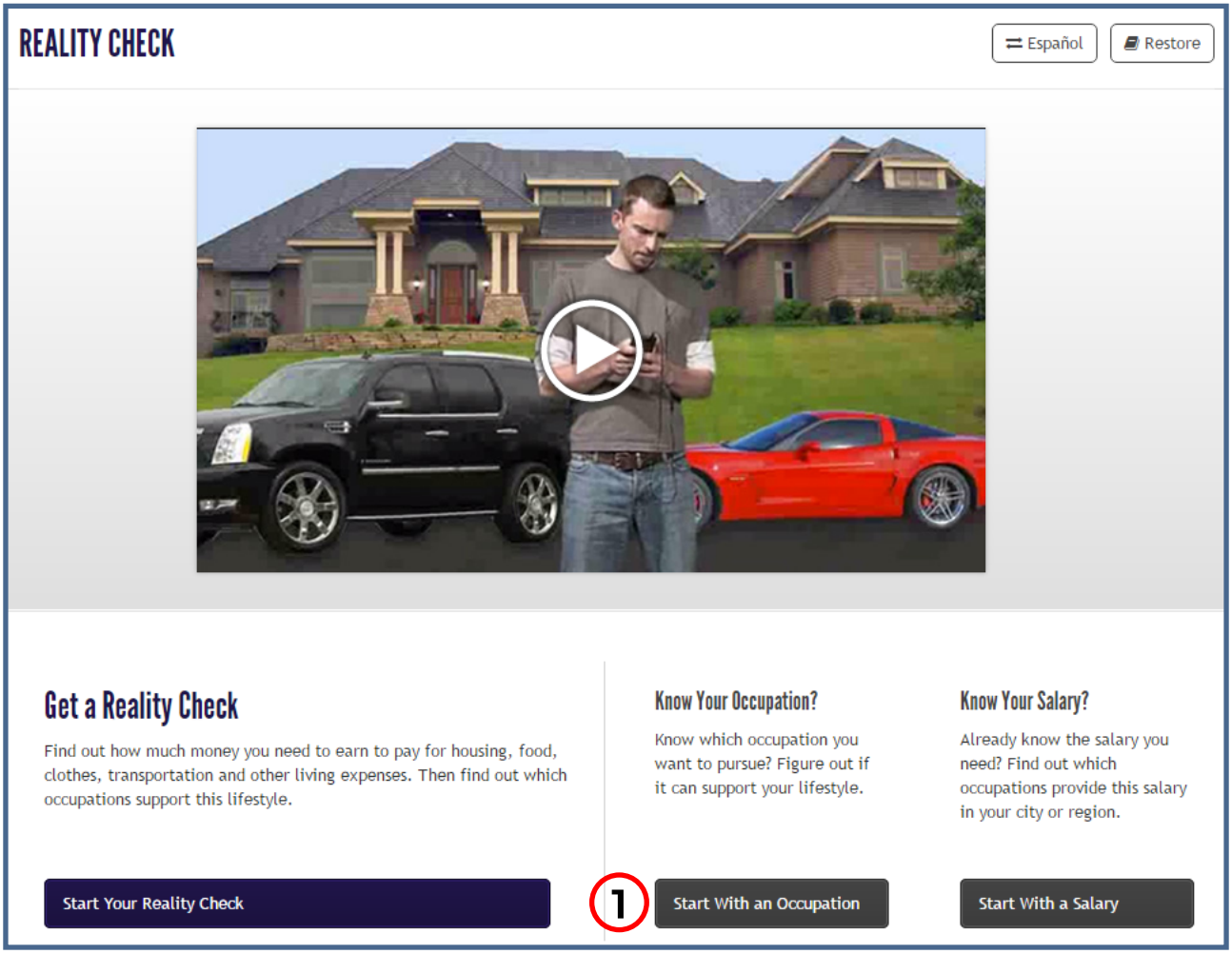
1 child costs $1,475 a month per household.
Your expenses currently total $2,255 a month.

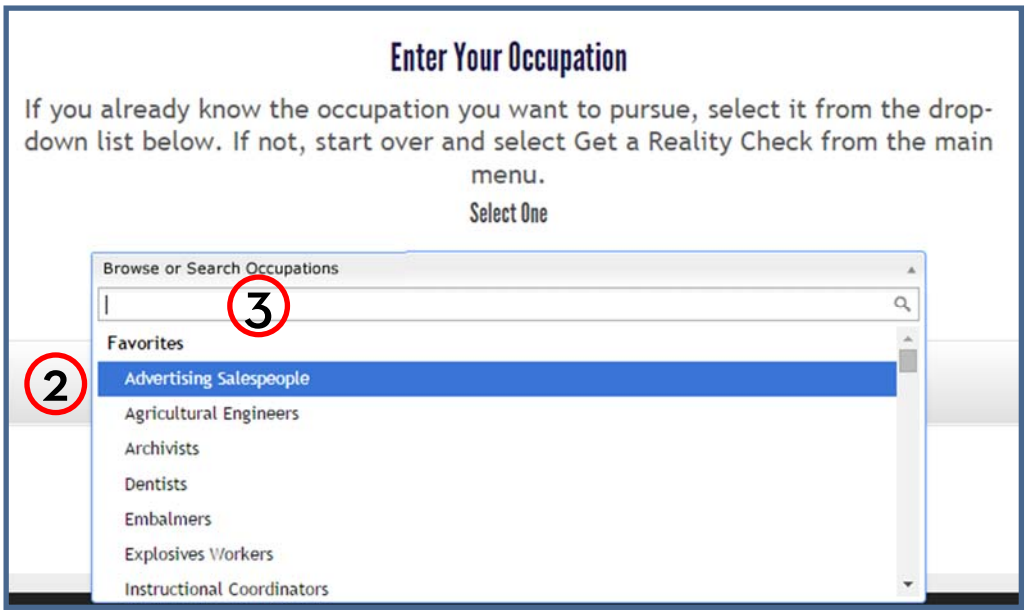
You may have already accounted for the expense of raising a family. If not, you can go back and edit your Reality Check selections.

This figure is based on the estimated annual expense of raising a child. This estimate covers:

- Food
- Transportation
- Clothing
- Health care
- Child care
- Education
- Miscellaneous (e.g., personal care items, entertainment, and reading materials)

If you choose Start With an Occupation (1) from the Reality Check opening window, you will choose one of six cities in Idaho to set the salary for occupations in that part of the state. The next window, Enter Your Occupation, will let you choose an occupation from your saved favorites (2), or search for an occupation title (3).



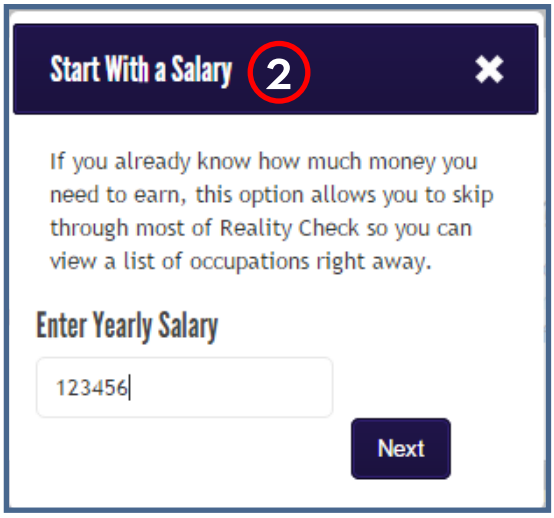


The next step will be to go through the Reality Check lifestyle/budget choices again, but this time your chosen occupation's monthly salary is displayed (4), and a running costs annual total decreases as you make lifestyle/budget choices (5).

If you choose Start With a Salary (1) from the Reality Check opening window, you will enter an annual salary that you have already researched (2),

Reality Check will ask you to select where in Idaho you plan to live, how much postsecondary education you plan on and which occupational clusters, if any, you plan to work in.

After you've made your location, salary, education level and occupation cluster choices, you'll see a list of occupations that meet all of those criteria.



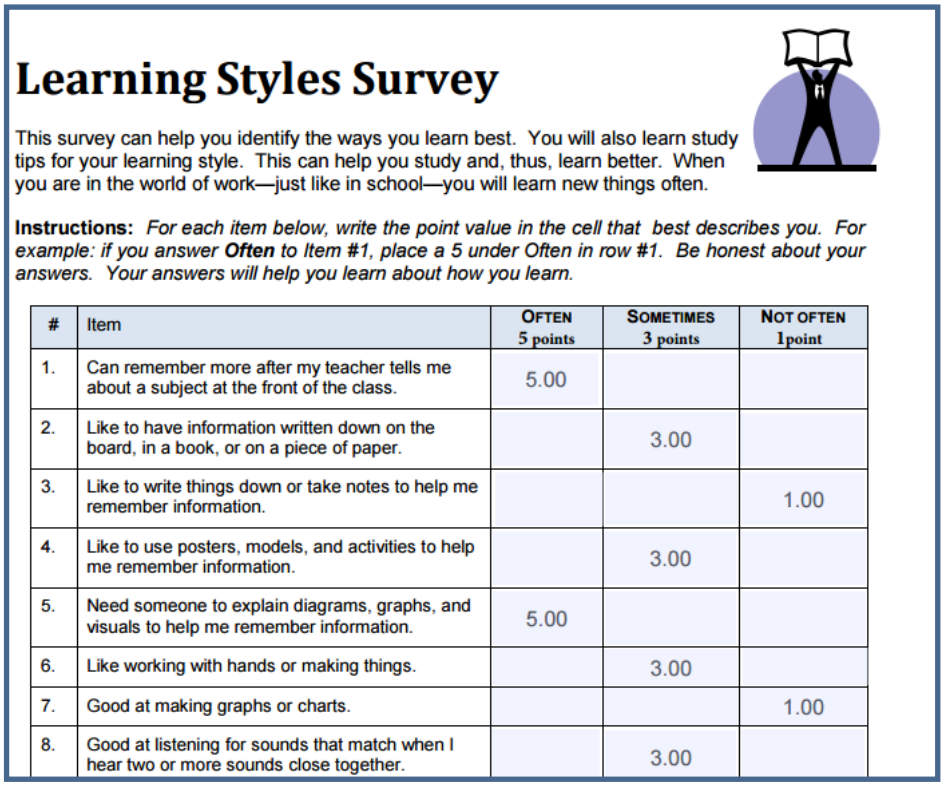
How Do You Learn?

Learning Styles Survey

This informal self-assessment is a 24-item, quick way of assessing a student's personal learning style. Its purpose is to help them identify the settings or situations they may find most beneficial to learning new things, either in the classroom or studying away from school.

To begin, select Learning Styles Survey (1) from the Assessments menu.

This survey is a fillable pdf; it may also be printed and filled out away from the computer.



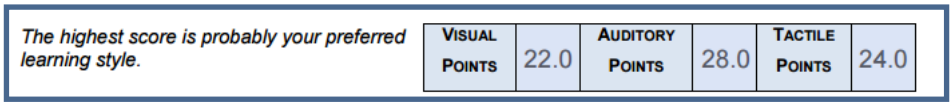
Learning Styles Survey

This survey can help you identify the ways you learn best. You will also learn study tips for your learning style. This can help you study and, thus, learn better. When you are in the world of work—just like in school—you will learn new things often.

Instructions: *For each item below, write the point value in the cell that best describes you. For example: if you answer **Often** to Item #1, place a 5 under Often in row #1. Be honest about your answers. Your answers will help you learn about how you learn.*

#	Item	Often 5 points	Sometimes 3 points	Not often 1point
1.	Can remember more after my teacher tells me about a subject at the front of the class.	5.00		
2.	Like to have information written down on the board, in a book, or on a piece of paper.		3.00	
3.	Like to write things down or take notes to help me remember information.			1.00
4.	Like to use posters, models, and activities to help me remember information.		3.00	
5.	Need someone to explain diagrams, graphs, and visuals to help me remember information.	5.00		
6.	Like working with hands or making things.		3.00	
7.	Good at making graphs or charts.			1.00
8.	Good at listening for sounds that match when I hear two or more sounds close together.		3.00	

After students fill out the questionnaire, they will add up (or online, scroll down to see) their scores for visual learning, auditory learning and tactile learning (shown below). The learning style with the highest score is most likely to best suit them. The Learning Styles Survey calls for students; thoughts on how they learn, and provides tips ((2) on next page) for different styles.



The highest score is probably your preferred learning style.

Visual Points	22.0	Auditory Points	28.0	Tactile Points	24.0

2

Learning Style Study Tips

There is no best way to learn. You may find that study tips from all three types of learning styles are useful. You can experiment to find which ones work best for you.

Auditory
You may learn best through your ears. You need to sit where you can hear what is going on in the classroom. You like to listen to the lesson and take notes on it later. It is helpful if you can talk about the facts and concepts you learn in class with a friend or a study partner immediately after new learning. You may hum or talk to yourself when you are bored, and you remember things through the sounds related to the experience.

Study Tips for Auditory Learners

- Tape record lessons or your notes and re-listen to them later.
- Quietly say the words out loud when you read so you can hear them.
- Talk to yourself about important points in your notes.
- Ask teachers to give directions out loud or ask a study partner to read them.
- Put key ideas or facts into a song or rhythm to help remember them.
- Join or organize a study group discussion to learn subjects.
- Sound may distract you or you may find that having sound in the background helps you concentrate.
- Do homework with friends in person or over the telephone.
- Ask a visual or tactile study partner to create a verbal quiz for you.

Tactile
You may learn best through your body. You probably enjoy athletics, like to share your opinion with others, and prefer to learn by doing and experiencing. You may learn best when using a computer because you can touch keys as you type. In fact, recopying your notes by retyping them into your computer could be helpful. Doodling while studying, eating a snack, and moving frequently helps you concentrate.

Study Tips for Tactile Learners

- Write with a big pen and take notes in class to give your hands something to do.
- Use flashcards or multi-colored index cards to help remember dates and facts.
- Type or recopy your notes from class or from your textbooks.
- Underline while reading or write notes in the book (if permissible).
- Take frequent, small breaks while studying.

Do You Know How to Succeed On the Job?

Employability Skills Survey

This informal self-assessment lists 24 skills that are valuable in any workplace and to any work situation. These skills are also pertinent in school and in a range of daily activities. Students rate, on a scale of 1 to 4, how adept they are at each skill. When they have completed the survey, have them print it as a reference so they can improve their skills in these different areas.

This assessment is found in the Employment menu, under How do I succeed on the job? 1

This survey is a fillable pdf; it may also be printed and filled out away from the computer.

Employability Skills Survey

This Employability Skills Survey lists the skills and talents that employers value. You will build these skills in school and life. Read the list and assess where you are now. Mark each box that best describes your level of skill. Note your best skills and those skills you need to improve at the bottom of the survey. Also note how you might build those skills that you need to improve.

(1=needs work; 2=can do OK; 3=pretty good at this; 4=very able)

BASIC SKILLS

You can read, write, speak and listen well. You know your arithmetic.

	1 Needs Work	2 Can Do Ok	3 Pretty Good at This	4 Very Able
Speak	☐ Speak clearly so others can hear. Respect others with my words.	☑ Speak clearly and use words that are right for the time and place.	☐ Discuss complex ideas in an organized and brief way.	☐ Present to a group and use well-organized format, the right words and clear speech.
Listen	☐ Develop listening skills; working to make eye contact and make sure others understand me.	☐ Listen carefully; make eye contact; repeat instructions to make sure that I understand.	☐ Listen carefully and show that I understand by answering questions well.	☑ Keep complex information in my mind over time and apply it to my studies.
Read	☐ Read written directions and school materials with assistance.	☐ Read written directions and school materials on my own.	☐ Read and understand written materials, and science and technical material on my own; ask questions where appropriate.	☑ Read difficult material and do the tasks that go with it on my own.
Write	☐ Learning to write clearly with correct grammar.	☑ Write information in a clear, logical, legible and correct manner.	☐ Write clearly using course related terms.	☐ Write and develop term papers, newsletters and other important papers.

Linking Outside Assessments to CIS Information

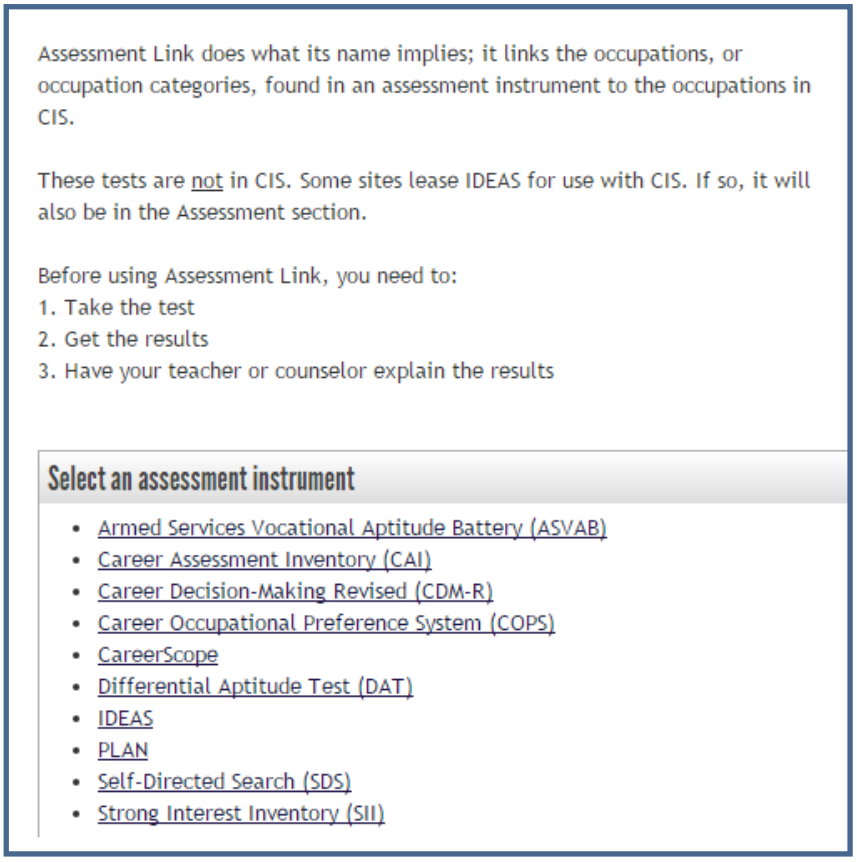
Assessment Link

This module lets students enter their results from non-CIS assessments to the occupation descriptions in the system. Some assessments provide little or no information beyond a set of scores. Assessment Link takes those scores and gives students links to the descriptions for occupations that match them.

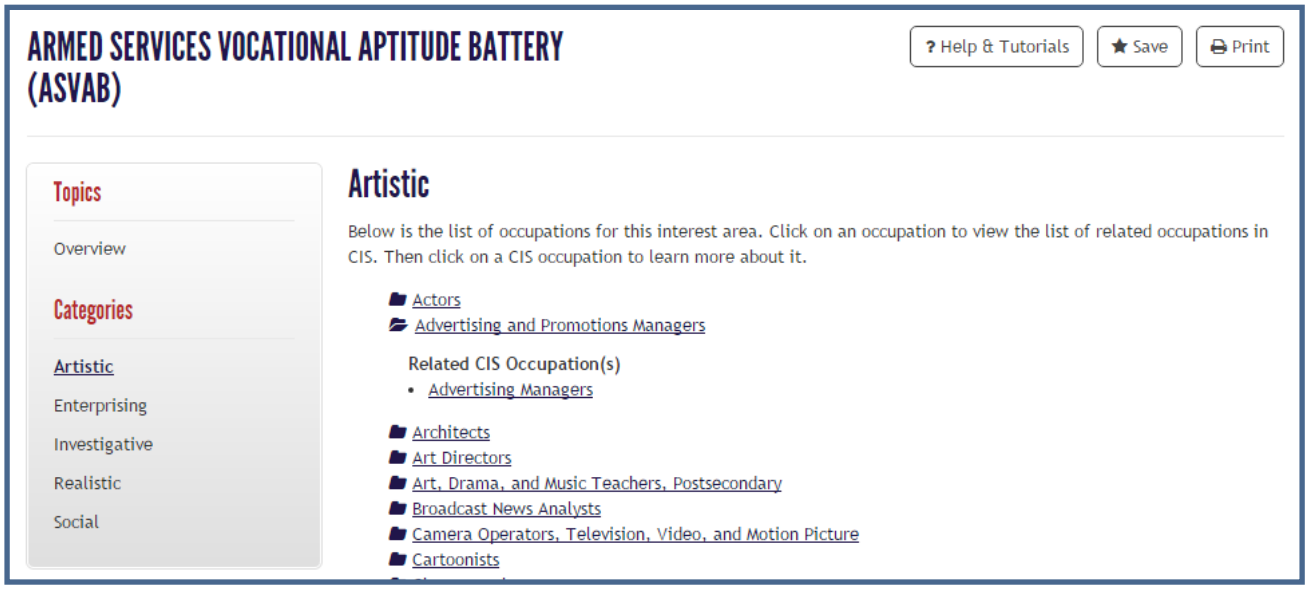
Begin by selecting Assessment Link (1) under the Assessment tab on the homepage.

In the Assessment Link opening page, click on the assessment that you have taken from the 10 choices:

- Armed Services Vocational Aptitude Battery (ASVAB)
- Career Assessment Inventory (CAI)
- Career Decision-Making Revised (CDM-R)
- Career Occupational Preference System (COPS)
- CareerScope
- Differential Aptitude Test (DAT)
- IDEAS
- PLAN
- Self-Directed Search (SDS)
- Strong Interest Inventory (SII)



The screen below shows occupation links for the Armed Services Vocational Aptitude Battery (ASVAB). These are the ASVAB's occupation titles—select one and its CIS counterpart will display. Click on the CIS title to see the full occupation description.

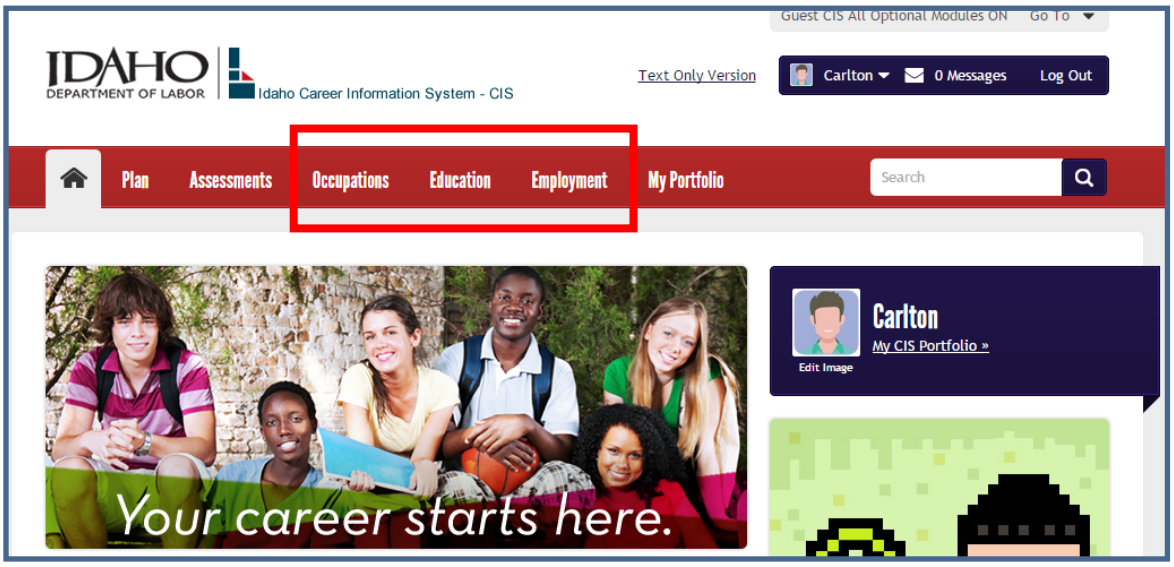


Section 4: Learning about CIS Content

Objective: To learn how to find and use CIS Content.

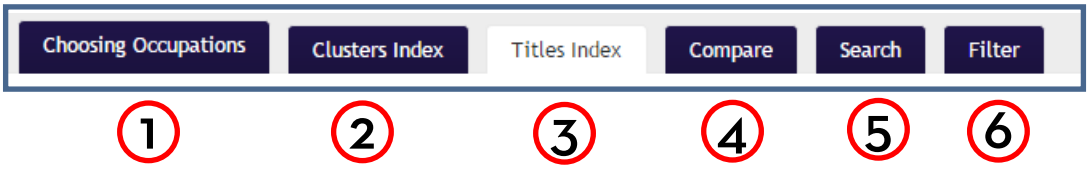
About CIS Content

CIS content areas are information banks organized by topic. They provide a comprehensive view of work and education both in Idaho and in the nation. Each area contains a veritable encyclopedia of information on that topic. Content areas in CIS are all found on the top horizontal menu bar on the homepage under the "Occupations," "Education" and "Employment" headers.



Content Navigation

After selecting a CIS content area, blue tabs across the top of the screen show users what types of content can be found within that tab. For example, if you select "Occupations" the following navigation bar appears.



1 **Choosing a content area** opens sources for the content and presents answers to several frequently asked questions associated with the topic.

2 **Clusters Index** organizes the content by related groups and topics.

3 **Title Index** lists all content alphabetically by title.

4 **Compare** contains a tool that helps students compare specific information side-by-side.

5 **Search** contains a tool that helps students sort through all the content using a keyword.

6 **Filter** contains a tool that helps students create a list of information based on the student's choices.

Occupation Tab

1 Occupation Sort and Occupation Filter

Occupation Sort locates occupations that match factors the student considers important. Occupation Filter uses the student's preferences in education and wages to find occupations that interest him or her. See Section 5 of this manual for information on using these sorting tools.

2 Choosing an Occupation

This content area provides an overview of the CIS Occupations content including the differences between jobs, occupations and careers. It also links to "Next Steps" tools to help students develop a career plan and learn more about educational opportunities or finding a job.

3 Career Clusters

This content area helps students navigate their way to success in college and career by organizing occupations into 16 Career Clusters with 79 Career Pathways based on the National Career Cluster Framework.

4 Occupations

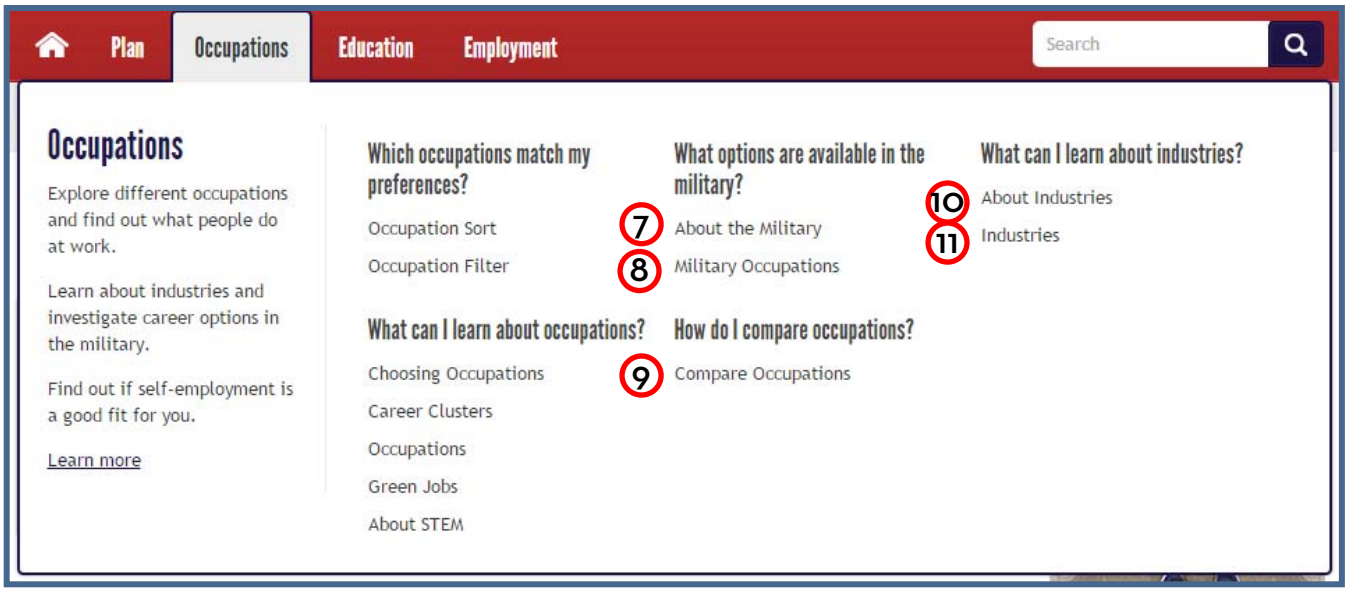
Middle and high school users can use "Occupations" to help them learn more about their dream occupations, plan high school coursework and find professional organizations and resources that can provide additional guidance for career-related learning. More detailed and in-depth information, such as education requirements, licensing requirements, wages, and employment outlook data, can be found as well. Many CIS occupation pages include videos and interviews with people working in that field.

5 Green Jobs

CIS includes information on 76 green jobs, which are occupations that impact the environment in positive ways such as saving energy or recycling and reusing goods. In addition, Green Jobs includes videos about six important industrial sectors creating green jobs. Individuals might use the Green Jobs file when seeking a career or occupation that helps care for the earth.

6 About STEM

About STEM helps students identify science, technology, engineering and mathematics (STEM) Core occupations. In addition it helps introduce students to STEM Knowledge occupations, such as architecture, health, sales, education and management.



7 About the Military

About the Military introduces students to the realities of military work life. Students can use this content area to decide if the military fits their needs and to learn about any special requirements by branch.

8 Military Occupations

The military is actually a large industry with many occupations. Although the content in Military Occupations functions similarly to the content in Occupations, direct comparisons cannot be made because many topics, such as benefits and wages, are accessed and calculated differently. Veterans often view the Military Occupation Codes (MOCs) to connect their branch specialties to civilian occupations and to identify transferrable skills.

9 Compare Occupations

Compare Occupations allows students to view two occupations side by side. Occupations can be compared based on topics such as common activities, working conditions, wages and requirements for employment. This tool helps narrow down potential occupations and look for differences or commonalities.

10 About Industries

About Industries introduces students to the components that comprise an industry and how industry information is organized within CIS.

11 Industries

An industry is a group of occupations that target a common goal, such as construction. Industries are groups of occupations that produce similar goods or services. Students can use industry information to track market trends, research business activity and learn about related occupations.

Education Tab

1 About Programs of Study

A program of study is a sequence of courses that leads to a degree or certificate. This content area provides an overview of the types of programs available and tools to help students choose a program.

2 Programs of Study

"Programs of Study" connects occupations to schools that provide training and to scholarships related to that training. You also can view admissions requirements to certain programs (e.g., some nursing programs have admissions requirements beyond that of the school admissions requirements) and typical program coursework.

3 Apprenticeship

This content area introduces students to apprenticeship programs and contains Idaho-specific contact information. It also links to associated occupations and schools with apprenticeship programs.

4 About Schools

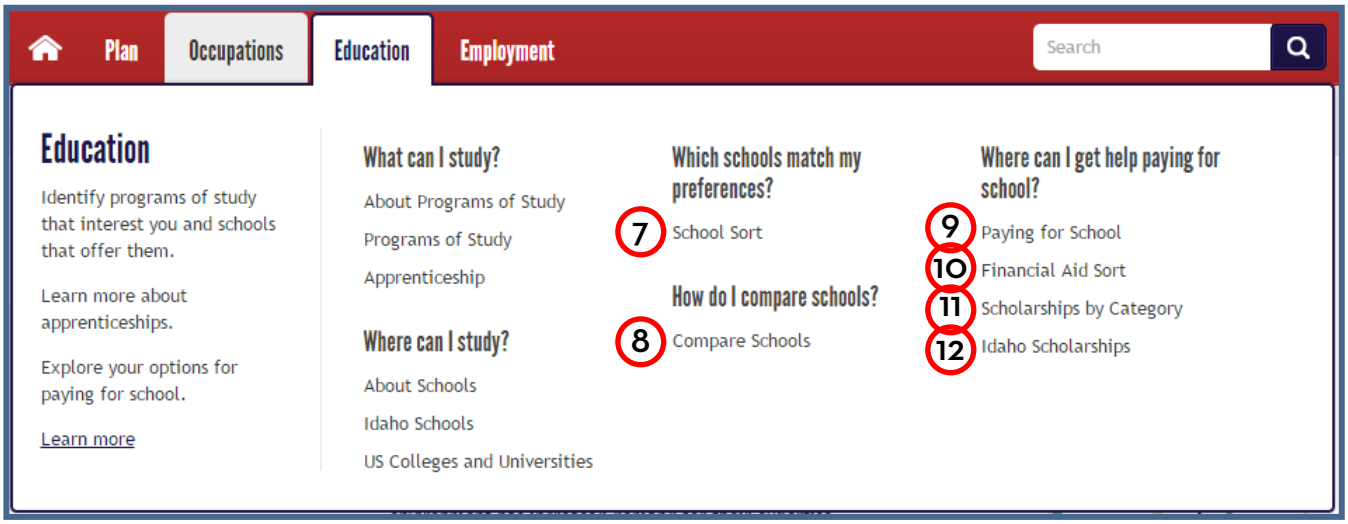
"About Schools" includes an overview of what types of schools are available and tools to help students choose a school that would be a good fit. CIS surveys schools to collect current data on their programs of study, cost and financial aid, school setting, special programs and contact information.

5 Idaho Schools

This content area includes information about private trade and technical schools registered in Idaho, as well as all US universities, colleges and community colleges. Links to electronic applications are provided, when available. Students can compare school admissions requirements, costs, general information, graduate study information and program information. They can also generate an automatic letter to schools requesting a catalog, financial aid information and admissions forms.

6 US Colleges and Universities

"US Colleges & Universities" includes all two- and four-year institutions in the U.S. with the same topics found in Idaho Schools. However, national information is less frequently updated. For those interested in attending an in-state school, it is recommended that they use the Idaho Schools content area.



7 School Sort

"School Sort" uses student preferences to find schools that interest them. It is an exploratory tool that can be used more than once to create lists based on different criteria for both undergraduate and graduate schools.

8 Compare Schools

Sometimes it helps to compare school information. This tool helps students view information for up to three schools side by side, as well as view differences including academics, programs, admission and costs.

9 Paying for School

The cost of tuition, housing, books and supplies add up quickly. "Paying for School" provides detailed information about financial aid including scholarships, grants and loans.

10 Financial Aid Sort

Financial Aid Sort allows students to narrow potential financial aid by location, gender, ethnic or national background and religious affiliation and view a list of scholarships that meet his or her individual needs. See Section 5 of this manual for information on using this sorting tool.

11 Scholarships by Category

This content area allows students to browse scholarships in various categories including areas of study, gender, ethnic or national background and religious affiliation and view a description of each scholarship. When available, listings include the aid or award amount, application requirements and contact information.

12 Idaho Scholarships

Idaho Scholarships include only aid and awards for residents of Idaho. This content area is a subgroup of Scholarships by Category and includes similar information.

Employment Tab

1 Social Networks

Employers use social networks to look for potential candidates. There are also social networks designed for professional use. This content area provides an overview of the most common social networking tools and outlines best practices. It provides tips to students who are utilizing social networks for a job search or networking.

2 Informational Interviews

This content area provides advice to students who are planning to interview people working in a chosen occupation. During informational interviews, students meet with professionals to learn what they do in their jobs, how they prepared to do it and hear what advice they have to offer.

3 Applications & Resumes

Applications and Resumes helps students and other job seekers identify jobs that interest them and prepare applications and résumés. This section also links to resources and tools to help students prepare for interviews and create cover letters and portfolios.

4 Job Interviews

Job Interviews helps students prepare for a successful interview and make a good impression. This content area includes information on appropriate attire, good communication skills and follow up after an interview.

5 Employment Law

Employment Laws provides information to students regarding discrimination under the Civil Rights Act of 1964 and the Americans with Disabilities Act. This section also provides links to learn more about anti-discrimination laws.

6 Search for Jobs Now

"Search for Jobs" Now links to the Idaho Department of Labor's IdahoWorks job search page. Students and other job seekers can search for available jobs by keyword or location from this page. Students can also make an account to create and post resumes, save job searches or receive job alerts.

7 Starting a New Job

"Starting a New Job" provides information about what to expect in the first days and weeks at a new job. This section also provides tips about appropriate behavior to make a good first impression.

8 Your Employer's Expectations

"Important Work Habits" includes general tips for students and new employees on time management, work safety and good hygiene.

9 Work Well With Your Team

Teamwork is a standard practice in many industries. Students may be asked to participate in teams throughout their working career. This content area includes tips on how to successfully work in a group environment.

10 Resolve Problems

This content area provides information about potential workplace problems, common grievance procedures and employee rights. Some workplace problems can be handled informally by talking with a supervisor, but other problems are more difficult to solve. This section links to resources where students and employees can find additional help.

11 Employability Skills Survey

The Employability Skills Survey is a tool students and teachers can use to assess the skills and talents that employees value. The survey helps students reflect on their abilities in areas including communication, interpersonal relationships, resource management and technology and consider how those skills might be improved.

12 Entrepreneurial Career Assessment Form

The Entrepreneurial Career Assessment Form is designed to help students gain insight into the differences between being self-employed and working for an employer and determine whether self-employment is a good option for them.

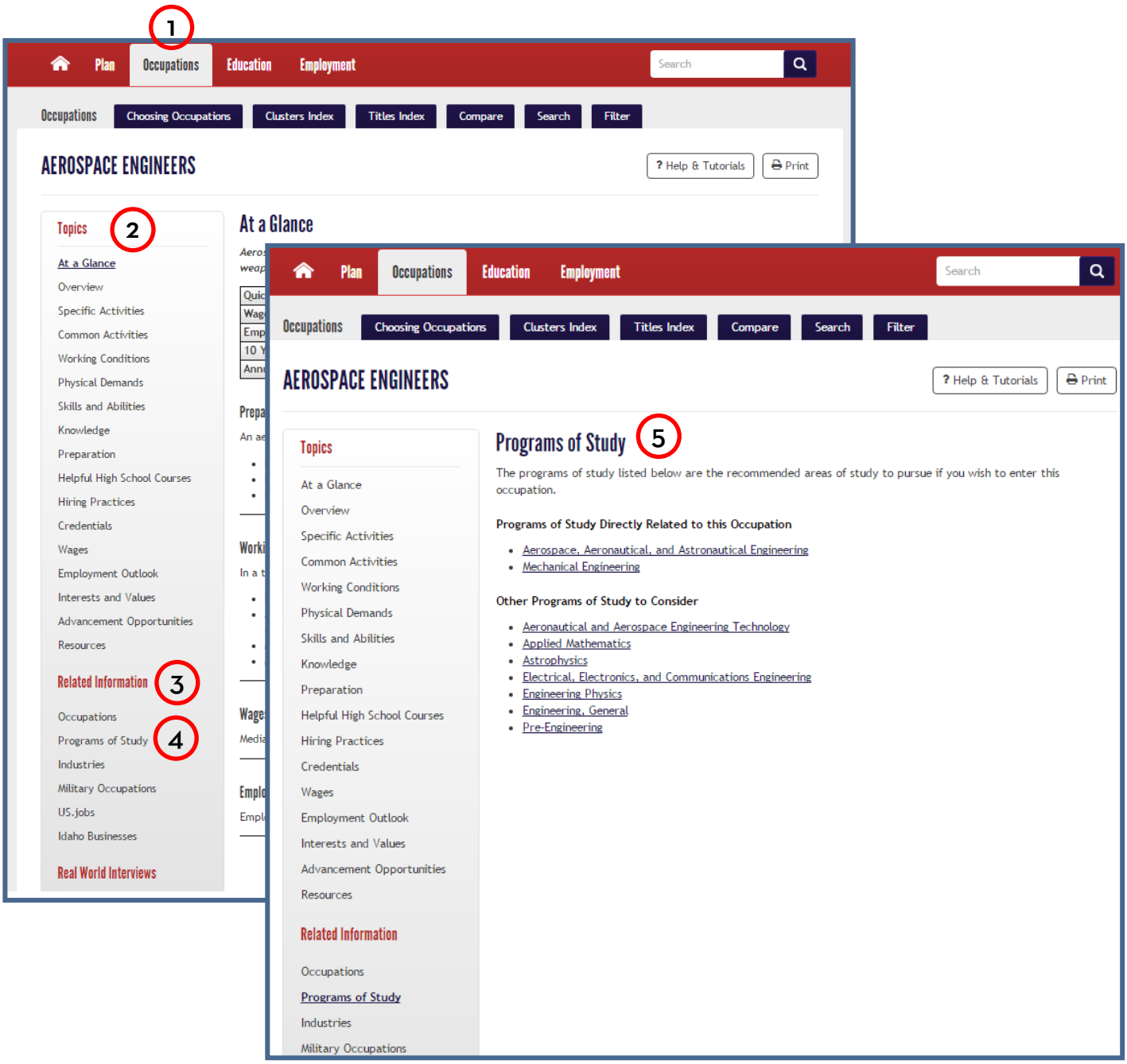
13 Self-Employment

Self-Employment links to information about being self-employed and resources for starting and running a business. This content area can be useful for students considering self-employment.

Titles and Topics

Each content area contains many titles. Under each title is a list of topics that relate to the titles. For example, in Occupations (1), the title "Aerospace Engineers" contains 16 topics (2) on what it is like to work as an Aerospace Engineer including the skills and abilities required. The topics are the same for every occupation title. However, not every title includes interviews or videos. When you click on any of these topics the content regarding that topic will display in the middle of the screen. See the example topic below.

Each title also includes "Related Information." These topics connect the content title being viewed to other content that may be important for additional exploration and research. It takes one or two mouse clicks to link to related titles. First you click the topic under Related Information (3), next you click on the specific title of interest from the list provided. For example, from "Programs of Study" (4) you can click on any directly related or associated program (5) to learn more.



Section 5: CIS Sorts

Objective: To learn how to use the sorts in CIS.

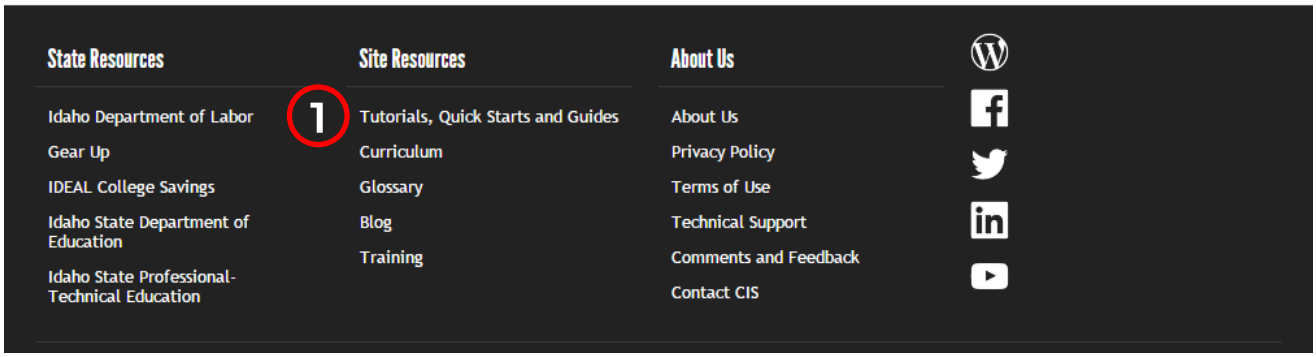
CIS Sorts

CIS Sorts help users explore the world of work and education in the context of knowing who they are and what they want. Using CIS Sorts, users apply what they know about themselves to choose factors that will help them identify content that is important to them and, hopefully, expand their options. CIS contains five sorts:

1. Occupation Sort
2. School Sort
3. Financial Aid Sort
4. SKILLS
5. Occupation Filter

These sorts are the only place in CIS where individuals can have no (zero) results; this will occur when the factors selected are too narrow or when one factor cancels another out. All sorts, with the exception of "Graduate School Sort," are integrated into the "Career Plan" for eighth through twelfth grade users.

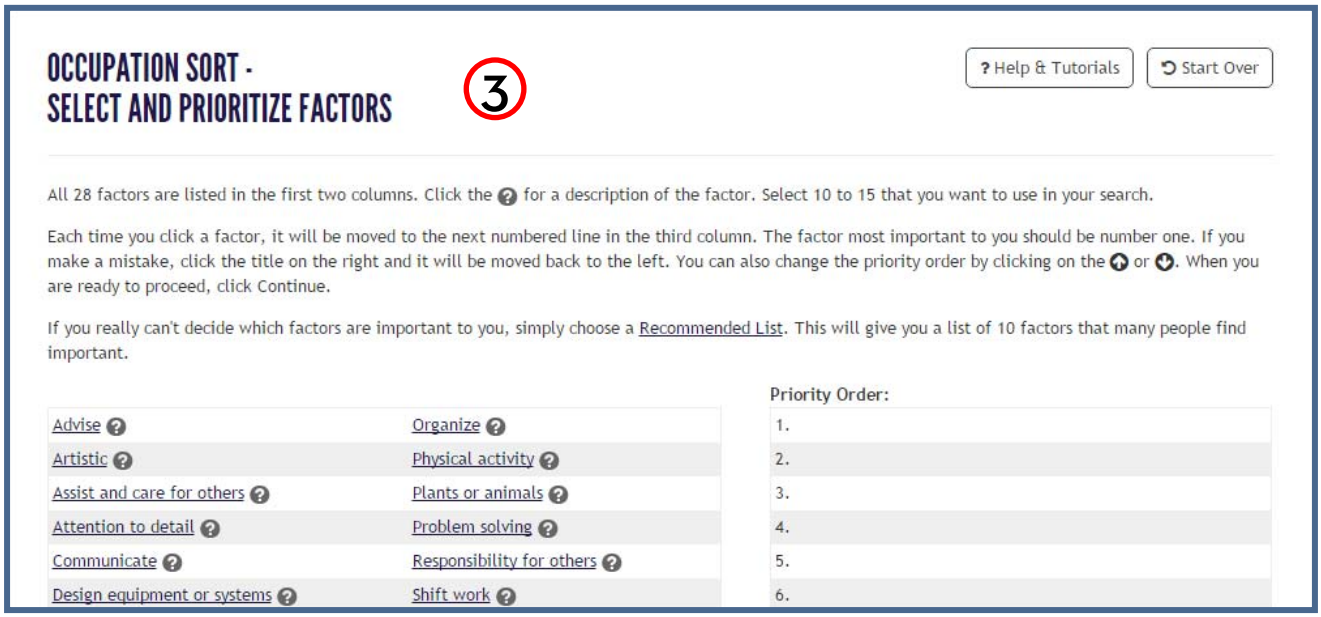
CIS includes several tools, quick starts and tutorials to help the student use these sorts. Consult either "Tutorials, Quick Starts and Guides" from the global footer (1) or the "Help & Tutorials" button located at the top of each sort's landing page. (2)



Occupation Sort

"Occupation Sort" is accessed from the CIS home page, under the "Occupations" tab. 1

"Occupation Sort" uses 28 factors, identified by career development professionals as highly useful in career decision making. It is a process-driven experience that applies career decision making and choice theory, and it is not *strictly* a sort but a hybrid tool. Individuals can prioritize factors, create an acceptable range for each factor and compromise. Once results are generated, users also may change their minds, learn why an occupation was eliminated from the list, and then generate new results. Below you see 2 the Getting Started (instructional) screen and 3 the Select and Prioritize Factors screen for Occupation Sort.

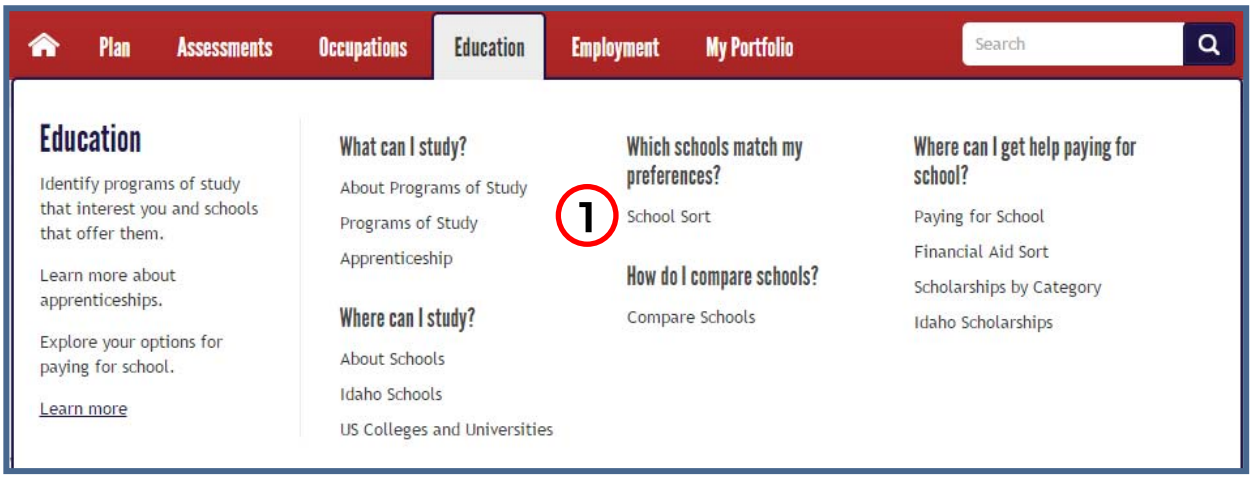


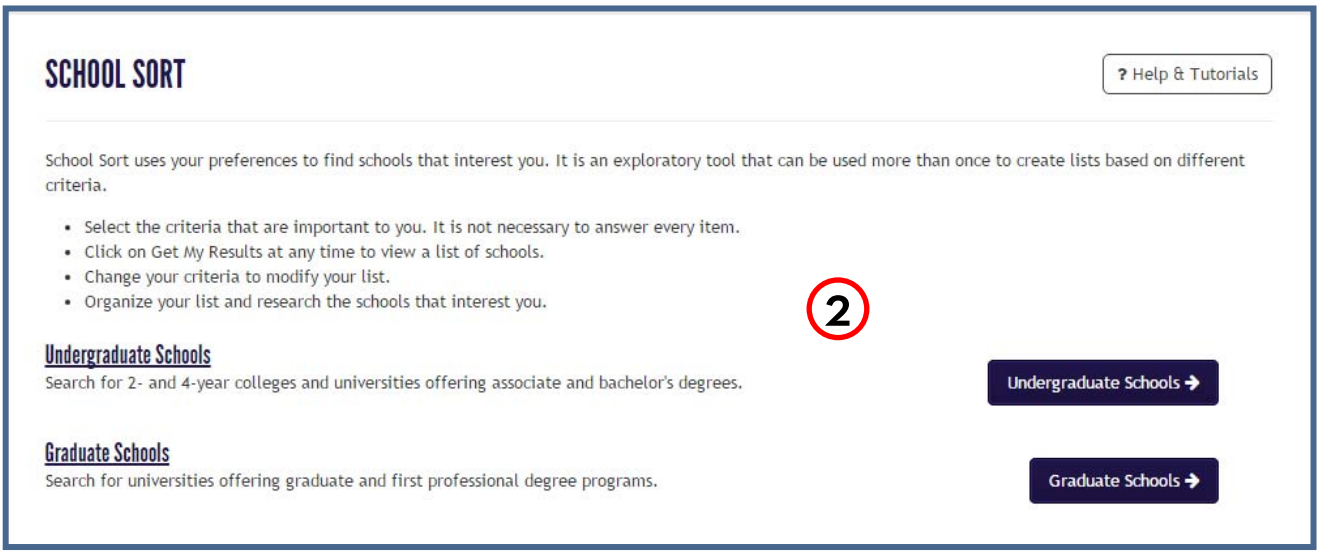
School Sort

"School Sort" is accessed from the CIS home page, under the "Education & Training" tab. (1) This sorting tool includes two sorting tools, the "Undergraduate School Sort" and the "Graduate School Sort." (2)

Undergraduate School Sort locates two-and four-year schools that match characteristics that a user identifies as important. Undergraduate School Sort uses several topics considered important in school choice. Users can search schools that offer any majors they wish to explore. Identifying the school that offers the major you desire can reduce transfer rates and education costs. Although all private career schools are included in Idaho Schools, private career schools are not included in Undergraduate School Sort.

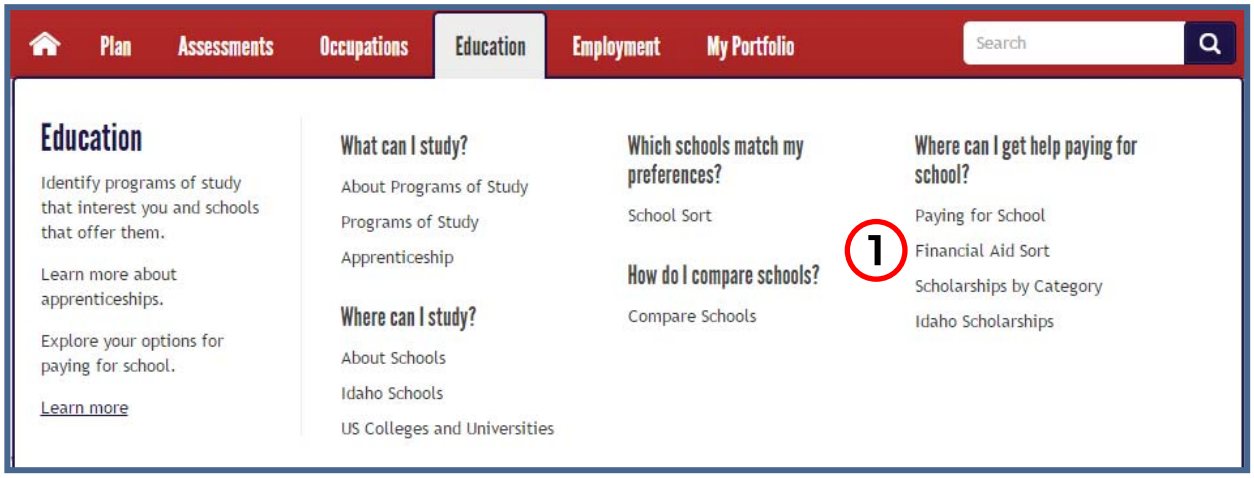
The Graduate School Sort works much like Undergraduate School Sort. Graduate School Sort locates graduate schools that match characteristics an individual identifies as important. Graduate School Sort uses just five characteristics often considered important in school choice.

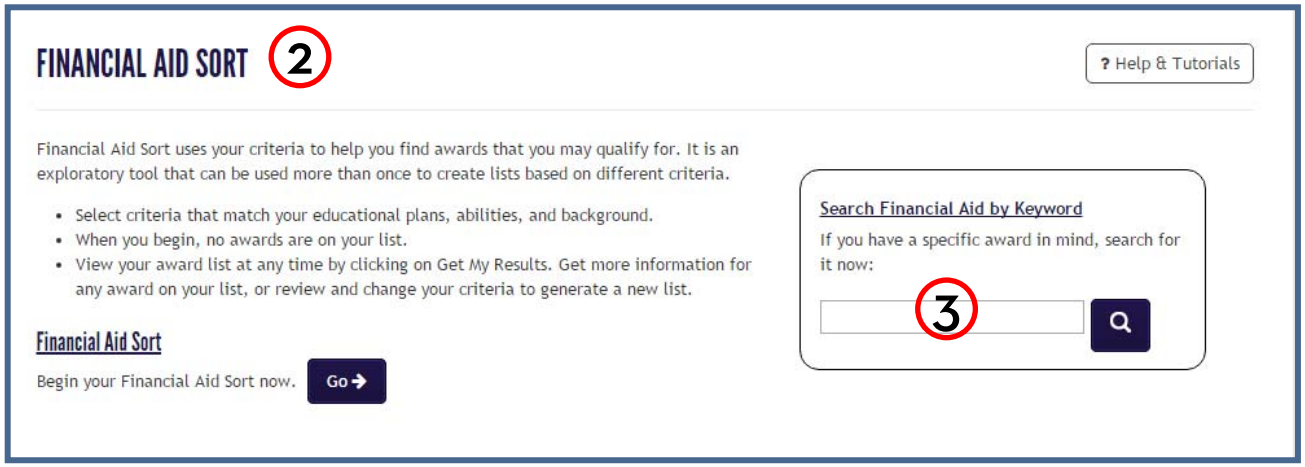




Financial Aid Sort

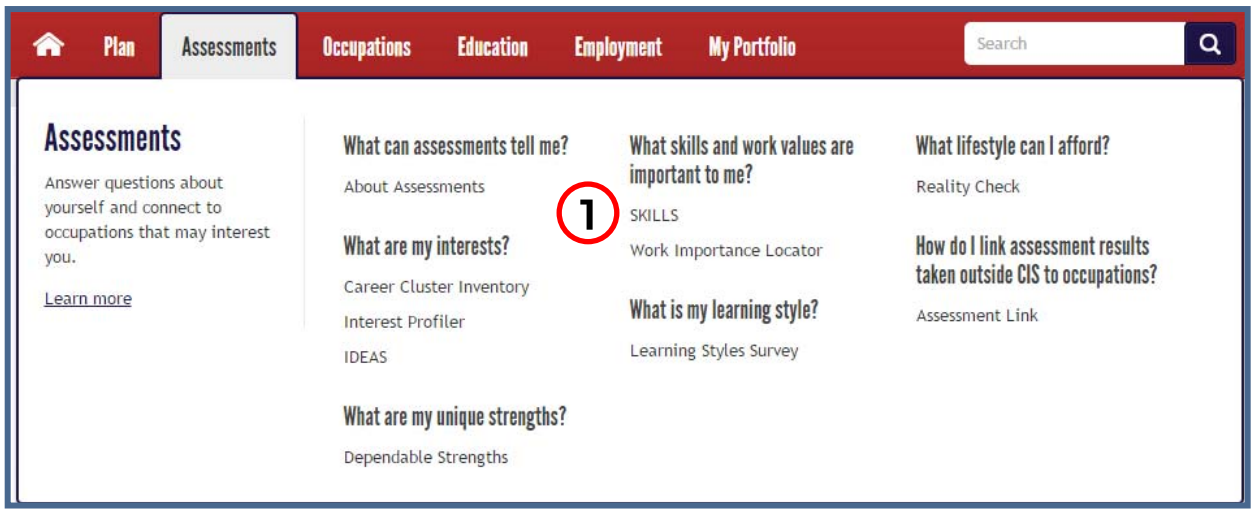
Access "Financial Aid Sort" on the CIS home page, under the "Education" tab. (1) "Financial Aid Sort" (2) locates local, regional, state and national scholarships and grants that match characteristics an individual identifies as important. "Financial Aid Sort" uses 10 sorting characteristics. It is recommended that users do multiple sorts. For example, sorts based upon the month the scholarship application is due or sorts based on specific majors of interest. The results of "Financial Aid Sort" are *inclusive* rather than *exclusive;* users' selections add items to their lists. Consider using the search function in Financial Aid for shorter lists. (3) Users can elect to answer all characteristics to generate a more targeted list. The financial aid sorting instructions, work identically to the instructions in the "School Sort" described above.

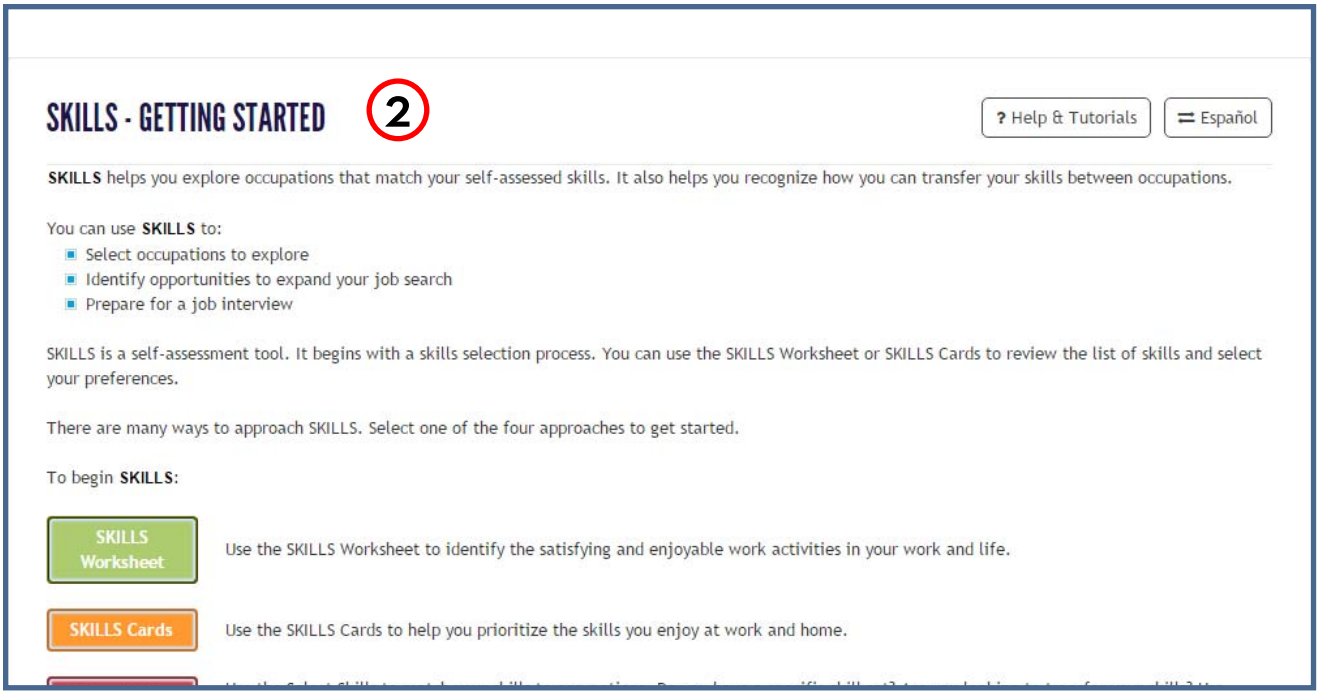




SKILLS

SKILLS is both an assessment and a sorting tool that helps users identify skill preferences then correlates these preferences to the skill requirements of CIS occupations, to Holland Personality Types and to occupation clusters, providing lists for cursory exploration and self-awareness. SKILLS is found on the CIS Homepage, under the Assessment tab (1). Users begin SKILLS (2) by reflecting upon their achievements using a card sort or worksheet, then they select their five most satisfying skills, ten moderately satisfying skills, and 20 somewhat satisfying skills using the computer program. (3) These skill preferences are correlated with the skill requirements of occupations. Users see a Summary Report and can then view their Holland Types (4) their top clusters (5) and their Top 30 Occupations. (6) Users can view the skill-coding of any occupation and compare that coding to their desired use of skills by clicking the eyeglasses icon. Users can also click "Occ Select" to begin SKILLS with the skill-coding of any occupation of interest, identifying occupations that use similar skills to the occupation of interest.





SKILLS
3
? Help & Tutorials
Español
Select the skills that are satisfying to you. Then drag and drop the skills into the appropriate category.
Personal Skills
01. Dependability
02. Flexibility
03. Persistence
04. Integrity
05. Efficiency
06. Competitiveness
Social Skills
07. Social Perception
08. Independent Work
09. Teamwork
10. Working with the Public
11. Assisting/Caring
12. Performing
13. Instructing
Movement Skills
14. Finger Dexterity
15. Manual Dexterity
16. Motor Coordination
17. Stamina
18. Strength
19. Rapid Response
Perceptual Skills
20. Sound Discrimination
21. Shape Discrimination
22. Color Vision
23. Depth Perception
24. Visualizing
25. Creativity
26. Aesthetic Judgment
Situational Skills
27. Stress Tolerance
28. Hazards Tolerance
29. Discomfort Tolerance
30. Repetition Tolerance
Processing Skills
31. Following Procedures
32. Categorizing
33. Record Keeping
34. Attention to Detail
35. Verifying Information
Technical Skills
36. Installing
37. Inspecting
38. Repairing
39. Troubleshooting
40. Controlling Machines
41. Operating Vehicles
42. Using Computers
43. Programming
44. Technology Design
Math & Science Skills
45. Calculating
46. Estimating
47. Budgeting
48. Math Reasoning
49. Science Reasoning
Communication Skills
50. Reading
51. Writing
52. Speaking
53. Listening
54. Concentrating
Problem Solving Skills
55. Information Gathering
56. Evaluating
57. Advising
58. Synthesizing
59. Analyzing
60. Planning
61. Active Learning
62. Using Knowledge
Management Skills
63. Safety of Others
64. Persuading
65. Negotiating
66. Confronting
67. Initiating
68. Coordinating
69. Directing/Leading
70. Decision Making
71. Managing Resources
72. Impact of Responsibility
5
Add
Remove
Very Satisfying Skills
0/ 5 skills added
10
Moderately Satisfying Skills
0/ 10 skills added
20
Somewhat Satisfying Skills
0 / 20 skills added
?
Drop one or more skills here for quick definitions
SKILLS Home
Occ Select
Skill Definitions
Start Over
Get My Results

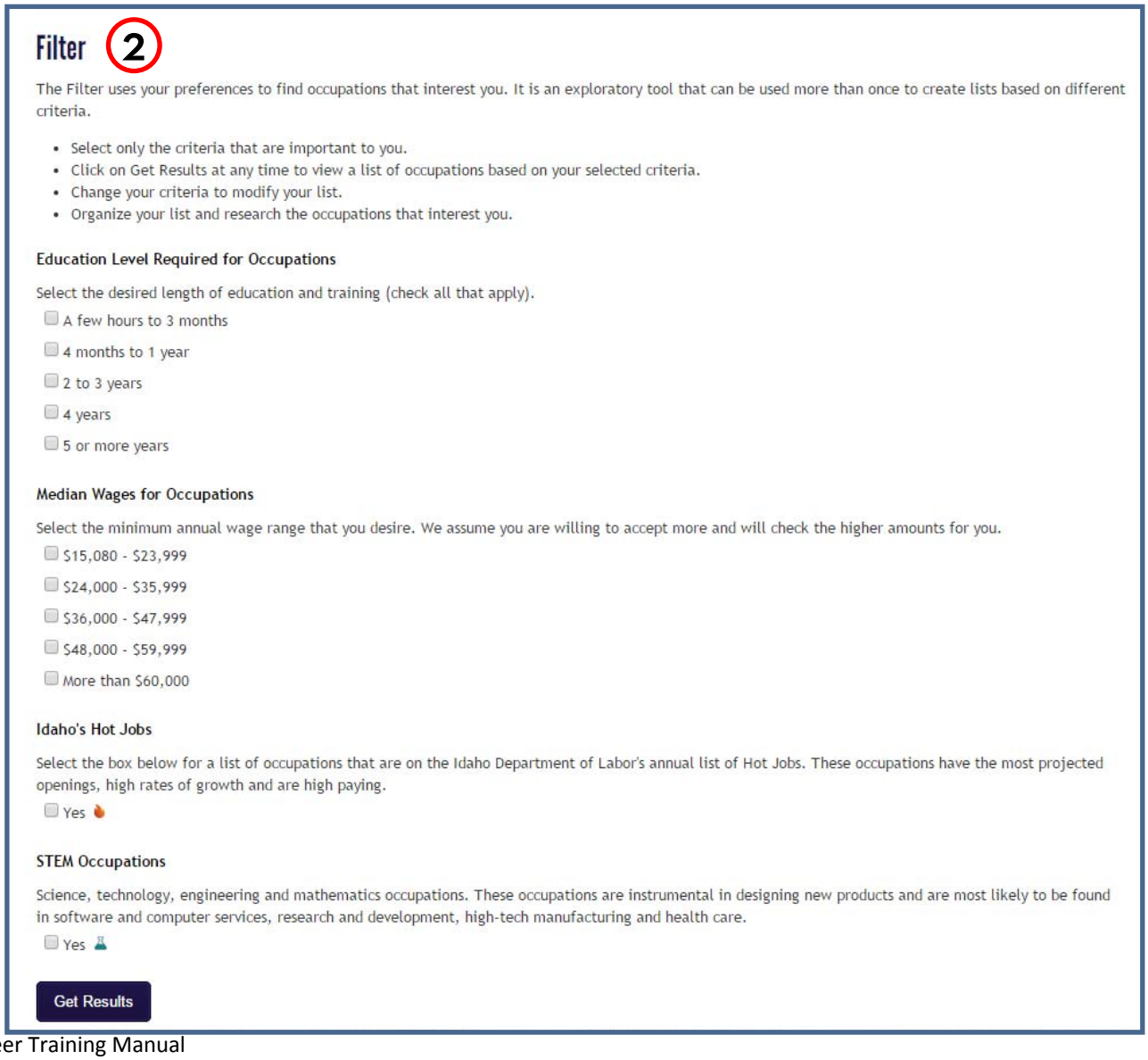
SKILLS
[Change Skills | Summary | Holland Personality Types | Occupati
Holland Personality Types
4
One way of grouping occupations is to use the Holland Personality Types.
compared to the six Holland Personality Types. The scores range from 10
scores and combine them to get your Holland Code:
27 Conventional
26 Investigative
22 Social
22 Artistic
9 Realistic
8 Enterprising

SKILLS
[Change Skills | Summary | Holland Personality Types | Occupatio
Occupational Clusters
5
Clusters group occupations with similar duties, preparation, and skills. Th
skills match the skills needed in each cluster. The higher your rating, the
range from +100 to -44.
Rate
Clusters
Natural Resources
ruction
nology, and Communications
nd Administration

SKILLS
[Change Skills | Summary | Holland Personality Types | Occupational Cl
* Top 30 Occupations
6
The occupational ratings can go from +100 to -44. The higher the rating
of the occupations on your * Top 30 list are good matches with your
Click next to an occupation to compare your skills to the skills of
Rate *
Top 30 Occupations
Agriculture, Food, and Natural Resources
23 * Agricultural Scientists
23 * Animal Scientists
25 * Natural Sciences Managers

Occupation Filter

The "Occupation Filter" is accessed from the "Occupations" tab (1) and allows the user to sort through occupations on factors of importance such as: median wages, years of education required, Idaho's Hot Jobs, and STEM Occupations. Select the filter tab when you link to Occupations, then select factors that are important. Click "Get Results" at any time. Lists can be organized by any factor and criteria can be changed once lists are viewed to modify results. Filter sorting is an instructional resource that quickly shows occupational characteristics for factors of importance for users. See the filter sort landing page below (2) and a sample results page. (3)



List Currently Ordered by Cluster

3

Order by Cluster | Order by Title | Order by Selected: 1st None 2nd None

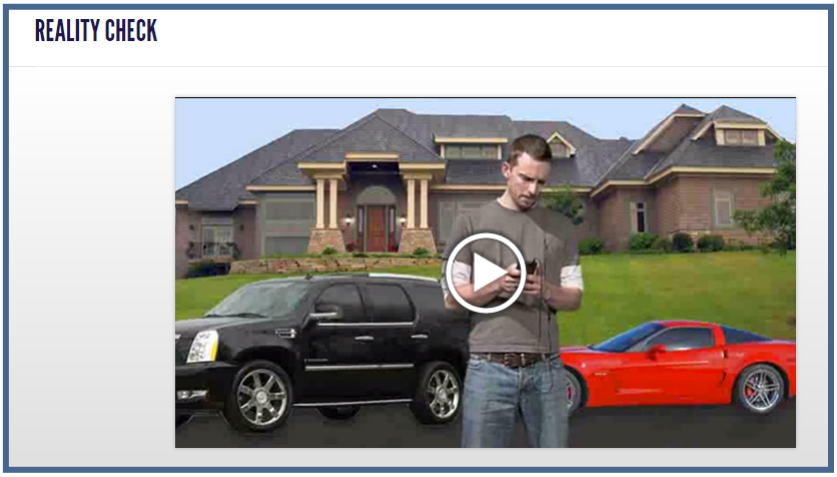
Architecture and Construction	Education Level	Wages	Idaho Hot Jobs	STEM
Civil Engineers	4 years	$73,130	Yes	Yes
Cost Estimators	4 years	$49,870	Yes	No
Line Installers and Repairers	2 to 3 years	$36,050 - $81,130	Yes	No
Plumbers and Pipefitters	2 to 3 years	$44,390	Yes	No
Arts, Audio/Visual Technology, and Communications	**Education Level**	**Wages**	**Idaho Hot Jobs**	**STEM**
Communications Equipment Mechanics	2 to 3 years	$38,070 - $53,620	Yes	No
Business Management and Administration	**Education Level**	**Wages**	**Idaho Hot Jobs**	**STEM**
Management Analysts	4 years	$60,960	Yes	No
Operations Research Analysts	4 years	$65,260	Yes	Yes
Education and Training	**Education Level**	**Wages**	**Idaho Hot Jobs**	**STEM**
University and College Teachers	5 or more years	$38,840 - $78,340	Yes	Yes
Finance	**Education Level**	**Wages**	**Idaho Hot Jobs**	**STEM**
Accountants and Auditors	4 years	$60,250	Yes	No
Financial Counselors	4 years	$63,060	Yes	No
Loan Officers	4 years	$48,120	Yes	No
Government and Public Administration	**Education Level**	**Wages**	**Idaho Hot Jobs**	**STEM**
Compliance Officers and Inspectors	4 years	$54,690	Yes	No

Section 6: The Integrated and Systematic Nature of CIS

Objective: To become familiar with the systematic nature of CIS and the role this plays in quality career development and decision-making.

CIS provides connections between assessment results, occupations, programs of study, education and training opportunities and scholarships.

In the example below, the user sees the occupation "Biologist" on the "Reality Check" assessment results. (1) This links to occupation information, (2) then to the program of study, (3) "Biochemistry," (4) then a related school (5) or scholarship. (6)



Section 7: Using "My Portfolio"

Objective: To familiarize you with elements of My Portfolio and how to use them in CIS.

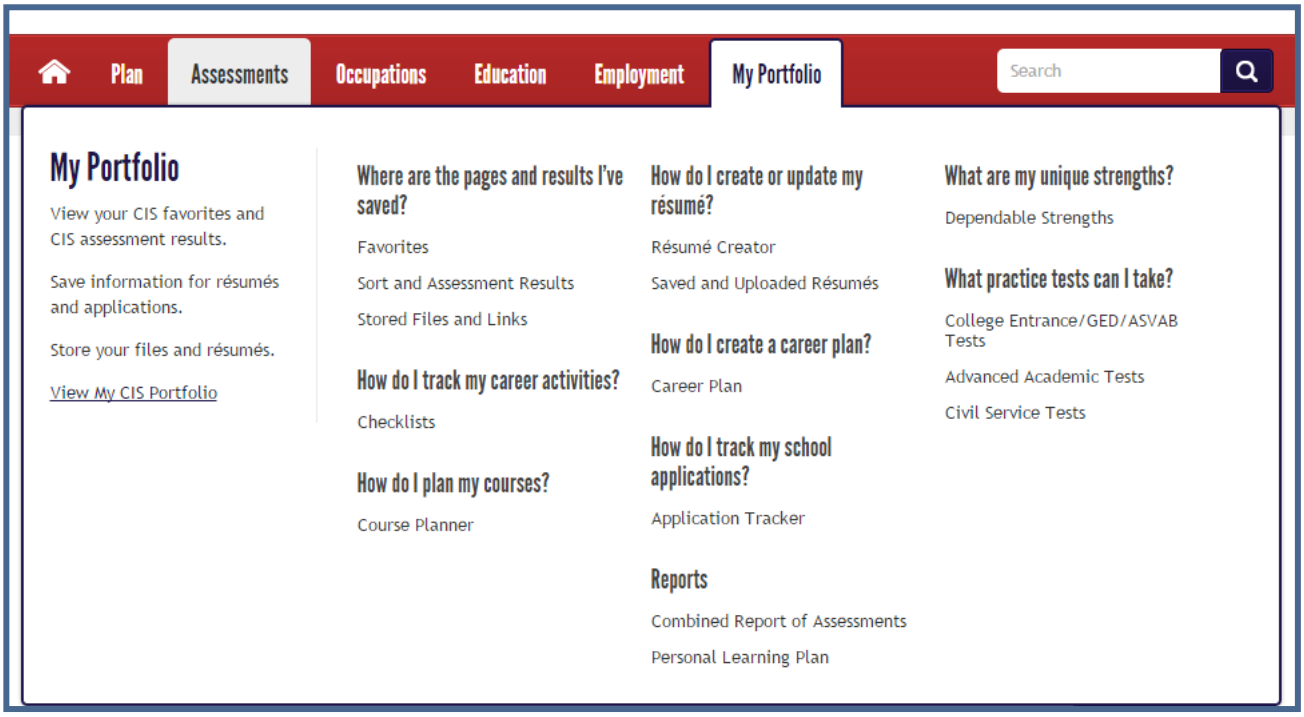
What is My Portfolio?

The "My Portfolio" component supports students in: creating career plans, developing personalized portfolios, saving thoughts and reflections, saving favorite career and educational content, storing assessment results, generating course plans, and organizing their education and work history for resume creation. The "My Portfolio" helps students better understand how to make plans and decisions by providing an organizational structure for saving career development plans, assessments, work examples, and links.

Elements in My Portfolio

Once a student has created his or her unique username and password and has logged into his or her personal portfolio, he or she has access to these elements:

1. Checklists
2. Career Plan
3. Favorites
4. Sorts and Assessment Results
5. Course Planner
6. Resume Creator
7. Stored Files and Links
8. Application Tracker
9. Personal Learning Plan
10. Combined Report of Assessments
11. Dependable Strengths**
12. Practice Tests**

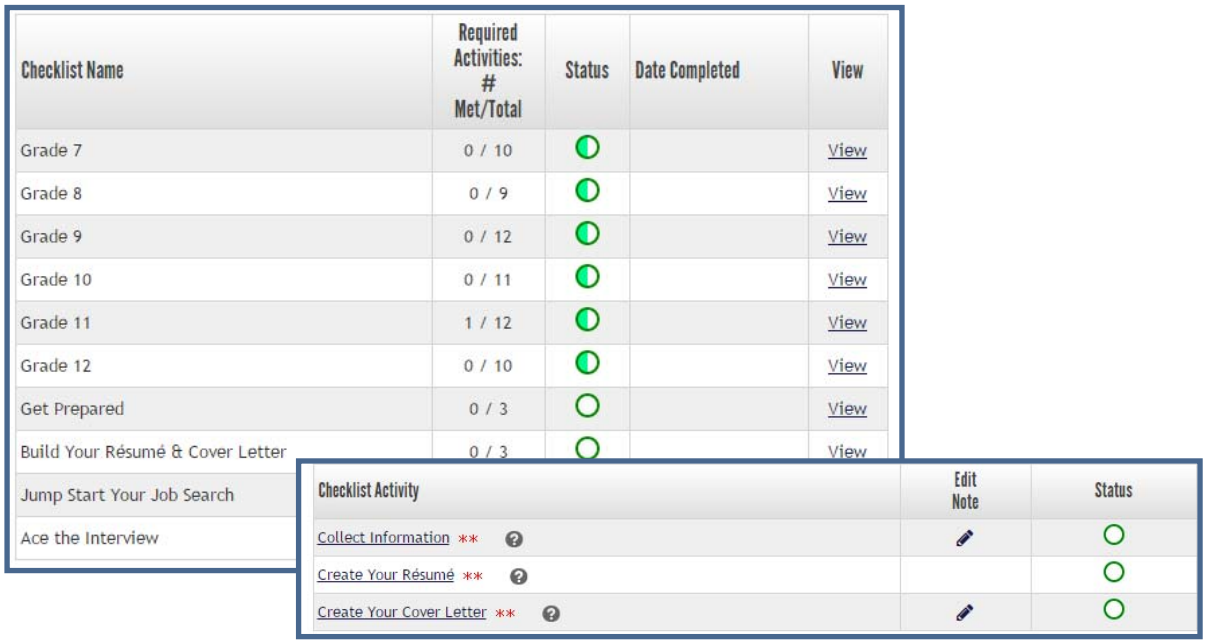


Portfolios Can Move with Students

Students can keep all their saved work and information by transferring their portfolios or simply continue using their current account if they change schools. When students graduate, their portfolio can move with them to post-secondary education or be transferred to the Idaho Department of Labor to help with job search. Students need to talk with their school counselor to get help with portfolio transferring.

Checklists

Checklists display a variety of suggested activities students can work through in CIS. The green status bubble will fill in as students complete activities in their checklists.

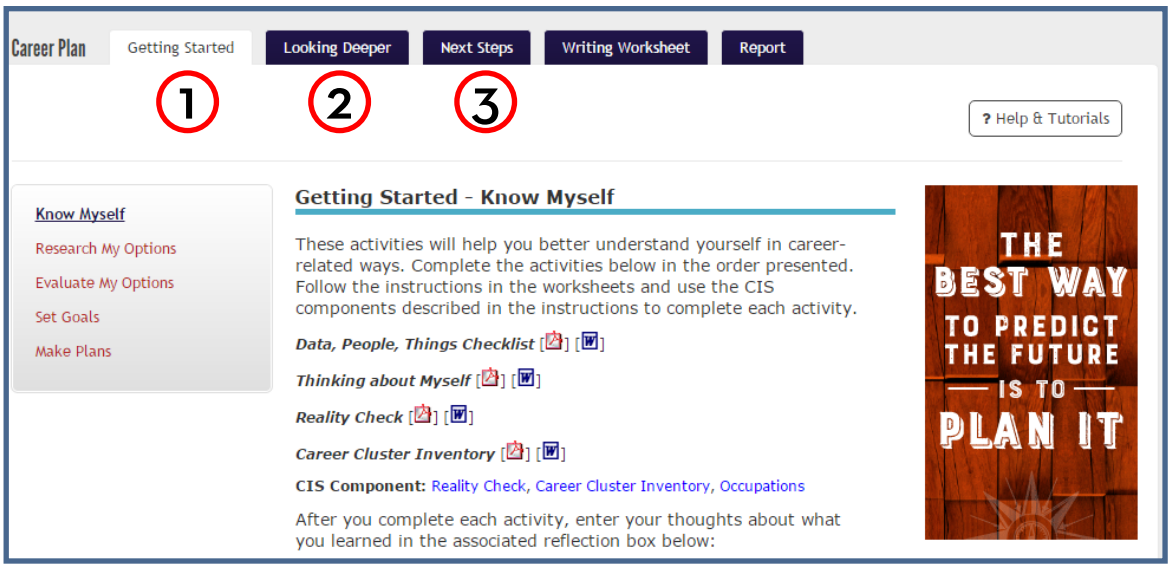


Checklist Name	Required Activities: # Met/Total	Status	Date Completed	View
Grade 7	0 / 10			View
Grade 8	0 / 9			View
Grade 9	0 / 12			View
Grade 10	0 / 11			View
Grade 11	1 / 12			View
Grade 12	0 / 10			View
Get Prepared	0 / 3			View
Build Your Résumé & Cover Letter	0 / 3			View
Jump Start Your Job Search				
Ace the Interview				

Checklist Activity	Edit Note	Status
Collect Information **		
Create Your Résumé **		
Create Your Cover Letter **		

Career Plan

The Career Plan process requires students to explore themselves and career opportunities, research post-secondary options, evaluate these options, set goals and make plans. The "Career Plan" has three levels, 1 "Getting Started" 2 "Looking Deeper" 3 "Next Steps." Career Plan" allows students to work through deeper levels of their career development through worksheets and activities in CIS.



Favorites

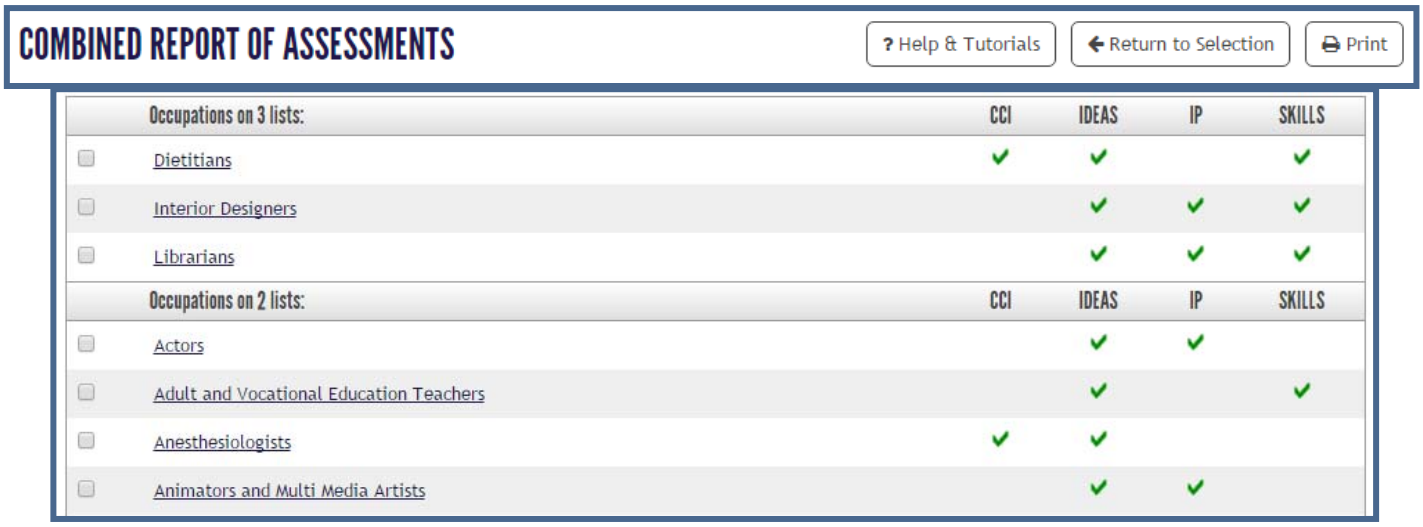
Any content saved by the student is kept in this folder. Users can write notes to highlight content they want to remember or record, by clicking the Save when in any content area or assessment.

> ***Tip:*** Always encourage students to be logged into their personal portfolios and saving all work they do. Students often need to be reminded to save information so they can see it later. Remind them to hit the Save button often.

Sorts and Assessments Results

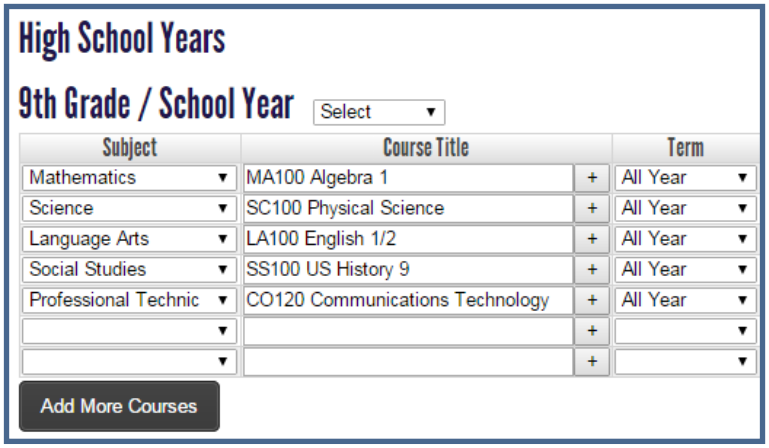
After students complete a sort or assessment in CIS and click the save button, they can view their results here. Students can save multiple versions of the same assessment or sort if taken at different times.

> *Combined Report of Assessments* aggregates student results from several assessments into one complete report.

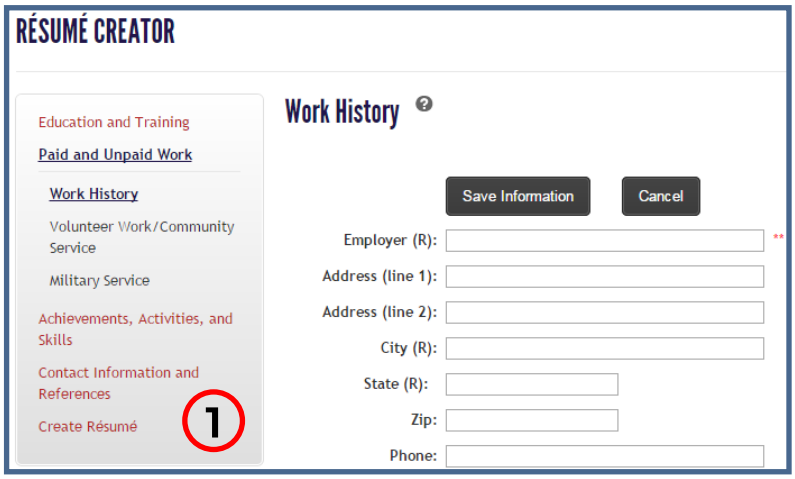


Course Planner

The "Course Planner" allows students to create an individual academic plan to map out courses during grades 6-12. Students can type in individual courses, or choose courses from the drop down menus that their school staff has uploaded. Begin by having students choose-which grade they wish to plan. Then select the pathway (if available), subject, course title, and term. The "Course Planner" tabulates the number of credits planned each year, allowing students to instantly see if more courses are needed for any given year.



Resume Creator



"Resume Creator" is a repository for activities, work experiences, skills and interests, and contact information for references. Information students store in the "Resume Creator" is used to generate resumes and college/scholarship application activity charts.

If the student wishes to create a resume, click "Create Resume" at the bottom (1) after filling in the information. Select the style and topics from those listed.

Stored Files and Links

Stored Files and Links allows students to upload and store files and links in their portfolios. Students can save up to 5 MB of information in this area. "Stored Files and Links" is a good place to store samples of work or scanned documents to accompany a resume or college application.

Application Tracker

The "Application Tracker" helps students track and record key elements of their college application process: researching schools, completing school and scholarship applications, and managing acceptances. It stores information in an orderly way to help students track important college application related dates.

Broken down into three sections, *Before you Apply, Apply, and After Applying,* students can keep track of their progress through the entire college application process.

Personal Learning Plan

The "Personal Learning Plan" assembles key contents from "My Portfolio" into a report that is designed to be printed, completed and utilized in student planning conferences.

**Optional Modules – Peterson's Test Prep and Dependable Strengths

Some schools may have paid for additional modules in addition to CIS for their students. These include the Peterson's Test Prep series, which provide students with ACT and SAT practice tests, and the Dependable Strengths assessment. Contact the school you will be working with in order to determine if they have these options available.

Section 8: Writing Reflections in CIS

Objective: To understand the components of writing reflections in CIS.

CIS Reflections

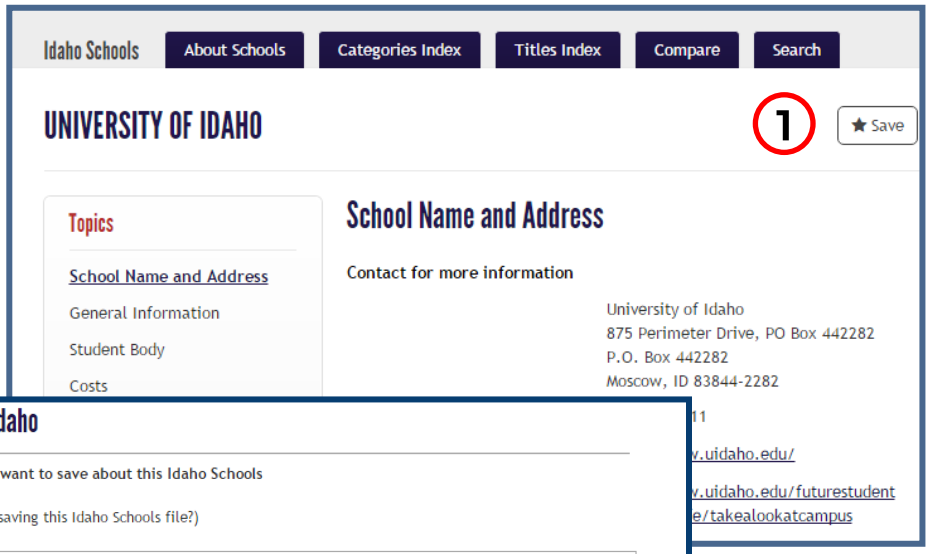
In CIS, students reflect in two place: 1 when they save any content or test result, they are prompted to save their thoughts or reflections; 2 within the "Career Plan" users are provided an opportunity to reflect and build individual education plans by completing activities with the following reflective prompts:

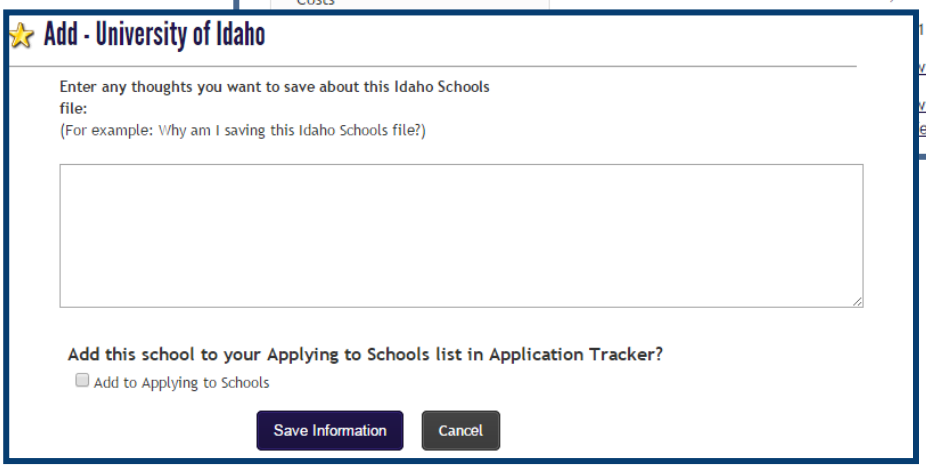
From "Know Myself"

What do you know about yourself, your characteristics, interests, and preferences?

What did you learn about yourself from the career assessments you used?

Which career clusters interest you now?





From "Research Options"

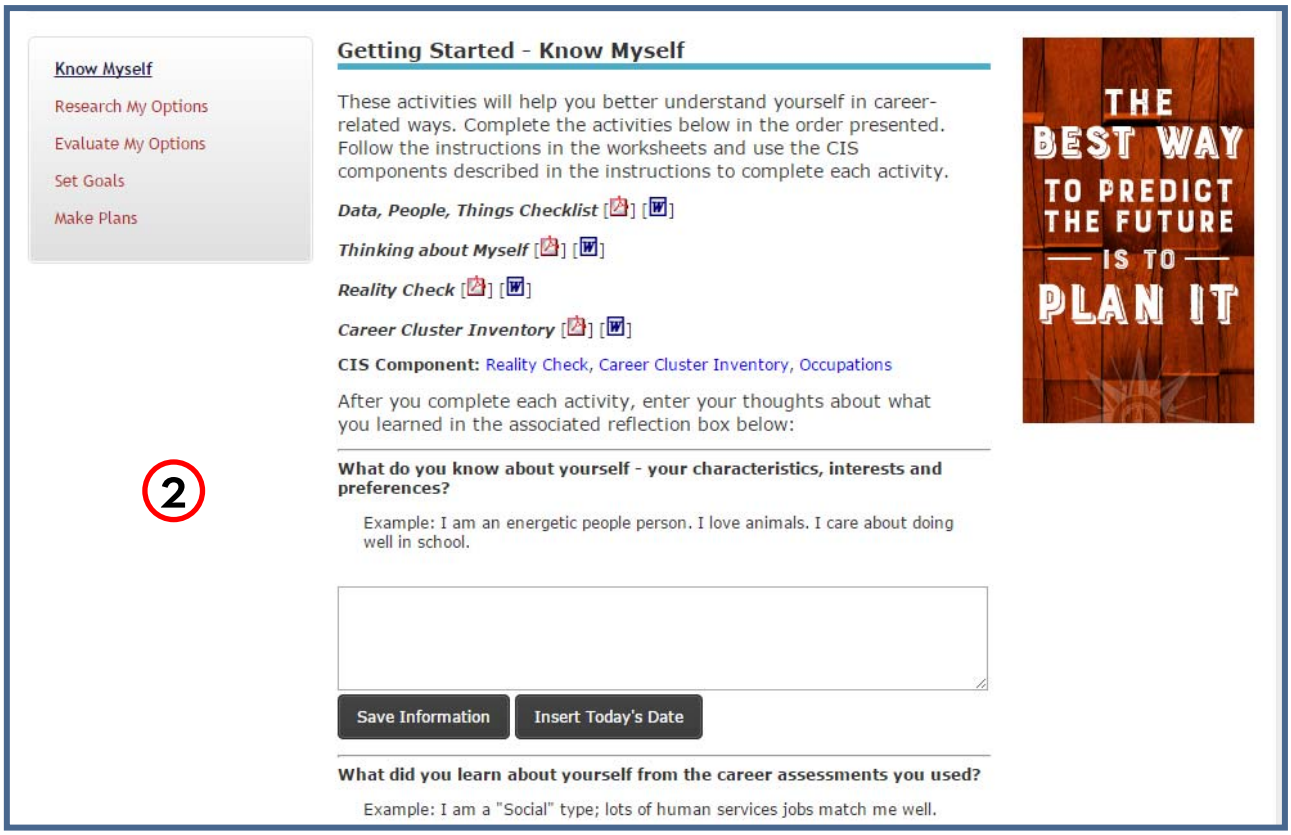
Which occupations interest you now?

What are the preparation requirements for the occupations that interest you now?

From "Evaluate Options"

What did you learn about yourself from the career research you completed?

What did you learn about how you set goals and make decisions from the career work you completed?



From "Set Goals"

What are your personal goals?

What are your academic goals?

What are your career goals?

What are your plans for improvement or enrichment this year?

From "Make Plans"

Education Plans

What are your educational plans after high school?

What high school courses are you considering?

What extra-curricular activities do you plan to participate in?

What high school programs are you considering?

Financial Plans

What are your financial plans now?

What are your financial goals?

What did you learn about yourself from the financial research you completed?

Action Plan and Supports

What is your action plan for this year?

What are your long-term plans?

Who will support and encourage you to achieve your goals?

Section 9: CIS Tutorials, Quick Starts and Guides

Objective: To become familiar with the support materials in CIS Site Resources.

Content

Site Resources contains quick starts, tutorials, guides, and other support materials to help you navigate and use CIS.

Quick Starts are documents that help users navigate CIS components. These can be used as handouts in a classroom or distributed for a self-directed homework assignment .

Tutorials can be used to help users begin an assessment, create a portfolio or explore CIS independently. These tutorials may also serve as reminders post-training.

Guides and Instructional Notes contain helpful contents for teachers presenting CIS components and learning activities.

The Career Plan Implementation Frameworks suggest specific strategies for implementing CIS in developmental levels that are appropriate to your school and students.

Scavenger Hunts are quick lessons you can use to help students explore occupations and programs of study.

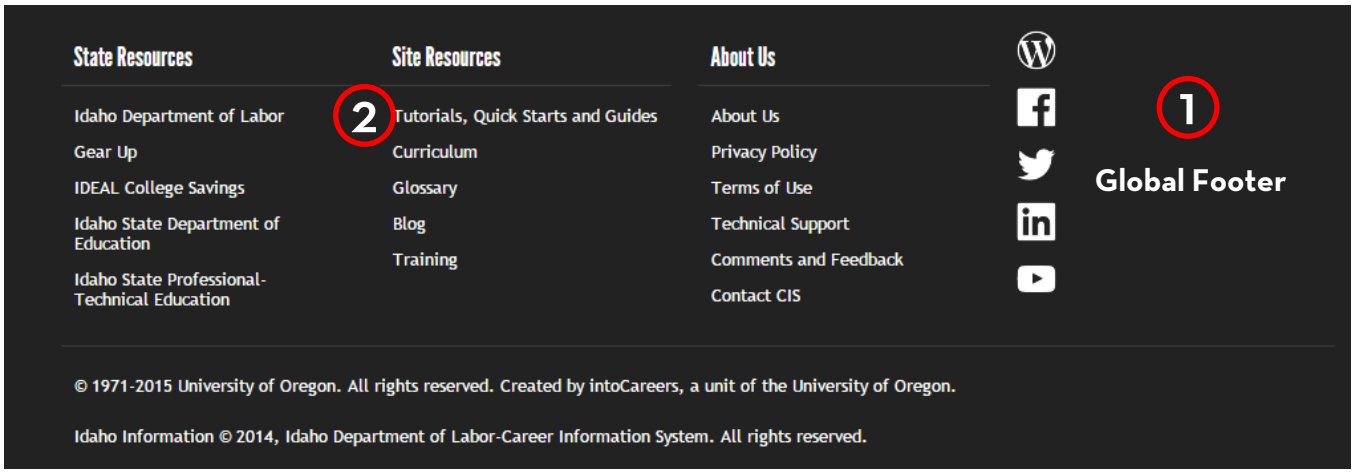
Worksheets and cards help students use the exploration tools within CIS.

Alphabetical lists of the Real World Interviews and Occupational Videos.

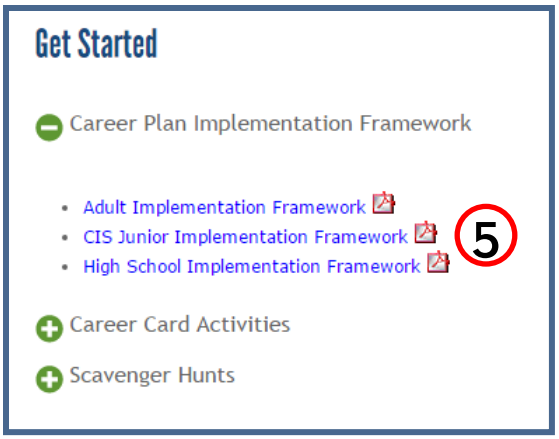
Career Card Activities can be used when access to a computer lab is limited.

Navigation

You can access "Site Resources" from the global footer. (1) Clicking on "Tutorials, Quick Starts and Guides." (2) will take you to the "Getting Started" page of Site Resources. (3) From this page you can use the left navigation bar to find support materials based on six categories. **[Cont. next page].**



Once you've located the CIS content topic you're looking for, click on the [⊕] to see a list of available support materials. For instance selecting "Career Plan Implementation Framework" from the "Get Started" page (4) will bring up the following list of available material: (5)



Organization

"Site Resources" is organized around specific CIS components. Below is a map for locating CIS topics and their corresponding support materials.

After expanding each topic, the files listed with this icon are .pdf files - use Adobe Reader to view and print them. The files listed with this icon are Flash media files.

1

Get Started

- Career Plan Implementation Framework
- Career Card Activities
- Scavenger Hunts

2

Information Files

- Industries
- Occupations

3

Exploration Tools

- Assessment Link
- Career Cluster Inventory
- Dependable Strengths (Optional)
- Entrepreneurial Career Assessment
- Filter Sorting
- Financial Aid Sort
- Formal Career Assessments
- IDEAS (Optional)
- Informal Assessments
- Occupation Sort
- Peterson's Practice Tests (Optional)
- School Sort
- SKILLS
- Work Importance Locator

4

CIS Portfolio

- Application Tracker
- Career Plan
- Checklists
- Combined Assessment Report
- Course Planner
- My Portfolio
- Parent/Guardian Accounts
- Personal Learning Plans
- Resume Creator
- Visitors

5

Administration Site

- Customize
- Portfolios and Groups
- Reports
- Other Accounts

6

Información disponible en español

- Evaluaciones (Assessments)
- Ocupaciones (Occupations)
- La Educacion (Education)
- Empleo (Employment)

Section 10: Using the Global Search, Search and Glossary in CIS

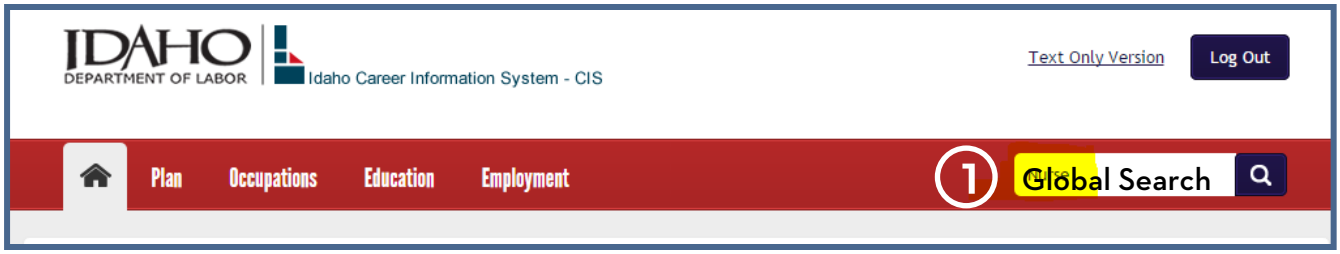
Objective: To become familiar with the global search, search and glossary found in CIS.

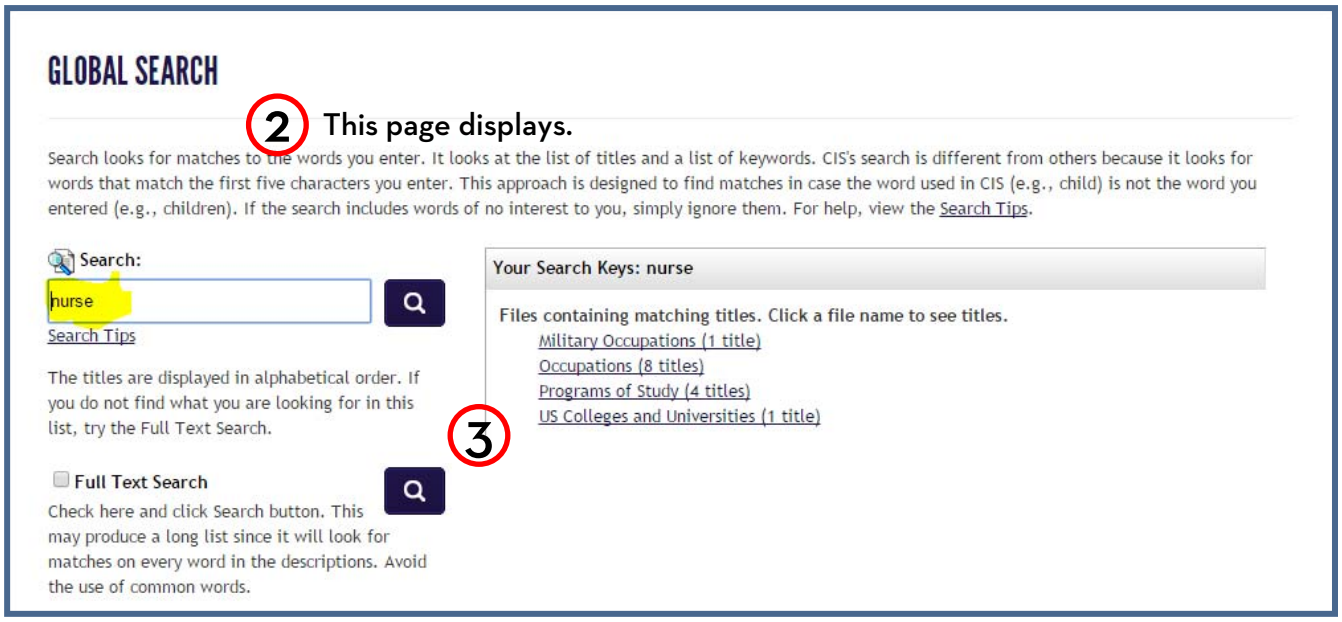
Global Search and Search

The search features within CIS work differently from other search tools because they look for words that match *the first five characters* you enter. This approach is designed to find matches in case the word used in CIS (e.g., child) is not the word you entered (e.g., children). If the search results include words your students are not interested in, simply instruct your students to ignore them.

How Global Search Works

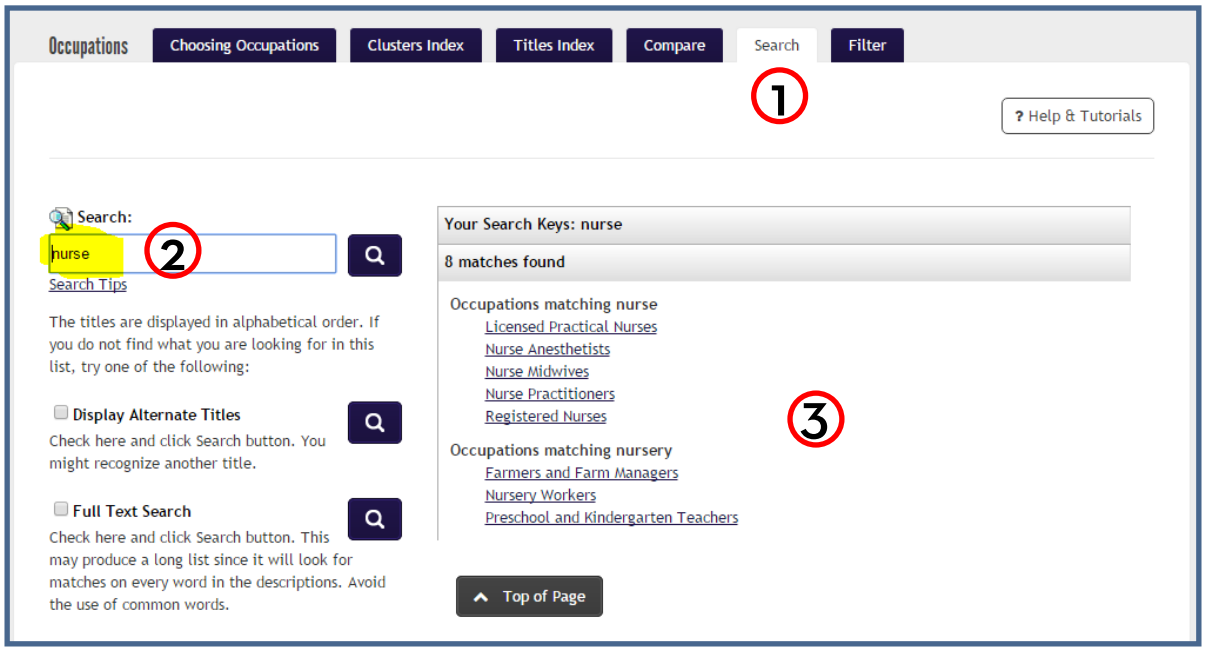
Global Search helps students find content anywhere within CIS and is typically found on the upper left side of the home page. For example, if you type "Nurse" in the Global Search text box (1) and click this page will display. (2) If you click on any of the four results listed, (3) the related topics containing the word "Nurse" will appear.





How Search Works

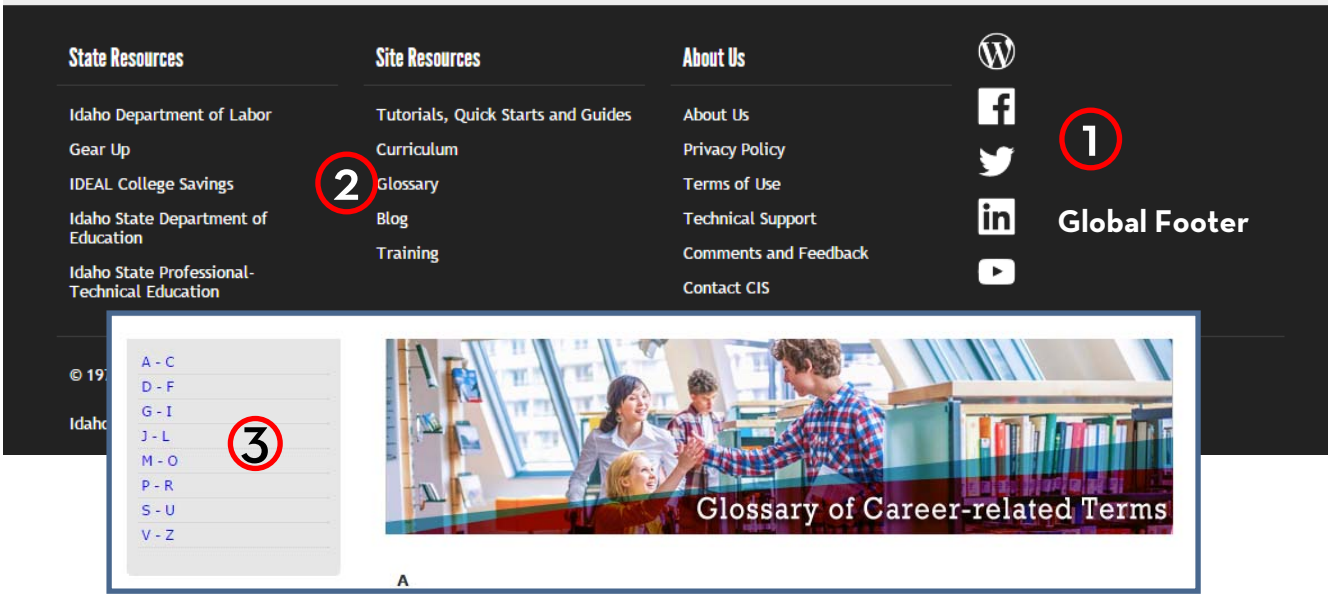
Search is designed to help you find the location of content within specific CIS components and is found on the blue tabbed menu bar. For example, locate the blue tabbed menu bar within "Occupations" and select the "Search" tab. (1) If you enter "Nurse" in the search text box (2) and press enter, this page will return occupations matching "nurse" and "nursery." (3)



Tip: When using **Global Search or Search,** type as few letters as necessary. For example, for "Counseling" type "counsel" to include the greatest number of results.

Glossary

The CIS Glossary helps you understand CIS and career-related terms and is accessed from the global footer. (1) Simply click "Glossary" (2) and then click the alphabet letter that corresponds to the word or term you need. (3)



Section 11: CIS Curriculum

Objective: To familiarize you with CIS online learning activities.

Content

CIS Curriculum contains 113 lesson plans that support integration of CIS components into classroom settings. This curriculum contains three curriculum units at the levels: Getting Started, Looking Deeper and Next Steps. Within each unit lessons are further divided into: Know Myself, Research Options, Evaluate Options, Set Goals, and Make Plans. Each lesson includes a PowerPoint presentation, worksheets and a scoring rubric in both Word and PDF formats.

Sort

The opening screen provides a sorting tool with five sort options:

- Career Plan Level
- Career Plan Themes
- ASCA (American School Counselor Association) Domains
- Subject Area
- CIS Component

For the best results, select only one or two of the sort characteristics. If you find that there are no matching activities, re-sort using only the most important characteristic.

Browse Units of Instruction

For those who prefer lessons organized into meaningful units, lesson plans are organized in three units based on CIS's Career Planning Framework. To explore each of these, click on its title on the left of the screen. You could potentially combine these three units for a semester-long class.

View All Lessons

To view the titles and a brief description of all lessons, click the sorter *Career Plan Level* then click *All Levels*.

*Although written for middle and high schools, many of these are also appropriate with minor modifications for use with adults.

Sort Options

Career Plan Level

- Getting Started
- Looking Deeper
- Next Steps
- All Levels

Career Plan Themes

- Know Myself
- Research Options
- Evaluate Options
- Set Goals
- Make Plans

American School Counselor Association Domains

- Academic Development
- Career Development
- Personal/Social Development

Subject Area

- Advisory
- Career and Technical
- English/Language Arts
- Financial Literacy
- Health and PE
- Mathematics
- Science
- Social Studies/Social Science
- Visual and Performing Arts

CIS Component

- Assessment Link
- Career Cluster Inventory
- Combined Report of Occupation
- Course Planner
- Employer Locator
- Entrepreneurial Career Assessment Form
- Financial Aid Sort
- IDEAS
- Interest Profiler
- Occupation Sort
- Practice Tests
- Resume
- Reality Check
- SKILLS
- School Sort
- Work Importance Locator

Format of the Lessons

These lessons can be downloaded and printed. Lessons include a PowerPoint presentation, to which you can link or print as overheads and use with the lesson. These are copy-released so you can modify the PowerPoints to your choosing. In addition, worksheets, scoring rubrics and support materials are in both MSWord and Acrobat PDF format.

PDF-formatted documents are fillable on students' computers and can then be saved to their CIS Portfolio, printed, or saved to a central folder for the class. They appear on screen just as they will be printed. Each lesson is presented in a uniform format. In addition to a step-by-step description of how to present the lesson, the following sections provide guidance in delivering the lesson.

Theme and Level

Provides the CIS career development framework theme and the developmental level(s) targeted in the lesson.

At A Glance

Overviews what the students will do in the lesson and time needed to complete the lesson.

Essential Questions

The significant question or questions answered in the lesson.

Preparation

List of actions to complete before presenting the lesson. Some lessons require materials preparation such as printing worksheets, some require assistance from people in industry or in the community, and some involve students leaving class or school. We have also included suggestions of resources you might find useful for extra background.

Steps

Sequential description of how to present the lesson.

Variations and Accommodations

Ideas for extending the lesson or alternate ways of organizing it to support differently-abled students. Many of these ideas require more time than the basic plan. Lesson ideas are often in this section because they involve students being out of the classroom, or visitors coming in.

Assessment

A scoring rubric for the lessons is provided.

Portfolio

Students enter lesson reflections and learning in their portfolios within My Career Plan. Directions to the appropriate My Career Plan text boxes are provided.

Materials

List of (and links where applicable) essential or useful materials for presenting and completing the lesson (for example, extra equipment, instructional notes, worksheets).

Goals and Standards

National Career Development Guideline (NCDG) Goals

American School Counselor Association (ASCA) Domains

Idaho Counseling Program Student Outcomes

Bloom's Taxonomy domains

Section 12: Site Administration

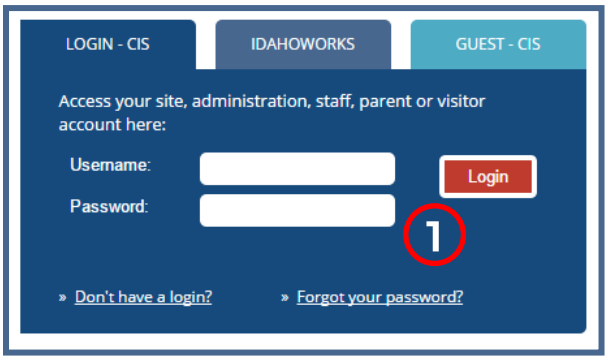
Objective: To become familiar with the Administration Tools found in CIS

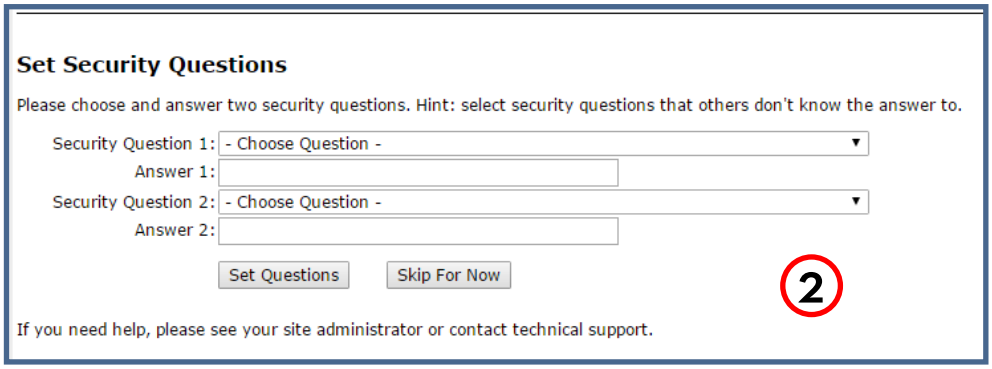
CIS Administration Tools allow the CIS Site Administrator and other key staff to generate reports, reset portfolio passwords and maintain and edit various pieces of administrative data.

Site Administrator Account

Every site with a CIS Power License receives a Site Administrator username and password. Idaho CIS provides the Site Administrator login information to your school's Password Manger.

To login as an administrator, type into the CIS login portal the username and password provided to you by Idaho CIS. (1) The first time you login you will be asked to reset your password and security questions (2), so that in the future you can retrieve a forgotten password.





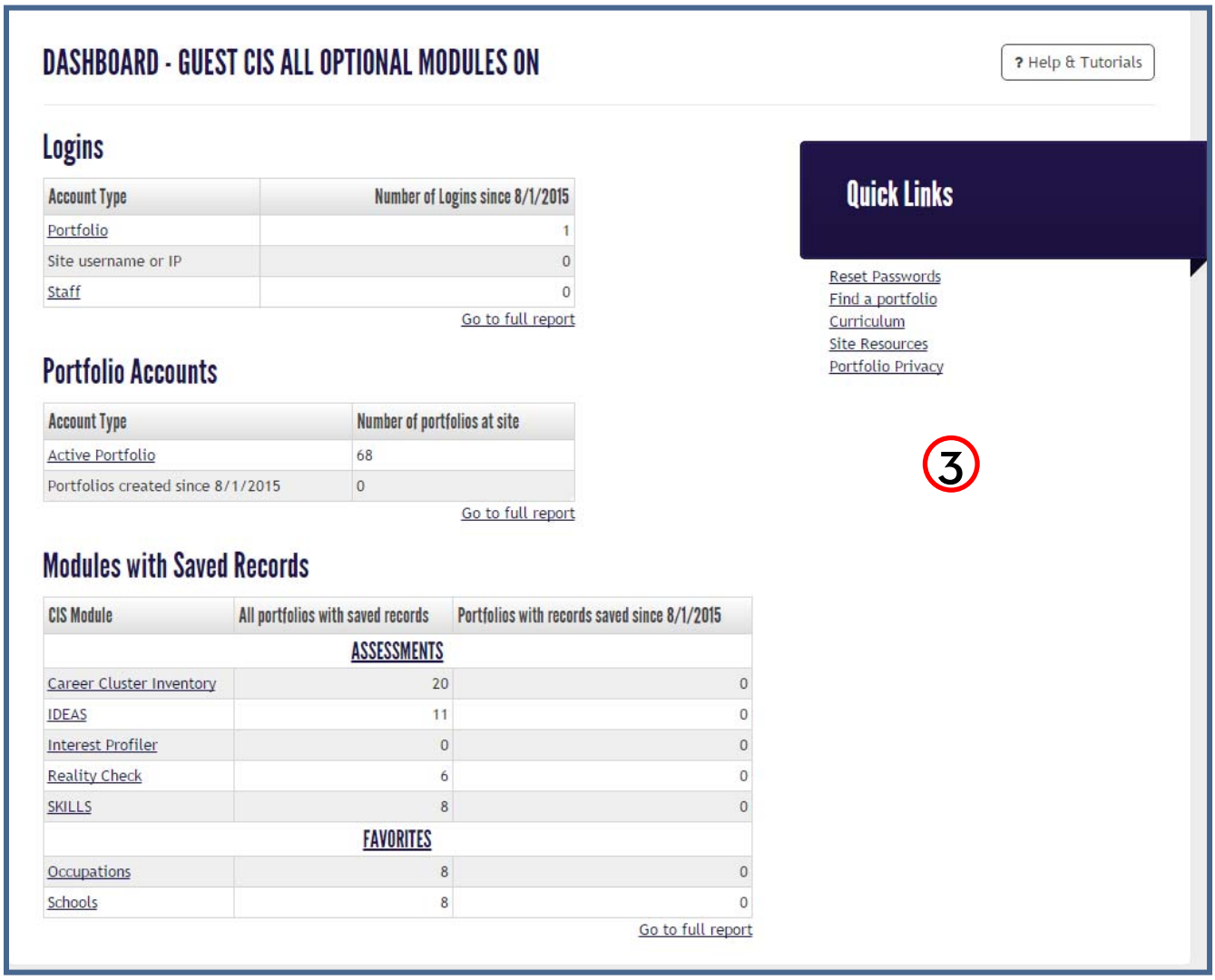
Staff Accounts

Staff Accounts are created by your school's Password Manger using the Site Administration login. Contact your school's Password Manager for help obtaining a staff username and password. If you're not sure who your Password Manager is please contact Idaho CIS.

To log in to your staff account type into the CIS login portal the username and password provided to you by your school's Password Manager. (1) The first time you login you will be asked to reset your password and security questions (2), so that in the future you can retrieve a forgotten password.

Dashboard

The Dashboard (3) gives site coordinators, password manager and staff a quick look at logins, portfolio accounts and key modules with saved files and records. It also allows quick access to resetting passwords, finding portfolios and curriculum. Use the dashboard to navigate to comprehensive reporting tools, access to portfolios and groups, accounts, modules, site customization, and additional helpful resources.



DASHBOARD - GUEST CIS ALL OPTIONAL MODULES ON

? Help & Tutorials

Logins

Account Type	Number of Logins since 8/1/2015
Portfolio	1
Site username or IP	0
Staff	0

Go to full report

Portfolio Accounts

Account Type	Number of portfolios at site
Active Portfolio	68
Portfolios created since 8/1/2015	0

Go to full report

Modules with Saved Records

CIS Module	All portfolios with saved records	Portfolios with records saved since 8/1/2015
ASSESSMENTS		
Career Cluster Inventory	20	0
IDEAS	11	0
Interest Profiler	0	0
Reality Check	6	0
SKILLS	8	0
FAVORITES		
Occupations	8	0
Schools	8	0

Go to full report

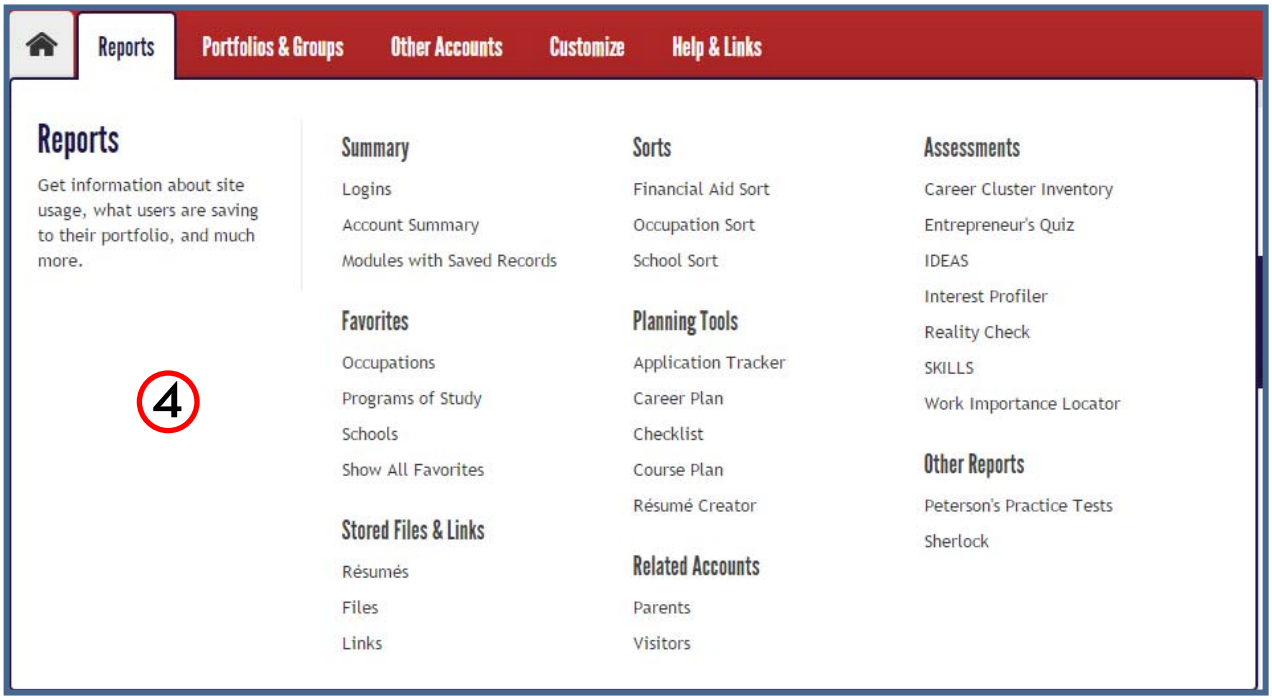
Quick Links

Reset Passwords
Find a portfolio
Curriculum
Site Resources
Portfolio Privacy

3

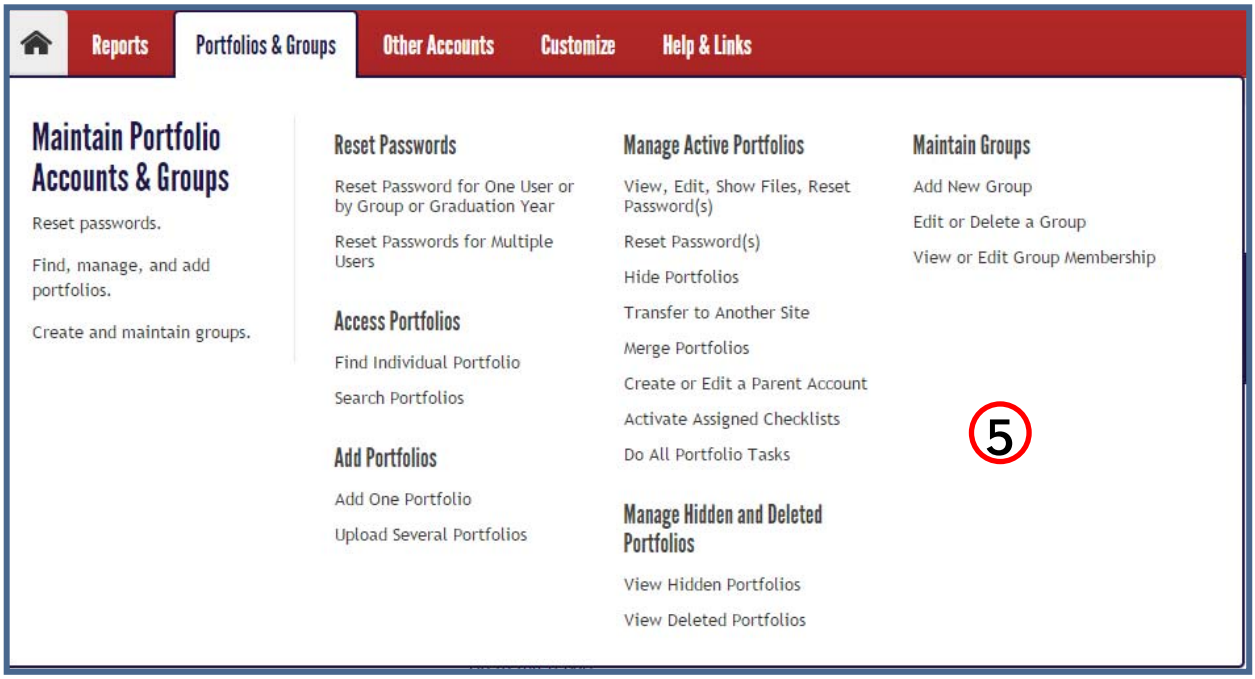
Reports

"Reports" allows you to get comprehensive information about site usage, what users are saving to their portfolio, assessment results and much more. 4



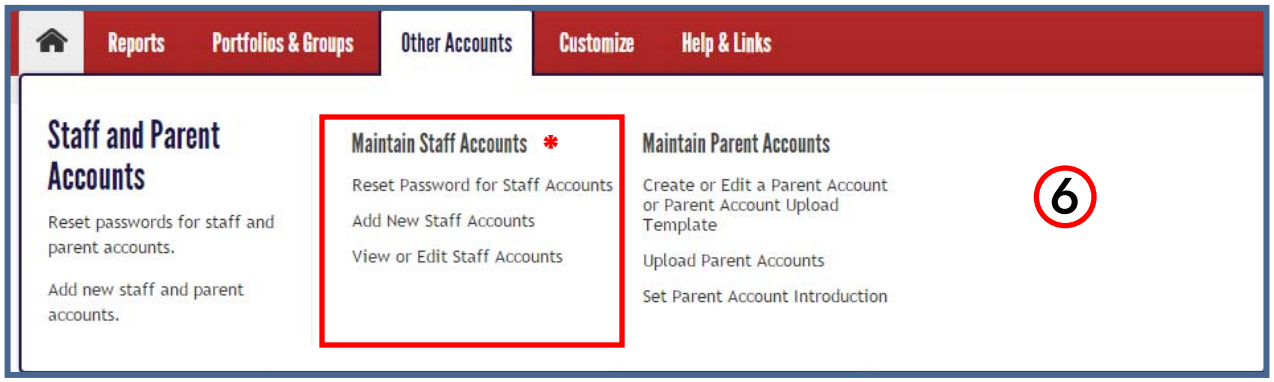
Portfolios & Groups

This is where to go to maintain portfolios and groups. 5 Here you can reset passwords. You can find, manage, add, hide or delete portfolios as well. It is also where you go to create and maintain groups.



Other Accounts

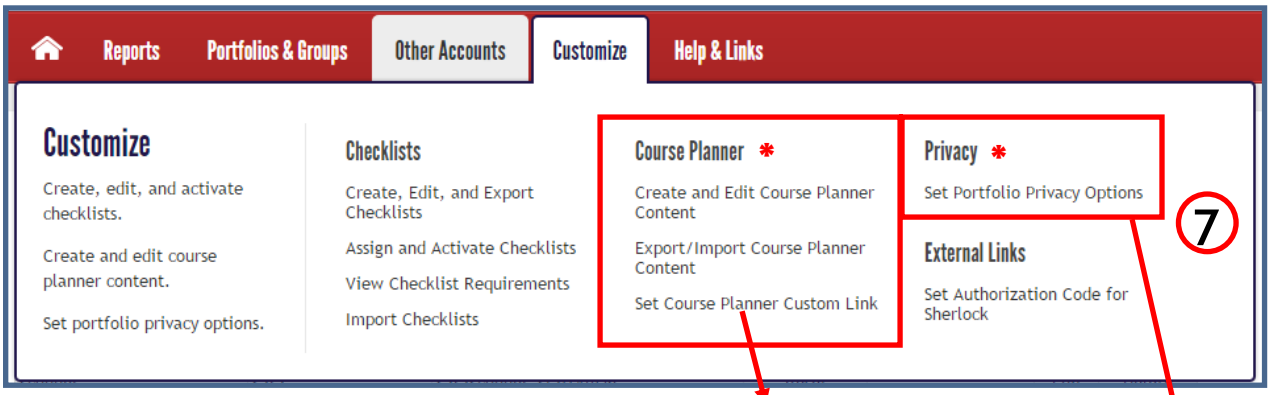
From here you can manage the accounts of staff, parents and advisors. 6 You can reset passwords for staff and parent accounts, add new staff and parent accounts and manage advisor access at your site.



*Only available using Site Administration login.

Customize

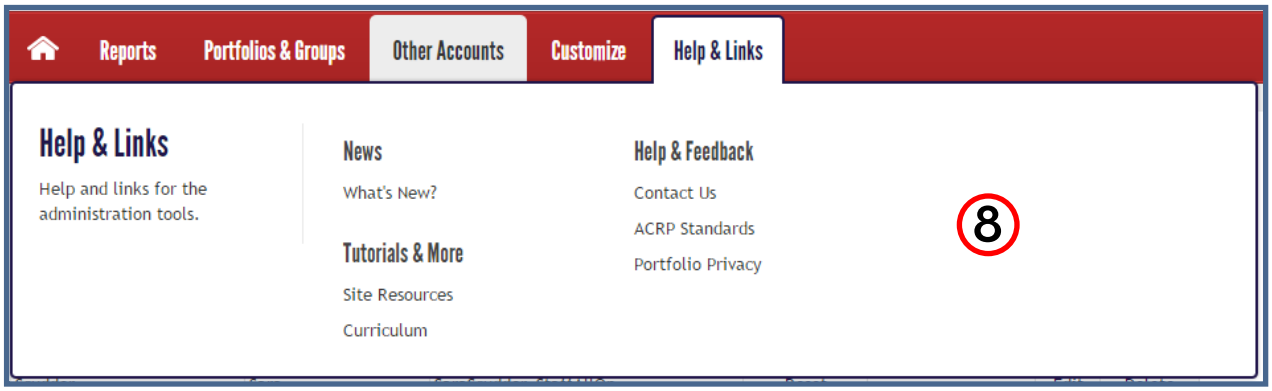
Customize is where to go to customize the CIS site. 7 Staff and Administrators can create, edit, assign, and activate checklists here. From this section of Site Administration the Password Manager can create and edit "Course Planner" content and set portfolio privacy options.



*Only available using Site Administration login.

Help & Links

Help and Links gives you quick access to "What's New" in the system, Site Resources and CIS Curriculum. 8 You can use the "Contact Us" feature to provide feedback on the CIS system.



Section 13: Activities

Objective: To provide you with activates between 30 and 50 minutes in length that you facilitate with students in a classroom and/or computer lab setting.

Career Card Activities

A pack of career cards are included with this manual. Career Card Activities are included in appendix A of this manual and can also be found on the "Get Started" page of Site Resources. Most career card activities do not require computer access and can be completed in 30-50 minutes.

Your Occupation of Choice

Students select an occupation card and then use CIS to find out more about their occupation of choice. (Requires computer access).

Occupation Trader Game

Students are assigned occupations via cards and asked to imagine what it would be like to work in this occupation.

Skills and Abilities Match

Students get a better understanding of the skills and abilities required for different occupations.

The Wage Game

Students see the relationship between education and earnings in real-life examples.

Scavenger Hunts

Scavenger Hunts are included in appendix B of this manual and can also be found on the "Get Started" page of Site Resources. Scavenger Hunts require computer access and on average can be completed in 30 -50 minutes.

Education and Training

Helps students learn about programs of study and how to find and compare schools that offer them.

Health Occupations and Education

Uses health occupations and programs of study to help students learn how to navigate CIS using tabs, home and search features.

Occupations

Teaches students how to find occupations using the "Occupation Titles" and "Cluster Indexes."

Occupations and Education in the Arts

Uses occupations and programs of study found in the field of art to help students learn to navigate "CIS Occupations," "Programs of Study" and "Paying for School" content areas.

Paying for School

Helps familiarize students with financial aid terminology, Idaho's tuition reduction and interstate cooperative programs, how to find scholarships and how increased education can lead to increased earnings.

CIS Curriculum

The two tables below represent CIS Curriculum lessons that on average take 50 minutes to complete. The first table identifies lessons which do not require access to a computer lab while the second identifies those lessons which do require a computer lab.

No Computer Lab Required

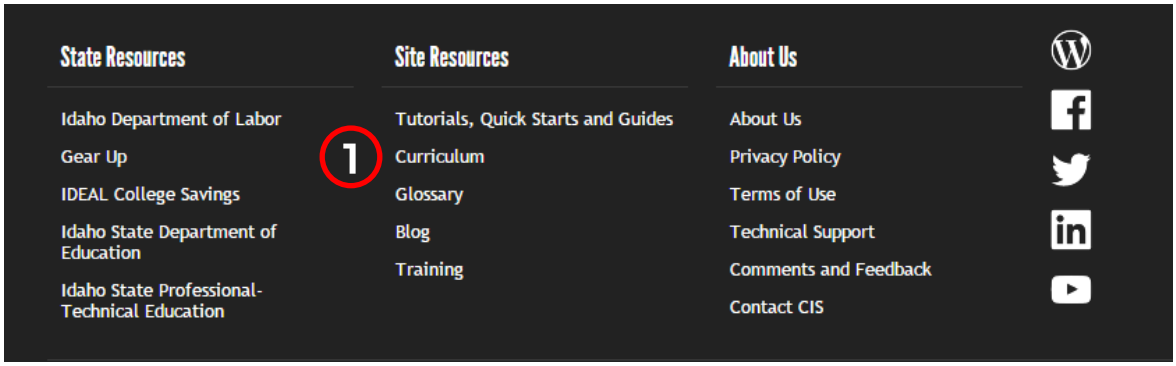
Title	Difficulty	Common Core Standard	Subject
Home Manager	Easy	English	Health
This or That?	Easy	English	Mathematics, Health
Learning about Ourselves	Easy	English	Can be adapted for any class
Tools for Today	Easy	English/Math	Social Studies
I have Skills	Easy	English/Math	Can be adapted for any class
SKILLS Bingo	Easy	English	Social Studies
Pyramid of Needs	Easy	English/Math	Can be adapted for any class
Diversionism	Easy	English	Can be adapted for any class
The Bobilator	Easy	English	Financial Literacy
Follow My Heart	Moderately Easy	English	Can be adapted for any class
Relax and Enjoy Life	Moderately Easy	English	Health
Ten Things I Love to Do	Moderately Easy	English	Can be adapted for any class
Learning Styles Survey	Moderately Easy	English	Can be adapted for any class

Computer Lab Required

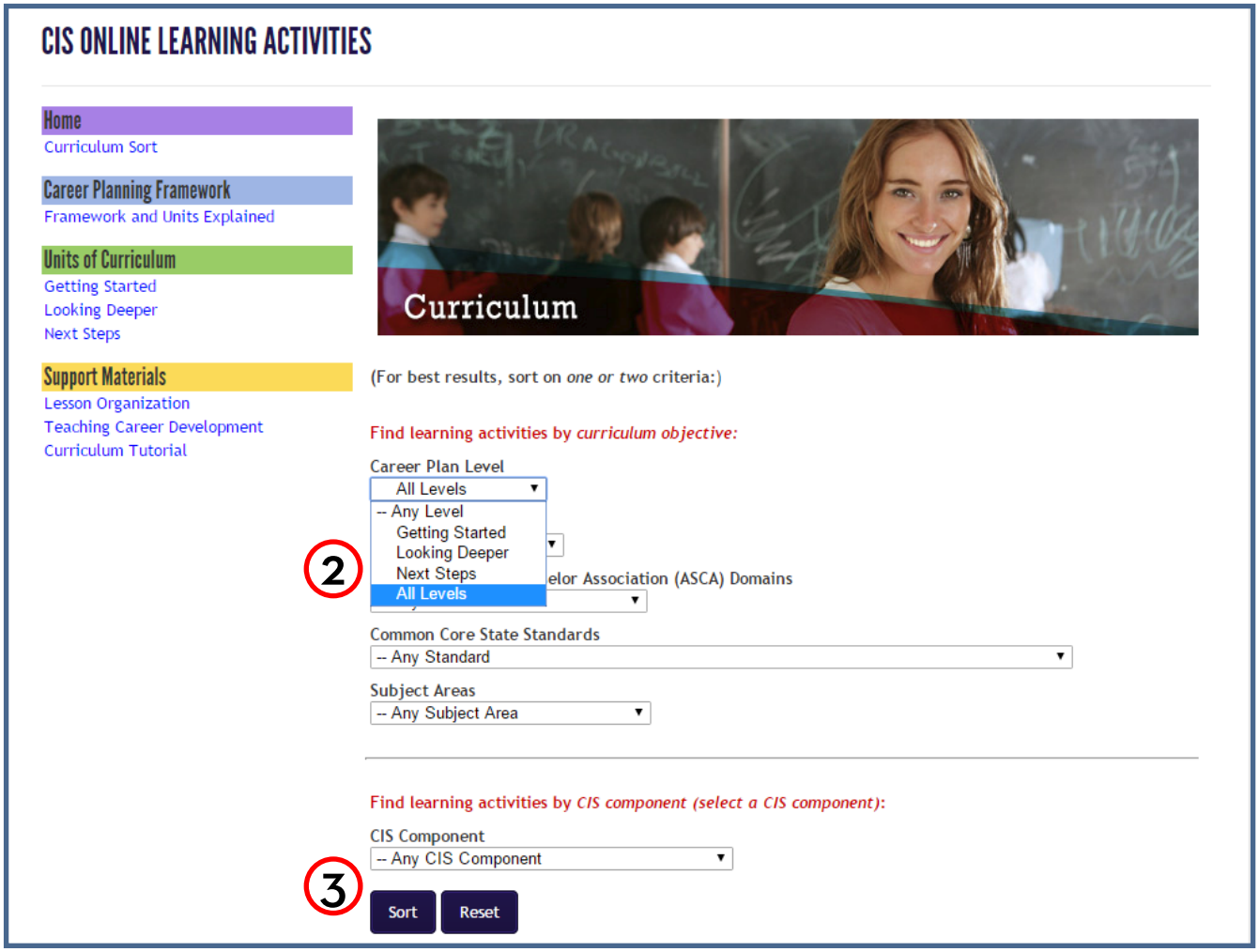
Title	Difficulty	Common Core Standard	Subject
Prospective Hindsight	Easy	English/Math	Social Studies
Assessing My Career Clusters	Easy	English/Math	Can be adapted for any class
Thinking About Me	Easy	English	Health
Tracking My Activities	Easy	English/Math	Can be adapted for any class
What Matters Most to Me?	Easy	English/Math	Can be adapted for any class
Which College is for Me?	Easy	English/Math	Social Studies
What's Next for Me?	Moderately Easy	English	Can be adapted for any class
Keep that Job	Moderately Easy	English	Social Studies, English
Relevance and Relationship	Moderately Easy	English	Health
Where Do I Want to Be?	Moderately Easy	English	Mathematics, Social Studies
Career Cluster Mobiles	Medium	English	Can be adapted for any class
Making Decisions and Plans	Medium	English	Health
Profile of My Work Values	Medium	English	Can be adapted for any class
Using CIS with the Career Occupational Preference System	Medium	English/Math	Social Studies
Using SKILLS across the Curriculum	Medium	English/Math	Can be adapted for any class

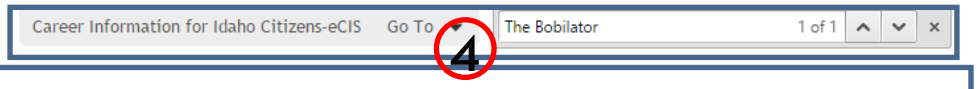
Instructions for locating specific lessons in CIS Curriculum

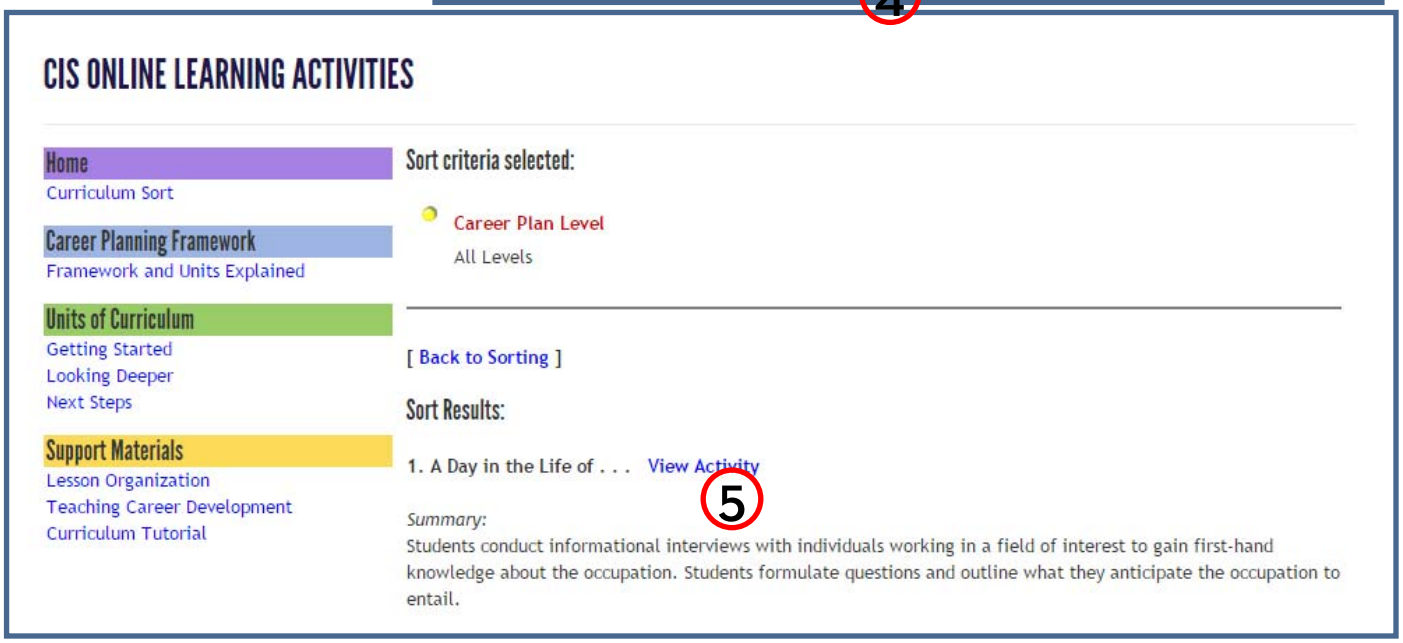
In order to access the above-mentioned lessons, locate "Curriculum" in the global footer. 1



Once on the "Curriculum" landing page, select "All Levels" from Career Plan Level (2) and then click the "Sort' button (3). A page will then open listing all 113 lessons. In order to find your specific lesson, click both the Ctrl and F buttons on your keyboard and then type the lesson title you're looking for into the find feature of your browser. (4) Finally click on "View Activity" next to the lesson title. (5)







Appendix A: Career Card Activities

Career Card Key A-3

Your Occupation of Choice A-4

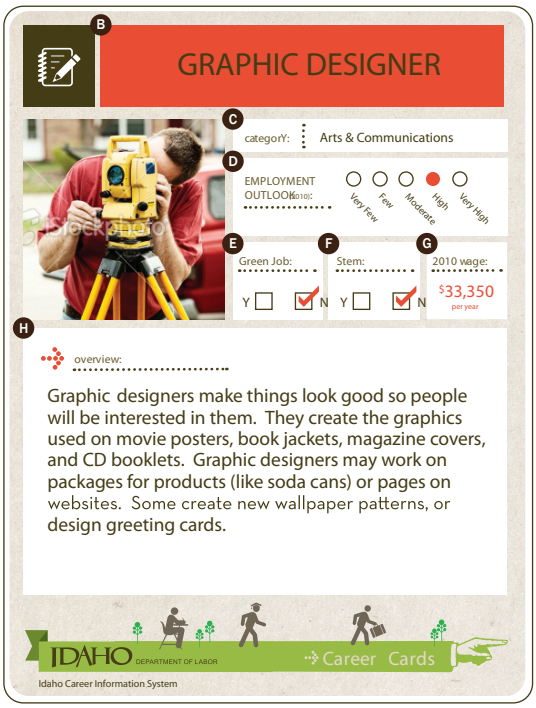
Occupation Trader Game A-5

Skills and Abilities Match A-7

The Wage Game A-10

IDAHO CAREER CARD EXPLANATION

INSTRUCTOR NOTES



EXPLANATION:

A. HOLLAND CODE
Cards are color coded by the six Holland Codes representing work personalities. The six Holland Code types are realistic, conventional, social, enterprising, artistic and investigative. The name of the Holland Code appears on the back side of each card. Look for it in the top right corner.

B. OCCUPATION TITLE
Occupation titles appear across the top of each card.

C. CAREER CLUSTER
The Idaho career cluster for that occupation.

D. EMPLOYMENT OUTLOOK
Indicates future job prospects for each occupation.

E. GREEN JOB
Indicates whether it is considered a green job in Idaho.

F. STEM
Indicates whether it is an occupation that is tied to science, technology, engineering or mathematics.

G. WAGE
The median wage for the occupation.

H. OVERVIEW
Occupation description in a few short sentences.

I. SKILLS AND ABILITIES
Highlights needed skills and abilities used in the occupation.

J. KNOWLEDGE
The background knowledge that a person working in this occupation would have.

K. HELPFUL HIGH SCHOOL CLASSES
Classes that should be taken in high school to prepare for advanced training.

L. TRAINING
The level of training after high school required for this occupation.

YOUR OCCUPATION OF CHOICE

WORKSHEET

Study the information on your selected occupation card, then use the CIS www.idahocis.org website for more information.

NAME:

DATE:

CLASS:

TEACHER:

OCCUPATION TITLE:

OCCUPATION PAY:
(hourly, monthly, annually)

WHAT DO YOU FIND INTERESTING ABOUT THIS OCCUPATION:
Save this occupation to your CIS Portfolio.

WHAT ARE THE WORKING CONDITIONS:
(office, shop, home, outdoors, alone, on a team)

WHAT HIGH SCHOOL CLASSES SHOULD YOU TAKE TO PREPARE FOR MORE TRAINING IN THIS FIELD:
(science, technology, engineering, math, English, social studies, physical education, art)

HOW WOULD YOU PREPARE FOR A JOB IN THIS OCCUPATION:
HINT: Check the "Training" section on the back of the card. Also check the preparation topic within CIS.

IDAHO DEPARTMENT OF LABOR | Idaho Career Information System - CIS
For more information call Idaho CIS 208.334.3705

IDAHO CAREER CARD ACTIVITIES

Students are "assigned" occupations via cards and asked to imagine what it would be like to work in this occupation.

OCCUPATION TRADER GAME

This activity will get your students acquainted with Idaho Career Cards, and with the occupations they represent. It provides a way for them to become familiar with the components that make up each occupation.

Step 1: This activity works best in groups from 10 to 25 participants. Give each a career card. Distribute a wide variety of cards among the group. Choose occupations that have notable differences: higher wages verses lower wages; STEM occupations verses non-STEM occupations; high employment outlook verses lower employment outlook; and short term training verses years of college education. It helps to distribute what is considered a "popular" occupation such as Fitness Trainer and those than may not be as popular, such as Trash Collector.

Step 2: Lead a short discussion of the topics on the cards. Have the students notice the wages, employment outlook, training, etc. of the card they have been assigned.

Step 3: Explain to the students that their card is their "assigned" occupation in life. Lead a discussion on how career planning will give them more career choices and help them discover occupations they are truly interested in and for which they are suited. Lack of career planning may limit their choices and they may find themselves in a career they are unhappy with—similar to being "assigned" a career card occupation. Ask them to share whether they would consider the occupation they have been assigned or whether they would like to trade for another occupation.

Step 4: Give students five minutes to mingle and try to find someone in the class who will "trade" occupation cards with them. Students can choose not to trade if they are happy with the card they have been assigned. This usually leads to a lively interaction as students vie for occupations they see as desirable.

Step 5: After trading time is completed lead a discussion of what made certain occupations desirable or undesirable and why. Are wages the only factor to consider? What if a student dislikes the knowledge, skills and activities required to do a job? Are they willing to consider the years of training required for the occupation?

YOUR OCCUPATION OF CHOICE

WORKSHEET

Study the information on your selected occupation card then use the CIS www.idahocis.org website for more information.

IS THIS OCCUPATION CONSIDERED GREEN?: *(creates renewable energy, improves energy efficiency, recycles, or reduces pollution, conserves natural resources, enforces environmental laws or educates about one of these things)*

LIST ONE SKILL THAT THIS OCCUPATION REQUIRES THAT SURPRISED YOU:

LIST TWO SCHOOLS THAT HAVE TRAINING PROGRAMS FOR THIS OCCUPATION:
HINT: Under "Related Information," select the "Programs of Study" topic within the occupation files in CIS.

SCHOOL ONE:
Save this program of study to your CIS portfolio.

SCHOOL TWO:
Save this program of study to your CIS portfolio.

IDAHO CAREER CARD ACTIVITIES

Students get a better understanding of the skills and abilities required for different occupations.

SKILLS AND ABILITIES MATCH

Students may be aware that different skills and abilities are needed for different occupations, but they may not yet understand what all the individual skill terms mean. The Skill and Abilities Match game will help them learn the definitions of each of the skills and abilities listed on the Idaho Career Cards.

Step 1: Break the class into groups of five (number can be adjusted according to class size).

Step 2: For each group, choose one student to act as the Dealer. Give the Dealer in each group enough Career Cards so that he/she can give each student in the group (including the dealer) at least one card. If class size permits have the dealer give each student more than one card. Each of the competing groups should have equal amount of cards.

Step 3: Give the students a few minutes to read each of their cards carefully.

Step 4: Read aloud one of the skills definitions in the right-hand column from the "Skills Table" on the following page. Tip: The skills/abilities in the Skills/Abilities Table have been presented in alphabetical order to make it useful as a reference sheet. However, for the game, you may want to read the definitions in a random order.

Step 5: Ask the students to review the "Skills & Abilities" sections on the backs of their cards. Do any of these skills match the definition read aloud? If so, ask the students to guess which skill matches the definition, and to lay all Career Cards listing that skill on the table.

Step 6: Reveal the skill that matches the definition. Ask the students to count the number of cards on the table that list the correct skill and have the designated recorder write down the total score for their group.

Step 7: Repeat this process until 10 definitions have been read. Have the groups add their 10 scores together to come up with a total. The group with the highest total score wins (in case of a tie, two winning groups are acceptable.)

Step 8: Instruct the winning team(s) to have their dealer deal out one additional card to each team member. Repeat steps 4-8. It is up to you whether to repeat the process until all the definitions have been read or to set a limit on the number of rounds.

IDAHO CAREER CARD ACTIVITIES

SKILLS AND ABILITIES TABLE

SKILLS / ABILITIES	DEFINITIONS
Active Learning	Understanding new information and using it to help make decisions.
Active Listening	Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
Complex Problem Solving	Identifying problems and using the available information to come up with solutions.
Coordinating	Adjusting your actions in relation to the actions of others.
Critical Thinking	Using logic and reasoning to identify the strengths and weaknesses of ideas.
Equipment Maintenance	Keeping equipment working correctly.
Equipment Selection	Picking the best tools to do the job.
Installation	Installing equipment, machines wiring, or programs correctly.
Instructing	Teaching others how to do something.
Judgment and Decision Making	Weighing all the advantages and drawbacks in a given situation and choosing the best option.
Learning Strategies	Picking the best ways to teach or learn a new subject.
Management of Financial Resources	Deciding how money will be spent to get the work done.
Management of Material Resources	Deciding how equipment, facilities and materials will be used to get the work done.
Management of Personnel Resources	Deciding how best to assign work to employees, identifying the best people for the job and keeping workers motivated.
Mathematics	Using numbers and calculations to solve problems.
Monitoring	Keeping track of your work performance and the performances of other people and organizations to make improvements or correct mistakes.

IDAHO CAREER CARD ACTIVITIES

SKILLS AND ABILITIES TABLE cont.

Negotiation	Bringing others together and trying to reconcile differences.
Operation and Control	Controlling operations of equipment or systems.
Operation Monitoring	Watching gauges, dials, or other indicators to make sure a machine is working properly.
Operations Analysis	Analyzing needs and product requirements to create a design.
Persuasion	Convincing others to change their minds or behavior.
Programming	Writing computer programs for various purposes.
Reading Comprehension	Understanding written sentences and paragraphs in work related documents.
Repairing	Repairing machines or systems using the needed tools.
Science	Using scientific rules and methods to solve problems.
Service Orientation	Actively looking for ways to help people.
Social Perceptiveness	Being aware of others' reactions and understanding why they react as they do.
Speaking	Talking to others to convey information effectively.
Systems Analysis	Determining how a system should work and how changes in conditions will affect outcomes.
Systems Evaluation	Keeping track of system performance and the actions needed to improve or correct performance.
Technology Design	Creating or adapting equipment and technology to serve the needs of the user.
Time Management	Managing one's own time and the time of others.
Troubleshooting	Determining causes of errors and deciding what to do about it.
Writing	Selecting the best words to clearly communicate with your audience using text.

IDAHO CAREER CARD ACTIVITIES

Students see the relationship between education and earnings in real-life examples.

THE WAGE GAME

STEP 1: Give each student three Idaho Career Cards (or distribute evenly). After dividing students into work groups, select one person in each group to be the "Recorder."

STEP 2: Ask each student to choose one of their three cards, and set the remaining two aside.

STEP 3: Instruct the students to read the Occupation Title and "Overview" sections (from the front of the card) out loud to their group. Instruct them not to reveal the wages. When they are done reading each card, instruct them to place it face down on the table, so the occupation statistics (such as "Skills and Abilities") are displayed. Continue until the group has worked through all of their cards.

STEP 4: Ask each group to use the information on the backs of the cards to help them guess which of the selected occupations earns the highest wages. Instruct the Recorder to list them in order of highest to lowest wages.

STEP 5: Ask the class, how they decided which jobs paid the most? On what factors did they base their decisions?

STEP 6: After you hear from each group, have all the students turn over their cards to reveal the wages. Have the Recorder write a second list beside the first, ordering the occupations by their actual wages from highest to lowest. How did they compare?

STEP 7: Pose the question, why do some jobs pay more than others? After hearing some ideas from students, instruct them to arrange the selected cards on the table in order of wages from highest to lowest, then flip the cards again so the back side is showing. Ask them if they notice any patterns that emerge in the information. There shouldn't be a correlation between wage and skills, knowledge, or green jobs. Some groups might find a correlation between wage and occupations in this career, but generally they won't. However, there should be a noticeable correlation between wage and length of training. If none of the students pick up on this, you may have to point it out. Note: Depending on the cards chosen by the group, this correlation might be weak or not show up at all, but taking into account wage data from all occupations, there is a definite correlation.

STEP 8: Explain to students that some occupations (like doctors or lawyers) require very specialized training that takes a long time to complete, while other jobs use more general skills and knowledge that take only a short time to acquire. If jobs that took only a month to learn paid as much as jobs that require eight years of college, why would anyone want to spend all that time training? Introduce the concept of training as an investment that pays off in the form of higher wages. Also introduce the concept of supply and demand: A lot more people have general skills and knowledge. Because more people are qualified for those kinds of jobs, workers are easily replaced and can't demand to be paid as much. Because fewer people are willing to spend significant time training, they can ask for higher wages simply because there aren't as many people qualified to replace them.

Appendix B: Scavenger Hunts

Education and Training B-2

Health Occupations and Education B-7

Occupations B-12

Occupations and Education in the Arts B-18

Paying for School B-23

CIS SCAVENGER HUNTS

EDUCATION

Activity goals

- Learn about programs of study and how to find schools that offer them.
- Find a program of study using the Titles Index, Categories Index, and Program Search.
- Learn about a specific program, including related scholarship sources.
- Find apprenticeship information.
- Find and compare detailed information about postsecondary schools in Idaho and the U.S.

For use with

- CIS *(not compatible with CIS Jr.)*

Pages used

- Programs of Study
- State Schools
- US Schools
- Paying for School
- Scholarships

Start hunting! Begin Question 1 at the CIS home page.

1. **What is a program of study at a college or university generally called?**

   Click **Education** in the red navigation bar at the top of the page.
   Under the "What can I study?" section, select **About Programs of Study**.
   Read the information on that page.

   Answer: _____

2. **List four areas that accounting students may concentrate or specialize in.**

   Click the blue **Categories Index** tab below the red navigation bar.
   Select the **Business, Management, and Administrative Services** category.
   Select **Accounting** and read the information.

   Answer: _____

   _____

3. **List five accounting related scholarship *sources* available only to Idaho students, sometimes a source offers more than one scholarship.**

   Notice the list of topics in the navigation bar. "Overview" topic is displayed.

   Find the "Related Information" section on the left, under the list of topics.

   Select the "Related Information" item **Scholarships**.

   Click the link to **Aid for study in Business, Management, and Administrative Services**.

   Select **In-State Scholarships** under Related Information on the left.

   Answer: _____

   _____

   _____

   _____

   _____

4. **Apprenticeships are formal training programs that combine on-the-job learning with classroom instruction. In Idaho, registered apprenticeship programs must meet standards in what four areas?**

   Click **Education** in the red navigation bar at the top of the page.

   Under the "What can I study?" section, select **Apprenticeship**.

   From the topics on the left, select **Office of Apprenticeships**.

   Read the overview information.

   Answer: _____, _____,

   _____ *and* _____

5. **Which CIS sorting tool can help you find postsecondary schools or colleges that match your preferences?**

   Go to the CIS home page by clicking the **Home icon** on the left end of the red navigation bar at the top of the page.

   Click **Education** in the red navigation bar.

   On that Education landing page, find the title **Which schools match my preferences?**, and click the gray plus (+) sign to the right.

   Read the information then click the gray **"Go to __" bar**.

Answer: The sorting tool is called _____.

6. **What are the two School Sort options?**

Answer: _____ to search for 2- and 4-year colleges and universities offering associate and bachelor's degrees, _____ to search for universities offering graduate and first professional degree programs.

7. **Can you major in Education at Florida's Daytona State College?**

   Click **Education** in the red navigation bar.

   Under "Where can I study?" select **US Colleges and Universities**.

   Select **Florida (FL)**.

   Select **Daytona State College**

   Find Programs Offered under Topics on the left.

   Is Education one of the programs of study listed?

Answer: _____

8. **What are the eight categories of Idaho education or training listed in CIS?**

   Click **Education** in the red navigation bar.

   Under "Where can I study?" select Idaho Schools.

   See the categories listed on the left.

Answer: _____

_____

_____

9. **What are the application fees for Idaho State University, Brigham Young University-Idaho and the University of Idaho?**

   Click the blue **Compare** tab below the red navigation bar.

   Click **I** then select **Idaho State University**.

   Click **B** then select **Brigham Young University-Idaho**.

   Click **U** then select **University of Idaho**.

   Click the gray **Compare button** at the left (under the list of schools you selected).

   Select the **Admissions** topic, and read the information under the Application requirements heading.

Answer: Idaho State University: $_____ BYU-Idaho: $_____

University of Idaho: $_____

EDUCATION & TRAINING SCAVENGER HUNT

ANSWERS

1. Major

2. The areas are:
   - Accounting and business management
   - Accounting and computer science
   - Accounting and finance
   - Auditing

3. The five scholarship sources are:
   - American Public Works Association - Rocky Mountain Chapter
   - D.L. Evans Bank Scholarship
   - Idaho Association of Public Accountants
   - Idaho Society of CPA's Scholarship Fund
   - Idaho State Broadcasters Association: General Scholarship and The Wayne D. Cornils Memorial Scholarship.

4. They must meet standards relating to job duties, classroom instruction, wages, and health conditions.

5. School Sort

6. (In order): Undergraduate Schools, Graduate Schools

7. Yes

8. The categories are:
   - Apprenticeship Programs
   - Barber and Cosmetology Schools
   - Career Schools
   - Four-Year Colleges, Universities and Graduate Schools
   - Massage Therapy
   - Two-year Community Colleges
   - Vocational Training Providers
   - Workforce Education

9. Application fees are:
   - Idaho State: $ 40
   - BYU-Idaho: $ 35
   - U of I: $ 60

CIS SCAVENGER HUNTS

HEALTH OCCUPATIONS, EDUCATION AND FINANCIAL AID

Activity goals

- Find occupation information using Titles and Clusters indexes.
- Learn to navigate CIS using the tabs, home and search features.
- Find information using the Compare feature.
- Find related occupations, education programs, schools and financial aid.

For use with

- CIS *(not compatible with CIS Jr.)*

Pages used

- Programs of Study
- Occupations
- Scholarships

Start hunting! Begin Question 1 at the CIS home page.

1. **Which occupational cluster is Surgical Technologists listed in?**

   Hover over **Occupations** in the red navigation bar at the top of the page.
   Under the "What can I learn about occupations?" section, select **Occupations**.
   Click on the letter "S" in the titles index
   Scroll down and select **Surgical Technologists** from the list of occupations.
   Notice the list of topics (on left side of page). The "At a Glance" topic is displayed.
   Find the Related Information section on the left, under the list of topics.
   Select **Occupations** under "Related Information."
   See the information on the right: Occupations and Occupation Cluster.

   Answer: _____

2. **What is the annual median wage for dental hygienists in Idaho and the United States?**

   Select dental hygienists from the list of occupations related to Surgical Technologists
   Select the **Wages** topic.

   Answer: _____

   The U.S. annual median wage for this occupation is $_____.

3. **Who earns more per hour in Idaho, a Dental Hygienist or a Dental Assistant?**

   Click the blue **Compare** tab below the red navigation bar.
   Notice Dental Hygienist is already listed on the left
   Click **D** then select **Dental Assistant.**
   Click the gray **Compare button** at the left (under the list of occupations you selected).
   Select the **Wages** topic, and read the information.

   Answer: _____

4. **How many different industries in Idaho employ Medical Laboratory Technicians?**

   Click the blue **Titles Index** tab below the red navigation bar.
   Click **M** then select **Medical Laboratory Technicians**.
   Find the Related Information section on the left, under the list of topics.

   Answer: _____

5. **What program(s) of study are directly related to the occupation Physical Therapist?**

   Click the blue **Clusters Index** tab below the red navigation bar.

   Notice the Health Science folder is open, since you were looking at an occupation in that cluster.

   Select **Physical Therapists**.

   Select **Programs of Study** on the "Topics" bar to the left.

Answer: _____

6. **What are 3 of the common subjects students will take while studying physical therapy as a graduate student?**

   Select **Physical Therapy**.
   Select **Typical Course Work** from the "Topics" bar on the left.

Answer: *1.* _____

2. _____

3. _____

7. **Which Idaho school offers a Doctorate in Physical Therapy**

   Under the Related Information heading on the left, select **Idaho Schools.**

   Click through the different regions to read about Idaho programs.

Answer: _____

8. **True or False? The state of Idaho requires you to earn a phlebotomy certificate from a college to work as a phlebotomist.**

   Click the blue **Search** tab below the red navigation bar.

   In the **Programs of Study Search box** enter **phlebotomy** then **Go**.

   Click on the link to the **Phlebotomy** program of study.
   Select **In Idaho** from the "Topics" bar on the left.

   Answer: _____

9. **List three scholarships for study in health care fields available only to Idaho citizens.**

   Select **Scholarships** under the Related Information heading on the left.

   Click on the link to **Aid for study in Medical Testing and Laboratory Technology**.

   Select **In-State Scholarships** from the choices on the left.

   Answer: _____

   _____

   _____

10. **How many scholarship programs are listed for the American Society of Radiologic Technologists?**

    Click the blue **Categories Index** tab below the red navigation bar.

    Scroll down and notice the Aid for study in Medical Testing and Laboratory Technology folder is open, since you were looking at Idaho scholarships in that cluster.

    Count the American Society of Radiologic Technologists listings.

    Answer: _____

HEALTH OCCUPATIONS AND EDUCATION SCAVENGER HUNT

ANSWERS

1. Health Science.
2. Idaho- $72,170, Nation- $71,520
3. Dental Hygienists
4. Two
5. Physical Therapy and Pre-Health Services
6. Subjects may include-
   - Anatomy
   - Assessment, Examinations, and Treatment
   - Biomechanics
   - Chemistry
   - Human Biology
   - Human Growth and Development
   - Manifestations of Disease
   - Neurology
   - Physics
   - Therapeutic Procedures
7. Idaho State University
8. False
9. Answers may include:
   - Caldwell Memorial Hospital Employees and Friends Health Services Scholarship
   - Cassia Health Care Foundation
   - HELP - Health Education and Leadership Program
   - Clinical Student Scholarship Program
10. Five.

CIS SCAVENGER HUNTS

OCCUPATIONS

Activity goals

- Find occupations using the Titles Index and Cluster Index.
- Find occupations using Search.
- Learn what's in the Choosing an Occupation information.
- Learn to navigate CIS occupation information.

For use with

- CIS *(not compatible with CIS Jr.)*

Pages used

- Occupations

Start hunting! Begin Question 1 at the CIS home page.

1. **What are three important terms to know about work? These are sometimes used interchangeably but mean different things.**

   Hover over the red **Occupations** tab in the navigation bar at the top of the page.

   Under "What can I learn about occupations?" select **Choosing Occupations** and read the information.

   Answer: _____ , _____

   _____

2. **Is the "Choosing Occupations" information in CIS available in both English and Spanish?**

   Find the photograph on the right side of the page.

   Look for three boxes directly above the photo.

   What is the middle box called?

   Answer: _____

3. **What degree is typically required to work as a Rehabilitation Counselor? What is the median hourly wage for this occupation in Idaho?**

   Click the blue **Clusters Index** tab below the red navigation bar.

   Select the **Human Services** occupation cluster.

   Select the **Rehabilitation Counselors** occupation.

   Notice the Topics bar on the left, and that the At a Glance topic is displayed.

   Select the **Preparation** topic and the **Wages** topic and read the information.

Answer: You typically need a _____ degree to work as a Rehabilitation Counselor. The median hourly wage in Idaho is $ _____.

4. **What do Health Information Technicians do? What characteristics do employers look for when hiring?**

   Click the blue **Search** tab below the red navigation bar.

   Enter **health** in the Search box and click the magnifying glass icon.

   Select **Health Information Technicians** from the list of occupations.

   Select **Overview** and **Hiring Practices** from the Topics bar on the left and read the information.

Answer: Health Information Technicians . . .

_____

_____

Employers look for applicants who have good _____

_____.

5. **List 3 occupations related to Health Information Technicians.**

   Find the Related Information section in the Topics bar on the left.

   Click **Occupations** and see the list of occupations that are related to Health Information Technician.

Answer: _____

_____

6. **How many Occupational Clusters are listed in CIS?**

   Click the blue **Clusters Index** tab below the red navigation bar.

   Notice the Health Science folder is open, since you were looking at an occupation in that cluster.

   Click the **folder icon** next to Health Science to close it.

   Count the number of Clusters.

Answer: _____

7. **What is one of the websites that has information about occupations in the Finance career cluster?**

   Select the **Finance** cluster from the Clusters Index.

   Click **Information about Finance** (right above the list of finance occupations).

   Select **Resources** from the Topics bar on the left.

Answer: _____

8. **Should you take computer courses in high school if you want to become an Animal Breeder?**

   Click the blue **Titles Index** tab below the red navigation bar.

   Click on **A** and select **Animal Breeders**.

   Select **Helpful High School Courses** from the Topics bar on the left and read the information.

Answer: _____

9. **How many occupations that begin with "Computer" are in the Information Technology cluster?**

   Click the blue **Clusters Index** tab.

   Notice the Agriculture, Food, and Natural Resources folder is open, since you were looking at an occupation in that cluster.

   Click the folder icon to close that cluster and open the **Information Technology** cluster.

   Count the occupations that begin with "**Computer**."

Answer: _____

10. **Who typically earns more, a Bailiff or a Court Reporter?**

    Click the blue **Compare** tab below the red navigation bar.

    Click on **B** and select **Bailiffs**.

    Click on **C** and select **Court Reporters**.

    The two occupations are listed on the left under Compare Occupations. Click the gray **Compare** button.

    Select **Wages** from the Topics bar on the left.

Answer: _____

11. **How many occupations for which the wage is over $60,000 a year only require 2 to 3 years of education?**

    Click the blue **Filter** tab below the red navigation bar.

    Under Education Level Required for Occupations, check **2 to 3 years**.

    Under Median Wages for Occupations, check **More than $60,000**.

    Click **Get Results**.

Answer: _____

OCCUPATIONS SCAVENGER HUNT

ANSWERS

1. Job, Occupation and Career.

2. The "Espanol" link (switching to the Spanish-language version of the information).

3. Master's degree. The median hourly wage in Idaho is $18.39 an hour.

4. Health Information Technicians collect, code, and maintain medical information about patients. Employers look for applicants with good attention to detail and good communication skills. Many also prefer 1-2 years of experience or a bachelor's degree.

5. Any 3 of:

- Bank Tellers
- Billing Clerks
- Court Clerks
- Customer Service Representatives
- General Office Clerks
- Hotel Desk Clerks
- Human Resources Assistants
- Insurance Policy and Claims Clerks
- Interviewing Clerks
- Legal Secretaries
- License Clerks
- Medical Coders and Billers
- Medical Secretaries
- Medical Transcriptionists
- Payroll and Timekeeping Clerks
- Postal Clerks
- Receptionists

6. 16 clusters.

7. Any of these:
   American Institute of Certified Public Accountants
   http://www.aicpa.org/Career/CareerPaths/Pages/CareerPaths.aspx

   Be An Actuary
   http://www.beanactuary.org/

   Careers in Finance

http://www.careers-in-finance.com/

8. Yes – at least a fundamentals course.

9. Five occupations.

10. Court Reporter.

11. 14 occupations.

CIS SCAVENGER HUNTS

OCCUPATIONS & EDUCATION IN THE ARTS

Activity goals

- Learn to navigate through CIS Occupation, Program of Study, and Paying for School information related to study in the arts.
- Learn what clusters and indexes are and how to search to find information.
- Use the related Information links in the Topics bar.

For use with

- CIS *(not compatible with CIS Jr.)*

Pages used

- Occupations
- Programs of Study
- Scholarships

Start hunting! Begin Question 1 at the CIS home page.

1. **What do the icons in the CIS Occupations title index mean?**

   Hover over **Occupations** in the red navigation bar at the top of the page with your cursor.

   Under the "What can I learn about occupations?" section, select **Occupations**.

   Read the information in the icon key on the right.

   Answer: _____

   _____

   _____

   _____

   _____

2. **What occupation cluster does the occupation "Dancers" belong to?**

   Click **D** in the alphabet row above the list of "A" occupations.

   Select the occupation **Dancers**.

   Find the Related Information section in the topics bar.

Select the Related Information item **Occupations**

Answer: _____

3. **How many occupations results do we get when we search "music" in CIS?**

   Click the blue **Search** tab below the red navigation bar. (This will search through the CIS occupation-related information instead of the whole system.)

   Enter **music** in the box and click **Go**.

   Your search results will appear on the right. How many occupations have "music" as all or part of a word in their name?

Answer: _____

4. **What is the median hourly wage for musicians in the United States?**

   Click on the occupation **Musicians** in your search results list.

   Notice the list of topics at the left, and that "At a Glance" topic is displayed.

   Select the **Wages** topic.

Answer: $ _____

5. **How many different Performing Arts education and training programs are described in CIS?**

   Find the links to Related Information on the left, and select **Programs of Study**.

   Select **Music, General** from the titles

   Click on the blue **Categories Index** tab under the red navigation bar.

   Notice that the **Arts** folder is open.

   Find the subheading Performing Arts and count the programs listed.

Answer: _____

6. **How many education and training programs of study with a "theater" title are listed in CIS? What are the names of the programs?**

   Click on the blue **Search** tab below the red navigation bar. (This will search through the CIS education programs-related information instead of the whole system.)

   Enter the word **theater** and click **Go**.

Answer: _____ *programs. They are:*_____

_____

_____

_____

7. **What are three practical skills that Theater Design students can learn?**

   Select the program of study **Theater Design and Technology** and read the Overview

Answer: _____

8. **What schools in Northern Idaho offer education and training programs in Theater Design and Technology? What levels of degrees are available at each school?**

   Under Related Information on the left, select **Idaho Schools**.

   Select **Northern Idaho Area Schools**.

Answer: *School:* _____

Degree(s): _____

School: _____

Degree(s): _____

9. **How many scholarships for study in the Arts are operated by the San Francisco Foundation?**

   From the Related Information section on the left, select **Scholarships**

   Click the link to **Aid for study in Arts**.

   Select **National Scholarships**.

   Scroll down to find the San Francisco Foundation scholarships.

   Answer: _____

10. **What is the maximum amount of the Create-A-Greeting-Card scholarship? At what type(s) of school can the scholarship be used?**

    Find this scholarship in the Aid for Study in Arts/National Scholarships list, and click the link to find the information.

    Answer: $ _____

    at: _____

    _____

    _____

OCCUPATIONS & EDUCATION IN THE ARTS SCAVENGER HUNT

ANSWERS

1. = Real World Interviews, = Occupation video, = Green job, = STEM occupation, =Hot Jobs

2. The Arts, Audio/Visual Technology & Communications cluster.

3. Six (Adult & Vocational Education Teachers, Music Composers, Directors, and Arrangers; Music Therapists; Musicians; and Musical Instrument Repairers and Tuners)

4. $24.16 per hour.

5. Eight programs.

6. Arts Management and Theater Production

7. Any three of the following:

    - Design sets, paint scenes, make costumes, use computers to manage lights and sound, use lighting to illuminate actors and create mood, transform the stage to fit production.

8. Two schools:
    - *school*: North Idaho College
    - *degrees*: Associate's in theater

    - *school*: University of Idaho
    - *degrees*: Bachelor's, Master's in theater

9. Five

10. $10,000. The scholarship can be used at any two-year college, four-year college, trade/technical school, or university.

CIS SCAVENGER HUNTS

PAYING FOR SCHOOL

Activity goals

- Learn about the increase in earnings that postsecondary education can provide.
- Become familiar with financial aid terminology and other financial aid background information.
- Learn about Idaho's tuition reduction and interstate cooperative programs.
- Find detailed information about sources of financial aid using Search and Category Index.
- Locate Financial Aid Sort.

For use with

- CIS *(not compatible with CIS Jr.)*

Pages used

- Paying for School
- Scholarships
- Programs of Study

Start hunting! Begin Question 1 at the CIS home page.

1. **What is the difference between the average yearly salaries of someone with a bachelor's degree and someone with only a high school diploma?**

   Hover over the **Education** tab on the red navigation bar at the top of the page.

   Under the Where can I get help paying for school? Select **Paying for School**.

   Find the picture on the right side of the page and click the link "**What is the Value of a College Education?**"

Answer: On average, an individual with a bachelor's degree earns approximately $_____ per year. The average yearly salary of a worker with only a high school diploma is $_____. Fill in the blank: Tuition and _____ are what a school charges you for your education.

Close the "What Is the Value of a College Education?" window.

From the menu on the left, select **Cost of School** and read the information.

Answer: Tuition and _____

2. **What is the name of the financial aid application form used by nearly all schools?**

   From the menu on the left, select "Cost of School" and then **Amount You Pay** and read the information.

Answer: ____ ____ ____ ____ ____ , which stands for the

_____

_____

3. **Can you be listed as a dependent student if you are married?**

   Scroll down to the Dependent and Independent Section

Answer: _____

4. **None of the schools in Idaho offers a full dentistry program. What cooperative education program can help pay for a dental education at Creighton University in Nebraska? Who is the Chair of that program, and what is his phone number?**

   From the menu on the left, select **Tuition Reduction & Cooperative Programs**. Scroll down the page to the dental program information.

Answer: The name of the program is_____. The chair is Dr. _____, phone number____.

5. **List four more cooperative or tuition reduction programs available to Idaho citizens, in addition to the IDEP. (You can use initials only.)**

   Scan through the information on the Tuition Reduction & Cooperative Programs page for the titles of other programs.

Answer: _____

_____

_____

6. **If you are interested in pursuing a degree in Recreation Therapy and want to find scholarships for that program, under which financial aid category should you look?**

   Go to the top of the page and hover over **Education** in the red navigation bar.

   Under the "What can I study?" section, select **Programs of Study**.

   Click **R** and select **Recreation Therapy**.

   Find the Related Information section on the left, under the list of topics.

   Select scholarships under "Related Information."

   The name of the financial aid category appears on the right.

Answer: _____

_____

7. **On what three factors is the Idaho Society for Respiratory Care scholarship judged?**

   Click on **Aid for Study in Therapy and Rehabilitation Services** in the center of the page.

   Click the blue **Categories Index** tab below the red navigation bar.

   Notice the Aid for study in Therapy and Rehabilitation Services folder is open.

   Find **Idaho Society for Respiratory Care** in that folder and click on the link.

   Read the description of the scholarship.

Answer: _____

_____

8. **Financial Aid Sort creates a list of awards based on criteria you select about what three different areas?**

   Click **Education** in the red navigation bar at the top of the page.

   Find "Where can I get help paying for school?" and click the gray plus (+) sign to the right, select **Financial Aid Sort.**

   Read the information about Financial Aid Sort at the top of the page.

Answer: The list of awards is based on criteria that matches my _____, _____ ,

and _____.

9. **What is the application deadline of the Jackie Robinson scholarship listed in CIS?**

   Click the **Home (house) icon** on the left end of the red navigation bar at the top of the page.

   Find the **Search box** at the right of the red navigation bar.

   Enter Jackie in the box and click on the **Search (magnifying glass) icon**.

   Click on the link to **Financial Aid** in your search results on the right

   Click and read the information in the scholarship description.

Answer: Deadline for the Jackie Robinson Scholarship is _____.

PAYING FOR SCHOOL SCAVENGER HUNT

ANSWERS

1. On average, an individual with a bachelor's degree earns approximately $ 62,348 per year. The average yearly salary of a worker with only a high school diploma is $ 34,320.
2. Fees.
3. FAFSA, which stands for the Free Application for Federal Student Aid.
4. No.
5. Idaho Dental Education Program

   Dr. Jeff Ybarguen

   208.282.3289
6. Any four of these:
   - Western Undergraduate Exchange (WUE)
   - Professional Student Exchange Program (PSEP)
   - Western Regional Graduate Program (WRGP)
   - Washington-Wyoming-Alaska-Montana-Idaho (WWAMI)
   - University Of Utah Medical Education Program
   - WOI Veterinary Medical Education Program
   - Idaho State University-Utah State University Reciprocity Program
7. Aid for Study in Therapy and Rehabilitation Services.
8. Reference, essay, and GPA.
9. Educational plans, abilities, and background.
10. March 31

RUBY PAYNE: Understanding and Working with Students and Adults from Poverty

By Ruby K. Payne, Ph.D.
Founder and President of aha! Process, Inc.

Understanding and Working with Students and Adults from Poverty

By Ruby K. Payne, Ph.D.
Founder and President of aha! Process, Inc.

Although this article was originally written for teachers, the information presented may be of help to those who are working with persons making the transition from welfare to work.

To understand and work with students and adults from generational poverty, a framework is needed. This analytical framework is shaped around these basic ideas:

- Each individual has eight resources which greatly influence achievement; money is only one.
- Poverty is the extent to which an individual is without these eight resources.
- The hidden rules of the middle class govern schools and work; students from generational poverty come with a completely different set of hidden rules and do not know middle-class hidden rules.
- Language issues and the story structure of casual register cause many students from generational poverty to be unmediated, and therefore, the cognitive structures needed inside the mind to learn at the levels required by state tests have not been fully developed.
- Teaching is what happens outside the head; learning is what happens inside the head. For these students to learn, direct teaching must occur to build these cognitive structures.
- Relationships are the key motivators for learning for students from generational poverty.

Key points

Here are some key points that need to be addressed before discussing the framework:

Poverty is relative. If everyone around you has similar circumstances, the notion of poverty and wealth is vague. Poverty or wealth only exists in relationship to the known quantities or expectation.

Poverty occurs among people of all ethnic backgrounds and in all countries. The notion of a middle class as a large segment of society is a phenomenon of this century. The percentage of the population that is poor is subject to definition and circumstance.

Economic class is a continuous line, not a clear-cut distinction. Individuals move and are stationed all along the continuum of income.

Generational poverty and situational poverty are different. Generational poverty is defined as being in poverty for two generations or longer. Situational poverty exists for a shorter time is caused by circumstances like death, illness, or divorce.

This framework is based on patterns. All patterns have exceptions.

An individual bring with them the hidden rules of the class in which they were raised. Even though the income of the individual may rise significantly, many patterns of thought, social interaction, cognitive strategies, and so on remain with the individual.

School and businesses operate from middle-class norms and use the hidden rules of the middle class. These norms and hidden rules are never directly taught in schools or in businesses.

We must understand our students' hidden rules and teach them the hidden middle-class rules that will make them successful at school and work. We can neither excuse them nor scold them for not knowing; we must teach them and provide support, insistence, and expectations.

To move from poverty to middle class or from middle class to wealth, an individual must give up relationships for achievement.

Resources

Poverty is defined as the "extent to which an individual does without resources. These are the resources that influence achievement:

Financial: the money to purchase goods and services.

Individuals who made it out of poverty usually cite an individual who made a significant difference for them.

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Emotional: the ability to choose and control emotional responses, particularly to negative situations, without engaging in self-destructive behavior. This is an internal resource and shows itself through stamina, perseverance, and choices.

Mental: the necessary intellectual ability and acquired skills, such as reading, writing, and computing, to deal with everyday life.

Spiritual: a belief in divine purpose and guidance.

Physical: health and mobility.

Support systems: friends, family, backup resources and knowledge bases one can rely on in times of need. These are external resources.

Role models: frequent access to adults who are appropriate and nurturing to the child, and who do not engage in self-destructive behavior.

Knowledge of hidden rules: knowing the unspoken cues and habits of a group.

Language and story structure

To understand students and adults who come from a background of generational poverty, it's helpful be acquainted with the five registers of language. These are frozen, formal, consultative, casual, and intimate. Formal register is standard business and educational language. Formal register is characterized by complete sentences and specific word choice. Casual register is characterized by a 400- to 500-word vocabulary, broken sentences, and many non-verbal assists.

Maria Montano-Harmon, a California researcher, *has found that many low-income students know only casual register.* Many discipline referrals occur because the student has spoken in casual register. When individuals have no access to the structure and specificity of formal register, their achievement lags. This is complicated by the story structure used in casual register.

The hidden rules of the middle class must be taught so students can choose to follow them if they wish.

In formal register, the story structure focuses on plot, has a beginning and end, and weaves sequence, cause and effect, characters, and consequences into the plot. In casual register, the focus of the story is characterization.

Typically, the story starts at the end (Joey busted his nose), proceeds with short vignettes interspersed with participatory comments from the audience (He hit him hard. BAM-BAM. You shouda' seen the blood on him), and finishes with a comment about the character. (To see this in action, watch a TV talk show where many of the participants use this structure.) The story elements that are included are those with emotional significance for the teller. This is an episodic, random approach with many omissions. It does not include sequence, cause and effect, or consequence.

Cognitive issues

The cognitive research indicates that early memory is linked to the predominant story structure that an individual knows. Furthermore, stories are retained in the mind longer than many other memory patterns for adults. Consequently, if a person has not had access to a story structure with cause and effect, consequence, and sequence, and lives in an environment where routine and structure are not available, he or she cannot plan.

According to Reuven Feuerstein, an Israeli educator:

- Individuals who cannot plan, cannot predict.
- If they cannot predict, they cannot identify cause and effect.
- If they cannot identify cause and effect, they cannot identify consequence.
- If they cannot identify consequence, they cannot control impulsivity.
- If they cannot control impulsivity, they have an inclination to criminal behavior.

Mediation

Feuerstein refers to these students as "unmediated." Simply explained mediation happens when an adult makes a deliberate intervention and does three things:

- points out the stimulus (what needs to be paid attention to)
- gives the stimulus meaning
- provides a strategy to deal with the stimulus.

For example: Don't cross the street without looking (stimulus). You could be killed (meaning). Look twice both ways before crossing (strategy).

Mediation builds cognitive strategies for the mind. The strategies are analogous to the infrastructure of house, that is, the plumbing, electrical and heating systems. When cognitive strategies are only partially in place, the mind can only partially accept the teaching. According to Feuerstein, unmediated students may miss as much as 50 percent of text on a page.

Why are so many students unmediated? Poverty forces one's time to be spent on survival. Many students from poverty live in single-parent families. When there is only one parent, he or she do not have time and energy to both mediate the children and work to put food on the table. And if the parent is nonmediated, his or her ability to mediate the children will be significantly lessened.

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Hidden Class Rules

Generational Poverty	Middle Class	Wealth
The driving forces for decision-making are survival, relationships, and entertainment	The driving forces for decision-making are work and achievement.	The driving forces for decision-making are social, financial, and political connections.
People are possessions. It is worse to steal someone's girlfriend than a thing. A relationship is valued over achievement. That's why you must defend your child no matter what he or she has done. Too much education is feared because the individual might leave.	Things are possessions. If material security is threatened, often the relationship is broken.	Legacies, one-of-a-kind objects, and pedigrees are possessions.
The "world" is defined in local terms.	The "world" is defined in national terms.	The "world" is defined in international terms.
Physical fighting is how conflict is resolved. If you only know casual register, you don't have the words to negotiate a resolution. Respect is accorded to those who can physically defend themselves.	Fighting is done verbally. Physical fighting is viewed with distaste.	Fighting is done through social inclusion/exclusion and through lawyers.
Food is valued for its quantity.	Food is valued for its quality.	Food is valued for its presentation.

Other Rules

- You laugh when you are disciplined; it is a way to save face.
- The noise level is higher, non-verbal information is more important than verbal. Emotions are openly displayed, and the value of personality to the group is your ability to entertain.
- Destiny and fate govern. The notion of having choices is foreign. Discipline is about penance and forgiveness, not change.
- Tools are often not available. Therefore, the concepts of repair and fixing may not be present.
- Formal register is always used in an interview and is often an expected part of social interaction.
- Work is a daily part of life.
- Discipline is about changing behavior. To stay in the middle class, one must be self-governing and self-supporting.
- A reprimand is taken seriously (at least the pretense is there), without smiling and with some deference to authority.
- Choice is a key concept in the lifestyle. The future is very important. Formal education is seen as crucial for future success.
- The artistic and aesthetic are key to the lifestyle and included clothing, art, interior design, seasonal decorating, food, music, social activities, etc.
- For reasons of security and safety, virtually all contacts dependent on connection and introductions.
- Education is for the purpose of social, financial and political connections, as well as to enhance the artistic and aesthetic.

* One of the key differences between the well-to-do and the wealthy is that the wealthy almost always are patrons to the arts and often have an individual artist(s) to whom they are patrons as well.

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To help students learn when they are only partially mediated, four structures must be built as part of direct teaching:

- the structure of the discipline,
- cognitive strategies,
- conceptual frameworks, and
- models for sorting out what is important from what is unimportant in text.

Hidden rules

One key resource for success in school and at work is an understanding of the hidden rules. Hidden rules are the unspoken cueing system that individuals use to indicate membership in a group. One of the most important middle-class rules is that work and achievement tend to be the driving forces in decision-making. In generational poverty, the driving forces are survival, entertainment, and relationships. This is why a student may have a $30 Halloween costume but an unpaid book bill.

Hidden rules shape what happens at school. For example, if the rule a students brings to school is to laugh when disciplined and he does so, the teacher is probably going to be offended. Yet for the student, this is the appropriate way to deal with the situation. The recommended approach is simply to teach the student that he needs a set of rules that brings success in school and at work and a different set that brings success outside of school. So, for example, if an employee laughs at a boss when being disciplined, he will probably be fired.

Many of the greatest frustrations teachers and administrators have with students from poverty is related to knowledge of the hidden rules. These students simply do not know middle-class hidden rules nor do most educators know the hidden rules of generational poverty.

To be successful, students must be given the opportunity to learn these rules. If they choose not to use them, that is their choice. But how can they make the choice if they don't know the rules exist?

Relationships are key

When individuals who made it out of poverty are interviewed, virtually all cite an individual who made a significant difference for them. Not only must the relationship be present, but tasks need to be referenced in terms of relationships.

For example, rather than talk about going to college, the conversation needs to be about how the learning will impact relationships. One teacher had this conversation with a 17-year-old student who didn't do his math homework on positive and negative numbers.

"Well," she said, "I guess it will be all right with you when your friends cheat you at cards. You won't know whether they're cheating you or not because you don't know positive and negative numbers, and they aren't going to let you keep score, either." He then used a deck of cards to show her that he know how to keep score. So she told him, "Then you know positive and negative numbers. I expect you to do your homework."

From that time on, he did his homework and kept an A average. The teacher simply couched the importance of the task according to the student's relationships.

Conclusion

Students from generational poverty need direct teaching to build cognitive structures necessary for learning. The relationships that will motivate them need to be established. The hidden rules must be taught so they can choose the appropriate responses if they desire.

Students from poverty are no less capable or intelligent. They simply have not been mediated in the strategies or hidden rules that contribute to success in school and at work.

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Previously printed in *Instructional Leader* and *Focus* magazines.

Ruby K. Payne, Ph.D., founder and president of **aha!** Process, Inc. (1994), with more than 30 years experience as a professional educator, has been sharing her insights about the impact of poverty – and how to help educators and other professionals work effectively with individuals from poverty – in more than a thousand workshop settings through North America, Canada, and Australia.

More information on her book, *A Framework for Understanding Poverty*, can be found on her website, www.ahaprocess.com.

Editor's note: Ruby K. Payne presents *A Framework for Understanding Poverty*, a two-day workshop, on her U.S. National Tour each year and also has produced accompanying materials. Both are available on her website, www.ahaprocess.com. Also opt-in to **aha!**'s e-mail newslist for the latest poverty and income statistics [free] and other updates.

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(800) 424-9484
(281) 426-5300
fax: (281) 426-5600
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All Things College & Career

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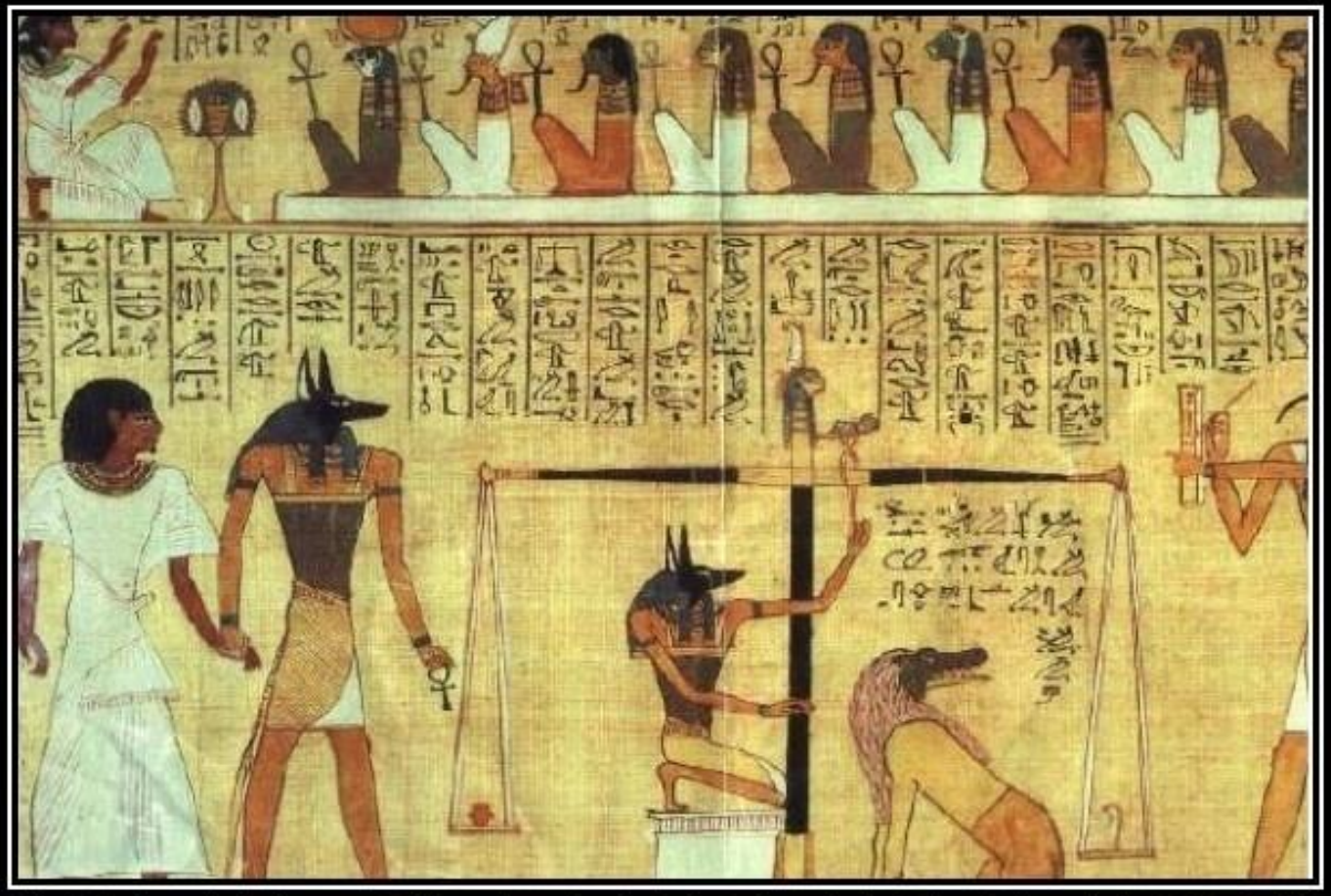
Counseling Office

- TEAM Approach
- What's already being done
- Create and Sustain
- Ideas counselors see a need for
  - Teacher posters, CIS presentations
- Counseling office calendar
- Not a counselor
  - Be careful how you represent yourself
  - Help guide them to counselor
- Ethics and professionalism

Encourage

- Post-secondary: Going on after high school
  - Military, Job corp, on the job/apprenticeships, Tech training, certificate program, 2 year college, 4 year college.
- Dream/Reach
- Ball park/Target
- Safety/Target
- Options, options, options
- Career interests and what is needed



COLLEGE APPLICATIONS

It's just like this

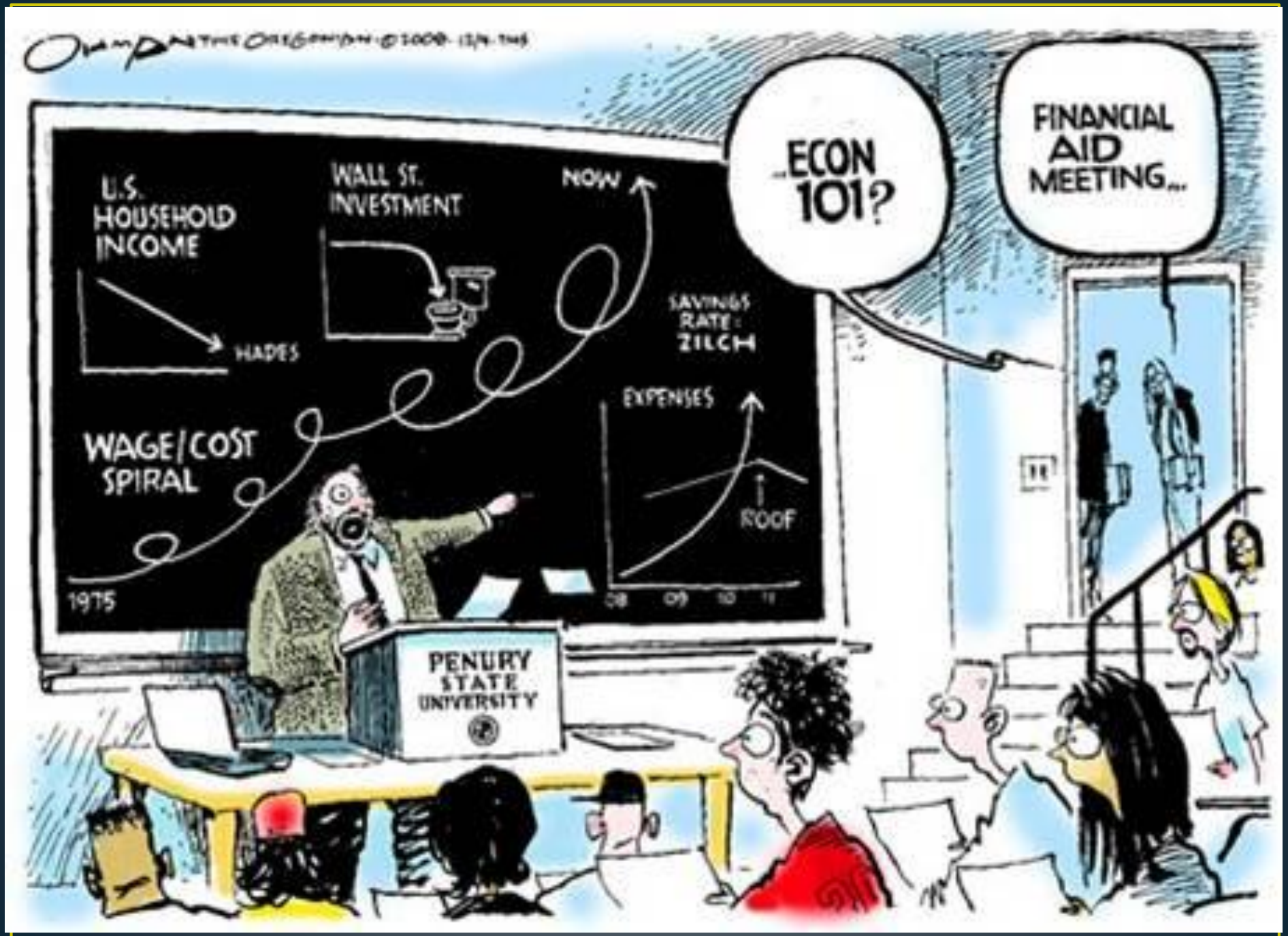
memecenter.com MemeCenter

Applications

- Complete in fall
- Exception to every rule
- SAT/ACT testing
- State schools vs Private schools
- Encourage students to find out information (call or email)
- Communicating with schools through their system
  - Vandal Web, NIC online
- Common application
  - Idaho, Nationwide
- Essays
- Letters of recommendation
- DEADLINES VARY!!!

FAFSA

- Help students understand
- Government equalizer
- Deadlines
- Send to all schools
- Okay to estimate
- FAFSA nights, afternoons, prizes and food
- Help students call FAFSA
- Pin number before December
- Start Jan 1 of year to fill out FAFSA


U.S. HOUSEHOLD INCOME
HADES
WALL ST. INVESTMENT
NOW
SAVINGS RATE: ZILCH
EXPENSES
ROOF
WAGE/COST SPIRAL
1975
08
09
10
11
PENURY STATE UNIVERSITY
...ECON 101?
FINANCIAL AID MEETING...

Scholarships

- Lots of work
- Students have difficult time following through
- Encourage students to look at college scholarships closely
- Never pay money to get money
- Letting students know about scholarships
  - Process in place?
  - Develop better way.
- CIS
- Misleading information out there

College Visits to High School

- Know your school policy
- Sit in on visit
- Ask hard questions
- Target students for visit
- Traveling Road Shows (Harvard, Stanford etc..)

FIRST SNOWFALL OF YEAR
"NO SCHOOL RIGHT?"

Taking Students on Trips

- NACAC fair/ U of I, LCSC, NIC
- College visits!
  - Paperwork, School policy, approval, process needs to be followed, ordering busses, budget and P.O

Western Undergraduate Exchange (WUE)

- Idaho students go to other Western states
- Students pay 1&½ times in state tuition
- All have different rules and requirements
- Sometimes difficult to find - call!
- Different than gaining residency

EHG110-TS
I TRIED TO TAKE EIGHTEEN CREDITS
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CIS

- Idahocis.org
- Every school in Idaho
- Learn school username and password
- Create account
- CIS training in the fall
  - Sign up early, fills up fast
- How does your school utilize CIS?
  - How can you help?

Odds and Ends

- Post-secondary process Can be confusing, help encourage step by step
- Encourage students to seek out information (Help them but don't do it for them)
- Survey at beginning of year for an idea of who you are targeting and what kinds of help they want and schools they are interested in
- You are not expected to be the expert
- College reps can be your best friends-use them

PEANUTS
HANDING IN AN ESSAY TEST WHEN YOU KNOW YOU DID TERRIBLE IS AN AWFUL FEELING...
YOU WALK BACK TO YOUR DESK, AND YOU WANT TO DIE!
EXCEPT YOU DON'T DIE... AND IT'S ONLY OCTOBER, AND SCHOOL LASTS UNTIL JUNE, AND THERE'LL BE MORE ESSAY TESTS AND MORE AGONY, AND...
MAYBE I SHOULD TRY STUDYING...

FAFSA: Free Application for Federal Student Aid

Federal Student Aid
An OFFICE of the U.S. DEPARTMENT of EDUCATION

PROUD SPONSOR of the AMERICAN MIND®

FAFSA®
Free Application for Federal Student Aid

Federal Student Aid, a part of the U.S. Department of Education, is the largest provider of student financial aid in the nation. The office of Federal Student Aid helps make college education possible by providing more than $150 billion in federal grants, loans, and work-study funds each year to more than 13 million students paying for college or career school

FAFSA®

FREE APPLICATION *for* FEDERAL STUDENT AID

July 1, 2016 – June 30, 2017

Federal **Student Aid**
An OFFICE of the U.S. DEPARTMENT of EDUCATION

PROUD SPONSOR of the AMERICAN MIND®

Use this form to apply free for federal and state student grants, work-study, and loans.

Or apply free online at www.fafsa.gov.

Applying by the Deadlines

For federal aid, submit your application as early as possible, but no earlier than January 1, 2016. We must receive your application no later than June 30, 2017. Your college must have your correct, complete information by your last day of enrollment in the 2016-2017 school year.

For state or college aid, the deadline may be as early as January 2016. See the table to the right for state deadlines. You may also need to complete additional forms.

Check with your high school guidance counselor or a financial aid administrator at your college about state and college sources of student aid and deadlines.

If you are filing close to one of these deadlines, we recommend you file online at **www.fafsa.gov**. This is the fastest and easiest way to apply for aid.

Using Your Tax Return

We recommend that you complete and submit your FAFSA as soon as possible on or after January 1, 2016. If you (or your parents) need to file a 2015 income tax return with the Internal Revenue Service (IRS), and have not done so yet, you can submit your FAFSA now using estimated tax information, and then you ***must correct*** that information ***after you file*** your return.

The easiest way to complete or correct your FAFSA with accurate tax information is by using the IRS Data Retrieval Tool through **www.fafsa.gov**. In a few simple steps, most students and parents who filed a 2015 tax return can view and transfer their tax return information directly into their FAFSA.

Note: Both parents or both the student and spouse may need to report income information on the FAFSA if they did not file a joint tax return for 2015. For assistance with answering the income information questions in this situation, call 1-800-4-FED-AID (1-800-433-3243).

Filling Out the FAFSA®

If you or your family experienced significant changes to your financial situation (such as loss of employment), or other unusual circumstances (such as high unreimbursed medical or dental expenses), complete this form to the extent you can and submit it as instructed. Consult with the financial aid office at the college(s) you applied to or plan to attend.

For help in filling out the FAFSA, go to **www.StudentAid.gov/completefafsa** or call 1-800-433-3243. TTY users (for the hearing impaired) may call 1-800-730-8913.

Fill the answer fields directly on your screen or print the form and complete it by hand. Your answers will be read electronically; therefore if you complete the form by hand:

- **use black ink and fill in circles completely:** Correct ● Incorrect ⓧ ✓
- **print clearly in CAPITAL letters and skip a box between words:** 1 5 E L M S T
- **report dollar amounts (such as $12,356.41) like this:** $ 1 2 3 5 6 no cents

Orange is for student information and purple is for parent information.

Mailing Your FAFSA®

After you complete this application, make a copy of pages 3 through 8 for your records. Then mail the original of pages 3 through 8 to:

Federal Student Aid Programs, P.O. Box 7650, London, KY 40742-7650.

After your application is processed, you will receive a summary of your information in your *Student Aid Report* (SAR). If you provide an e-mail address, your SAR will be sent by e-mail within three to five days. If you do not provide an e-mail address, your SAR will be mailed to you within three weeks. If you would like to check the status of your FAFSA, go to **www.fafsa.gov** or call 1-800-433-3243.

Let's Get Started!

Now go to page 3 of the application form and begin filling it out. Refer to the notes on pages 9 and 10 as instructed.

STATE AID DEADLINES

Check with your financial aid administrator for these states and territories:
AL, AS *, AZ, CO, FM *, GA, GU *, HI *, MH *, MP *, NE, NH *, NM, PR, PW *, SD *, UT, VA *, VI *, WI and WY *.

Pay attention to any symbols listed after your state deadline.

State	Deadline
AK	Alaska Performance Scholarship - June 30, 2016; later applications accepted if funds available. Alaska Education Grant - As soon as possible after January 1, 2016. $
AR	Academic Challenge - June 1, 2016 *(date received)* Workforce Grant - Contact the financial aid office. Higher Education Opportunity Grant - June 1, 2016 *(date received)*
CA	For many state financial aid programs - March 2, 2016 *(date postmarked)* + * For additional community college Cal Grants - September 2, 2016 *(date postmarked)* + * Contact the California Student Aid Commission or your financial aid administrator for more information.
CT	February 15, 2016 *(date received)* # *
DC	FAFSA completed by May 1, 2016 *(date received)* For DCTAG, complete the DC OneApp and submit supporting documents by June 30, 2016.
DE	April 15, 2016 *(date received)*
FL	May 15, 2016 *(date processed)*
IA	July 1, 2016 *(date received)* Earlier priority deadlines may exist for certain programs. *
ID	Opportunity Grant - March 1, 2016 *(date received)* # *
IL	As soon as possible after January 1, 2016. $
IN	March 10, 2016 *(date received)*
KS	April 1, 2016 *(date received)* # *
KY	As soon as possible after January 1, 2016. $
LA	July 1, 2017 (*date received*); July 1, 2016 recommended
MA	May 1, 2016 *(date received)* #
MD	March 1, 2016 *(date received)*
ME	May 1, 2016 *(date received)*
MI	March 1, 2016 *(date received)*
MN	30 days after term starts *(date received)*
MO	April 1, 2016 *(date received)*
MS	MTAG and MESG Grants - September 15, 2016 *(date received)* HELP Scholarship - March 31, 2016 *(date received)*
MT	March 1, 2016 *(date received)* #
NC	As soon as possible after January 1, 2016. $
ND	April 15, 2016 *(date received)* # Earlier priority deadlines may exist for institutional programs.
NJ	2015-2016 Tuition Aid Grant recipients - June 1, 2016 *(date received)* All other applicants - October 1, 2016, fall & spring terms *(date received)* - March 1, 2017, spring term only *(date received)*
NV	Silver State Opportunity Grant - As soon as possible after January 1, 2016. $ All other aid - Contact your financial aid administrator. *
NY	June 30, 2017 *(date received)* *
OH	October 1, 2016 *(date received)*
OK	March 1, 2016 *(date received)* #
OR	OSAC Private Scholarships - March 1, 2016 Oregon Opportunity Grant - As soon as possible after January 1, 2016. $
PA	All first-time applicants enrolled in a: community college; business/trade/technical school; hospital school of nursing; designated Pennsylvania Open-Admission institution; or non-transferable two-year program - August 1, 2016 *(date received)* * All other applicants - May 1, 2016 *(date received)* *
RI	March 1, 2016 *(date received)* #
SC	Tuition Grants - June 30, 2016 *(date received)* SC Commission on Higher Education Need-based Grants - As soon as possible after January 1, 2016. $
TN	State Grant - March 1, 2016. Eligible prior-year recipients receive priority, and all other awards made to neediest applicants until funds are depleted. State Lottery - fall term, September 1, 2016 *(date received);* spring & summer terms, February 1, 2017 *(date received)* Tennessee Promise - February 15, 2016
TX	March 15, 2016 *(date received)*
VT	As soon as possible after January 1, 2016. $ *
WA	As soon as possible after January 1, 2016. $
WV	PROMISE Scholarship - March 1, 2016. New applicants must submit additional application. Contact your financial aid administrator or your state agency. WV Higher Education Grant Program - April 15, 2016
	# For priority consideration, submit application by date specified. + Applicants encouraged to obtain proof of mailing. $ Awards made until funds are depleted. * Additional form may be required.

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What is the FAFSA®?

Why fill out a FAFSA?

The ***Free Application for Federal Student Aid*** (FAFSA) is the first step in the financial aid process. You use the FAFSA to apply for federal student aid, such as grants, work-study, and loans. In addition, most states and colleges use information from the FAFSA to award nonfederal aid.

Why all the questions?

The questions on the FAFSA are required to calculate your Expected Family Contribution (EFC). The EFC measures your family's financial strength and is used to determine your eligibility for federal student aid. Your state and the colleges you list may also use some of your responses. They will determine if you may be eligible for school or state aid, in addition to federal aid.

How do I find out what my Expected Family Contribution (EFC) is?

Your EFC will be listed on your *Student Aid Report* (SAR). Your SAR summarizes the information you submitted on your FAFSA. It is important to review your SAR to make sure all of your information is correct and complete. Make corrections or provide additional information, as necessary.

How much student financial aid will I receive?

Using the information on your FAFSA and your EFC, the financial aid office at your college will determine the amount of aid you will receive. The college will use your EFC to prepare a financial aid package to help you meet your financial need. Financial need is the difference between the cost of attendance (which can include living expenses) as determined by your college, and your EFC. If you or your family have unusual circumstances that should be taken into account, contact your college's financial aid office. Some examples of unusual circumstances are: unusual medical or dental expenses or a large change in income from last year to this year.

When will I receive the student financial aid?

Any financial aid you are eligible to receive will be paid to you through your college. Typically, your college will first use the aid to pay tuition, fees and room and board (if provided by the college). Any remaining aid is paid to you for your other educational expenses. If you are eligible for a Federal Pell Grant, you may receive it from only one college for the same period of enrollment.

How can I have more colleges receive my FAFSA information?

If you are completing a paper FAFSA, you can only list four colleges in the school code step. You may add more colleges by doing one of the following:

- After your FAFSA has been processed, go to *FAFSA on the Web* at **www.fafsa.gov**. Click the "Login" button on the home page to log in to *FAFSA on the Web*, then click "Make FAFSA Corrections."
- Use the *Student Aid Report* (SAR), which you will receive after your FAFSA is processed. Your Data Release Number (DRN) verifies your identity and will be listed on the first page of your SAR. You can call 1-800-433-3243 and provide your DRN to a customer service representative, who will add more school codes for you.
- Provide your DRN to the financial aid administrator at the college you want added, and he or she can add their school code to your FAFSA.

Note: Your FAFSA record can only list up to ten school codes. If there are ten school codes on your record, each new code will need to replace one of the school codes listed.

Where can I receive more information on student financial aid?

The best place for information about student financial aid is the financial aid office at the college you plan to attend. The financial aid administrator can tell you about student aid available from your state, the college itself and other sources.

- You can also visit our web site **StudentAid.gov**.
- For information by phone you can call our Federal Student Aid Information Center at 1-800-433-3243. TTY users (for the hearing impaired) may call 1-800-730-8913.
- You can also check with your high school counselor, your state aid agency or your local library's reference section.

Information about other nonfederal assistance may be available from foundations, faith-based organizations, community organizations and civic groups, as well as organizations related to your field of interest, such as the American Medical Association or American Bar Association. Check with your parents' employers or unions to see if they award scholarships or have tuition payment plans.

Information on the Privacy Act and use of your Social Security Number

We use the information that you provide on this form to determine if you are eligible to receive federal student financial aid and the amount that you are eligible to receive. Sections 483 and 484 of the Higher Education Act of 1965, as amended, give us the authority to ask you and your parents these questions, and to collect the Social Security Numbers of you and your parents. We use your Social Security Number to verify your identity and retrieve your records, and we may request your Social Security Number again for those purposes.

State and institutional student financial aid programs may also use the information that you provide on this form to determine if you are eligible to receive state and institutional aid and the need that you have for such aid. Therefore, we will disclose the information that you provide on this form to each institution you list in questions 103a - 103h, state agencies in your state of legal residence and the state agencies of the states in which the colleges that you list in questions 103a - 103h are located.

If you are applying solely for federal aid, you must answer all of the following questions that apply to you: 1-9, 14-16, 18, 21-23, 26, 28-29, 32-37, 39-59, 61-68, 70, 73-86, 88-102, 104-105. If you do not answer these questions, you will not receive federal aid.

Without your consent, we may disclose information that you provide to entities under a published "routine use." Under such a routine use, we may disclose information to third parties that we have authorized to assist us in administering the above programs; to other federal agencies under computer matching programs, such as those with the Internal Revenue Service, Social Security Administration, Selective Service System, Department of Homeland Security, Department of Justice and Veterans Affairs; to your parents or spouse; and to members of Congress if you ask them to help you with student aid questions.

If the federal government, the U.S. Department of Education, or an employee of the U.S. Department of Education is involved in litigation, we may send information to the Department of Justice, or a court or adjudicative body, if the disclosure is related to financial aid and certain conditions are met. In addition, we may send your information to a foreign, federal, state, or local enforcement agency if the information that you submitted indicates a violation or potential violation of law, for which that agency has jurisdiction for investigation or prosecution. Finally, we may send information regarding a claim that is determined to be valid and overdue to a consumer reporting agency. This information includes identifiers from the record; the amount, status and history of the claim; and the program under which the claim arose.

State Certification

By submitting this application, you are giving your state financial aid agency permission to verify any statement on this form and to obtain income tax information for all persons required to report income on this form.

The Paperwork Reduction Act of 1995

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1845-0001. Public reporting burden for this collection of information is estimated to average one and a half hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is voluntary. If you have comments or concerns regarding the status of your individual submission of this form, please contact the Federal Student Aid Information Center, P.O. Box 84, Washington, D.C. 20044 directly. [Note: Please do not return the completed form to this address.]

We may request additional information from you to process your application more efficiently. We will collect this additional information only as needed and on a voluntary basis.

FAFSA®

FREE APPLICATION *for* FEDERAL STUDENT AID

July 1, 2016 – June 30, 2017

Federal Student Aid
An OFFICE of the U.S. DEPARTMENT of EDUCATION

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Step One (Student): For questions 1-31, leave any questions that do not apply to you (the student) blank.

OMB # 1845-0001

Your full name (**exactly as it appears on your Social Security card**) If your name has a suffix, such as Jr. or III, include a space between your last name and suffix.

1. Last name
2. First name
3. Middle initial

Your permanent mailing address

4. Number and street (include apt. number)
5. City (and country if not U.S.)
6. State
7. ZIP code

8. Your Social Security Number **See Notes page 9**. – –

9. Your date of birth MONTH DAY YEAR

10. Your telephone number ( ) –

Your driver's license number and driver's license state (if you have one)

11. Driver's license number
12. Driver's license state

13. Your e-mail address. If you provide your e-mail address, we will communicate with you electronically. For example, when your FAFSA has been processed, you will be notified by e-mail. Your e-mail address will also be shared with your state and the colleges listed on your FAFSA to allow them to communicate with you. If you do not have an e-mail address, leave this field blank.

14. Are you a U.S. citizen? Mark only one. **See Notes page 9**.
- Yes, I am a U.S. citizen (U.S. national). **Skip to question 16.** ..... ◯ 1
- No, but I am an eligible noncitizen. **Fill in question 15.** ..... ◯ 2
- No, I am not a citizen or eligible noncitizen. **Skip to question 16.** ◯ 3

15. Alien Registration Number A

16. What is your marital status as of today? **See Notes page 9**.
- I am single ..... ◯ 1
- I am married/remarried ◯ 2
- I am separated ..... ◯ 3
- I am divorced or widowed ◯ 4

17. Month and year you were married, remarried, separated, divorced or widowed. **See Notes page 9**. MONTH YEAR

18. What is your state of legal residence? STATE

19. Did you become a legal resident of this state before January 1, 2011?
- Yes ◯ 1
- No ◯ 2

20. If the answer to question 19 is "No," give month and year you became a legal resident of that state. MONTH YEAR

21. Are you male or female? **See Notes page 9**.
- Male ◯ 1
- Female ◯ 2

22. **If female, skip to question 23.** Most male students must register with the Selective Service System to receive federal aid. If you are male, age 18-25 and not registered, fill in the circle and we will register you. **See Notes page 9**.
- Register me ◯ 1

23. Have you been convicted for the possession or sale of illegal drugs for an offense that occurred while you were receiving federal student aid (such as grants, work-study, or loans)?
Answer "No" if you have never received federal student aid or if you have never had a drug conviction for an offense that occurred while receiving federal student aid. If you have a drug conviction for an offense that occurred while you were receiving federal student aid, answer "Yes," but complete and submit this application, and we will mail you a worksheet to help you determine if your conviction affects your eligibility for aid. If you are unsure how to answer this question, call 1-800-433-3243 for help.
- No ◯ 1
- Yes ◯ 3

Some states and colleges offer aid based on the level of schooling your parents completed.

24. Highest school completed by Parent 1 — Middle school/Jr. high ◯ 1 High school ◯ 2 College or beyond ◯ 3 Other/unknown ◯ 4

25. Highest school completed by Parent 2 — Middle school/Jr. high ◯ 1 High school ◯ 2 College or beyond ◯ 3 Other/unknown ◯ 4

26. What will your high school completion status be when you begin college in the 2016-2017 school year?
- High school diploma. **Answer question 27**. ..... ◯ 1
- General Educational Development (GED) certificate or state certificate. **Skip to question 28**. ◯ 2
- Homeschooled. **Skip to question 28**. ..... ◯ 3
- None of the above. **Skip to question 28**. ..... ◯ 4

Step One CONTINUES on Page 4

27. What is the name of the high school where you received or will receive your high school diploma? Enter the complete high school name, and the city and state where the high school is located.

High School Name

High School City

STATE

28. Will you have your first bachelor's degree before you begin the 2016-2017 school year?

Yes ◯ 1 No ◯ 2

29. What will your grade level be when you begin the 2016-2017 school year?

- Never attended college and 1st year undergraduate ◯ 0
- Attended college before and 1st year undergraduate ◯ 1
- 2nd year undergraduate/sophomore ◯ 2
- 3rd year undergraduate/junior ◯ 3
- 4th year undergraduate/senior ◯ 4
- 5th year/other undergraduate ◯ 5
- 1st year graduate/professional ◯ 6
- Continuing graduate/professional or beyond ◯ 7

30. What degree or certificate will you be working on when you begin the 2016-2017 school year?

- 1st bachelor's degree ◯ 1
- 2nd bachelor's degree ◯ 2
- Associate degree (occupational or technical program) ◯ 3
- Associate degree (general education or transfer program) ◯ 4
- Certificate or diploma (occupational, technical or education program of less than two years) ◯ 5
- Certificate or diploma (occupational, technical or education program of two or more years) ◯ 6
- Teaching credential (nondegree program) ◯ 7
- Graduate or professional degree ◯ 8
- Other/undecided ◯ 9

31. Are you interested in being considered for work-study? Yes ◯ 1 No ◯ 2 Don't know ◯ 3

Step Two (Student):

Answer questions 32–58 about yourself (the student). If you were never married or are separated, divorced or widowed, answer only about yourself. If you are married or remarried as of today, include information about your spouse.

32. For 2015, have you (the student) completed your IRS income tax return or another tax return listed in question 33?

- I have already completed my return ◯ 1
- I will file but have not yet completed my return ◯ 2
- I'm not going to file. **Skip to question 39**. ◯ 3

33. What income tax return did you file or will you file for 2015?

- IRS 1040 ◯ 1
- IRS 1040A or 1040EZ ◯ 2
- A foreign tax return. **See Notes page 9**. ◯ 3
- A tax return with Puerto Rico, another U.S. territory, or Freely Associated State. **See Notes page 9**. ◯ 4

34. For 2015, what is or will be your tax filing status according to your tax return?

- Single ◯ 1
- Head of household ◯ 4
- Married—filed joint return ◯ 2
- Married—filed separate return ◯ 3
- Qualifying widow(er) ◯ 5
- Don't know ◯ 6

35. If you have filed or will file a 1040, were you eligible to file a 1040A or 1040EZ? **See Notes page 9.** Yes ◯ 1 No ◯ 2 Don't know ◯ 3

For questions 36–45, if the answer is zero or the question does not apply to you, enter 0. Report whole dollar amounts with no cents.

36. What was your (and spouse's) adjusted gross income for 2015? Adjusted gross income is on IRS Form 1040—line 37; 1040A—line 21; or 1040EZ—line 4. $

37. Enter your (and spouse's) income tax for 2015. Income tax amount is on IRS Form 1040—line 56 minus line 46; 1040A—line 28 minus line 36; or 1040EZ—line 10. $

38. Enter your (and spouse's) exemptions for 2015. Exemptions are on IRS Form 1040—line 6d or Form 1040A—line 6d. For Form 1040EZ, **see Notes page 9.**

Questions 39 and 40 ask about earnings (wages, salaries, tips, etc.) in 2015. Answer the questions whether or not a tax return was filed. This information may be on the W-2 forms or on the tax return selected in question 33: IRS Form 1040—lines 7 + 12 + 18 + Box 14 (Code A) of IRS Schedule K-1 (Form 1065); 1040A—line 7; or 1040EZ—line 1. If any individual earning item is negative, do not include that item in your calculation.

39. How much did you earn from working in 2015? $

40. How much did your spouse earn from working in 2015? $

41. As of today, what is your (and spouse's) total current balance of cash, savings, and checking accounts? **Don't include** student financial aid. $

42. As of today, what is the net worth of your (and spouse's) investments, including real estate? **Don't include** the home you live in. **See Notes page 9.** $

43. As of today, what is the net worth of your (and spouse's) current businesses and/or investment farms? **Don't include** a family farm or family business with 100 or fewer full-time or full-time equivalent employees. **See Notes page 9**. $

 Step Two CONTINUES on Page 5

44. Student's 2015 Additional Financial Information (Enter the combined amounts for you and your spouse.)

a. Education credits (American Opportunity Tax Credit and Lifetime Learning Tax Credit) from IRS Form 1040—line 50 or 1040A—line 33. $

b. Child support paid because of divorce or separation or as a result of a legal requirement. **Don't include** support for children in your household, as reported in question 95. $

c. Taxable earnings from need-based employment programs, such as Federal Work-Study and need-based employment portions of fellowships and assistantships. $

d. Taxable college grant and scholarship aid **reported to the IRS in your adjusted gross income**. Includes AmeriCorps benefits (awards, living allowances and interest accrual payments), as well as grant and scholarship portions of fellowships and assistantships. $

e. Combat pay or special combat pay. Only enter the amount that was taxable and included in your adjusted gross income. **Don't include** untaxed combat pay. $

f. Earnings from work under a cooperative education program offered by a college. $

45. Student's 2015 Untaxed Income (Enter the combined amounts for you and your spouse.)

a. Payments to tax-deferred pension and retirement savings plans (paid directly or withheld from earnings), including, but not limited to, amounts reported on the W-2 forms in Boxes 12a through 12d, codes D, E, F, G, H and S. **Don't include** amounts reported in code DD (employer contributions toward employee health benefits). $

b. IRA deductions and payments to self-employed SEP, SIMPLE, Keogh and other qualified plans from IRS Form 1040—line 28 + line 32 or 1040A—line 17. $

c. Child support received for any of your children. **Don't include** foster care or adoption payments. $

d. Tax exempt interest income from IRS Form 1040—line 8b or 1040A—line 8b. $

e. Untaxed portions of IRA distributions from IRS Form 1040—lines (15a minus 15b) or 1040A—lines (11a minus 11b). Exclude rollovers. If negative, enter a zero here. $

f. Untaxed portions of pensions from IRS Form 1040—lines (16a minus 16b) or 1040A—lines (12a minus 12b). Exclude rollovers. If negative, enter a zero here. $

g. Housing, food and other living allowances paid to members of the military, clergy and others (including cash payments and cash value of benefits). **Don't include** the value of on-base military housing or the value of a basic military allowance for housing. $

h. Veterans noneducation benefits, such as Disability, Death Pension, or Dependency & Indemnity Compensation (DIC) and/or VA Educational Work-Study allowances. $

i. Other untaxed income not reported in items 45a through 45h, such as workers' compensation, disability benefits, etc. Also include the untaxed portions of health savings accounts from IRS Form 1040—line 25. **Don't include** extended foster care benefits, student aid, earned income credit, additional child tax credit, welfare payments, untaxed Social Security benefits, Supplemental Security Income, Workforce Innovation and Opportunity Act educational benefits, on-base military housing or a military housing allowance, combat pay, benefits from flexible spending arrangements (e.g., cafeteria plans), foreign income exclusion or credit for federal tax on special fuels. $

j. Money received, or paid on your behalf (e.g., bills), not reported elsewhere on this form. This includes money that you received from a parent or other person whose financial information is not reported on this form and that is not part of a legal child support agreement. **See Notes page 9**. $

Step Three (Student):

Answer the questions in this step to determine if you will need to provide parental information. Once you answer **"Yes" to any** of the questions in this step, skip Step Four and go to Step Five on page 8.

46. Were you born before January 1, 1993? Yes ◯ 1 No ◯ 2

47. As of today, are you married? (Also answer "Yes" if you are separated but not divorced.) Yes ◯ 1 No ◯ 2

48. At the beginning of the 2016-2017 school year, will you be working on a master's or doctorate program (such as an MA, MBA, MD, JD, PhD, EdD, graduate certificate, etc.)? Yes ◯ 1 No ◯ 2

49. Are you currently serving on active duty in the U.S. Armed Forces for purposes other than training? **See Notes page 9**. Yes ◯ 1 No ◯ 2

50. Are you a veteran of the U.S. Armed Forces? **See Notes page 9**. Yes ◯ 1 No ◯ 2

51. Do you now have or will you have children who will receive more than half of their support from you between July 1, 2016 and June 30, 2017? Yes ◯ 1 No ◯ 2

52. Do you have dependents (other than your children or spouse) who live with you and who receive more than half of their support from you, now and through June 30, 2017? Yes ◯ 1 No ◯ 2

53. At any time since you turned age 13, were both your parents deceased, were you in foster care or were you a dependent or ward of the court? **See Notes page 10**. Yes ◯ 1 No ◯ 2

54. As determined by a court in your state of legal residence, are you or were you an emancipated minor? **See Notes page 10.** Yes ◯ 1 No ◯ 2

55. Does someone other than your parent or stepparent have legal guardianship of you, as determined by a court in your state of legal residence? **See Notes page 10.** Yes ◯ 1 No ◯ 2

56. At any time on or after July 1, 2015, did your high school or school district homeless liaison determine that you were an unaccompanied youth who was homeless or were self-supporting and at risk of being homeless? **See Notes page 10**. Yes ◯ 1 No ◯ 2

57. At any time on or after July 1, 2015, did the director of an emergency shelter or transitional housing program funded by the U.S. Department of Housing and Urban Development determine that you were an unaccompanied youth who was homeless or were self-supporting and at risk of being homeless? **See Notes page 10**. Yes ◯ 1 No ◯ 2

58. At any time on or after July 1, 2015, did the director of a runaway or homeless youth basic center or transitional living program determine that you were an unaccompanied youth who was homeless or were self-supporting and at risk of being homeless? **See Notes page 10**. Yes ◯ 1 No ◯ 2

Form CONTINUES on Page 6

If you (the student) answered "No" to every question in Step Three, go to Step Four.
If you answered "Yes" to any question in Step Three, skip Step Four and go to Step Five on page 8.
(Health professions and law school students: Your college may require you to complete Step Four even if you answered "Yes" to any Step Three question.)
If you believe that you are unable to provide parental information, see Notes page 10.

Step Four (Parent): Complete this step if you (the student) answered "No" to all questions in Step Three.

Answer all the questions in Step Four even if you do not live with your legal parents (biological, adoptive, or as determined by the state [for example, if the parent is listed on the birth certificate]). Grandparents, foster parents, legal guardians, widowed stepparents, aunts, uncles, and siblings are not considered parents on this form unless they have legally adopted you. If your legal parents are married to each other, or are not married to each other and **live together**, answer the questions about both of them. If your parent was never married or is remarried, divorced, separated or widowed, **see StudentAid.gov/fafsa-parent** and/or **Notes page 10** for additional instructions.

59. As of today, what is the marital status of your legal parents?
- Never married ..... ◯ 2
- Married or remarried ..... ◯ 1
- Divorced or separated ..... ◯ 3
- Unmarried and both parents living together ..... ◯ 5
- Widowed ..... ◯ 4

60. Month and year they were married, remarried, separated, divorced or widowed. MONTH ☐☐ YEAR ☐☐☐☐

What are the Social Security Numbers, names and dates of birth of the parents reporting information on this form?
If your parent does not have a Social Security Number, you must enter 000-00-0000. If the name includes a suffix, such as Jr. or III, include a space between the last name and suffix. Enter two digits for each day and month (e.g., for May 31, enter 05 31).

Questions 61-64 are for Parent 1 (father/mother/stepparent)

61. SOCIAL SECURITY NUMBER ☐☐☐ – ☐☐ – ☐☐☐☐ 62. LAST NAME, AND ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ , 63. FIRST INITIAL ☐ 64. DATE OF BIRTH ☐☐ ☐☐ 1 9 ☐☐

Questions 65-68 are for Parent 2 (father/mother/stepparent)

65. SOCIAL SECURITY NUMBER ☐☐☐ – ☐☐ – ☐☐☐☐ 66. LAST NAME, AND ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ , 67. FIRST INITIAL ☐ 68. DATE OF BIRTH ☐☐ ☐☐ 1 9 ☐☐

69. **Your parents' e-mail address.** If you provide your parents' e-mail address, we will let them know your FAFSA has been processed. This e-mail address will also be shared with your state and the colleges listed on your FAFSA to allow them to electronically communicate with your parents.

☐☐

70. What is your parents' state of legal residence? STATE ☐☐

71. Did your parents become legal residents of this state before January 1, 2011?
- Yes ◯ 1
- No ◯ 2

72. If the answer to question 71 is "No," give the month and year legal residency began for the parent who has lived in the state the longest. MONTH ☐☐ YEAR ☐☐☐☐

73. How many people are in your parents' household? ☐☐
Include:
- yourself, even if you don't live with your parents,
- your parents,
- your parents' other children (even if they do not live with your parents) if (a) your parents will provide more than half of their support between July 1, 2016 and June 30, 2017, or (b) the children could answer "No" to every question in Step Three on page 5 of this form, and
- other people if they now live with your parents, your parents provide more than half of their support and your parents will continue to provide more than half of their support between July 1, 2016 and June 30, 2017.

74. How many people in your parents' household (from question 73) will be college students between July 1, 2016 and June 30, 2017? ☐
Always count yourself as a college student. Do not include your parents. Do not include siblings who are in U.S. military service academies. You may include others only if they will attend, at least half-time in 2016-2017, a program that leads to a college degree or certificate.

In 2014 or 2015, did you, your parents or anyone in your parents' household (from question 73) receive benefits from any of the federal programs listed?
Mark all that apply. Answering these questions will not reduce eligibility for student aid or these programs. TANF may have a different name in your parents' state. Call 1-800-433-3243 to find out the name of the state's program.

75. Supplemental Security Income (SSI) ◯
76. Supplemental Nutrition Assistance Program (SNAP) ◯
77. Free or Reduced Price Lunch ◯
78. Temporary Assistance for Needy Families (TANF) ◯
79. Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) ◯

If your answer to question 59 was "Unmarried and both parents living together," contact 1-800-433-3243 for assistance with answering questions 80-94.

80. For 2015, have your parents completed their IRS income tax return or another tax return listed in question 81?
- My parents have already completed their return. . ◯ 1
- My parents will file but have not yet completed their return ..... ◯ 2
- My parents are not going to file. **Skip to question 88**..... ◯ 3

81. What income tax return did your parents file or will they file for 2015?
- IRS 1040 ..... ◯ 1
- IRS 1040A or 1040EZ ..... ◯ 2
- A foreign tax return. **See Notes page 9**..... ◯ 3
- A tax return with Puerto Rico, another U.S. territory or Freely Associated State. **See Notes page 9**. ..... ◯ 4

82. For 2015, what is or will be your parents' tax filing status according to their tax return?
- Single ..... ◯ 1
- Head of household..... ◯ 4
- Married—filed joint return ..... ◯ 2
- Married—filed separate return ..... ◯ 3
- Qualifying widow(er)..... ◯ 5
- Don't know ..... ◯ 6

83. If your parents have filed or will file a 1040, were they eligible to file a 1040A or 1040EZ? **See Notes page 9.**
- Yes ◯ 1
- No ◯ 2
- Don't know ◯ 3

84. As of today, is either of your parents a dislocated worker? **See Notes page 10.**
- Yes ◯ 1
- No ◯ 2
- Don't know ◯ 3

Step Four CONTINUES on Page 7

For questions 85–94, if the answer is zero or the question does not apply, enter 0. Report whole dollar amounts with no cents.

85. What was your parents' adjusted gross income for 2015? Adjusted gross income is on IRS Form 1040—line 37; 1040A—line 21; or 1040EZ—line 4. $

86. Enter your parents' income tax for 2015. Income tax amount is on IRS Form 1040—line 56 minus line 46; 1040A—line 28 minus line 36; or 1040EZ—line 10. $

87. Enter your parents' exemptions for 2015. Exemptions are on IRS Form 1040—line 6d or on Form 1040A—line 6d. For Form 1040EZ, **see Notes page 9**.

Questions 88 and 89 ask about earnings (wages, salaries, tips, etc.) in 2015. Answer the questions whether or not a tax return was filed. This information may be on the W-2 forms or on the tax return selected in question 81: IRS Form 1040—lines 7 + 12 + 18 + Box 14 (Code A) of IRS Schedule K-1 (Form 1065); 1040A—line 7; or 1040EZ—line 1. If any individual earning item is negative, do not include that item in your calculation. Report the information for the parent listed in questions 61-64 in question 88 and the information for the parent listed in questions 65-68 in question 89.

88. How much did Parent 1 (father/mother/stepparent) earn from working in 2015? $

89. How much did Parent 2 (father/mother/stepparent) earn from working in 2015? $

90. As of today, what is your parents' total current balance of cash, savings, and checking accounts? **Don't include** student financial aid. $

91. As of today, what is the net worth of your parents' investments, including real estate? **Don't include** the home in which your parents live. **See Notes page 9.** $

92. As of today, what is the net worth of your parents' current businesses and/or investment farms? **Don't include** a family farm or family business with 100 or fewer full-time or full-time equivalent employees. **See Notes page 9**. $

93. Parents' 2015 Additional Financial Information (Enter the amounts for your parent[s].)

a. Education credits (American Opportunity Tax Credit and Lifetime Learning Tax Credit) from IRS Form 1040—line 50 or 1040A—line 33. $

b. Child support paid because of divorce or separation or as a result of a legal requirement. **Don't include** support for children in your parents' household, as reported in question 73. $

c. Your parents' taxable earnings from need-based employment programs, such as Federal Work-Study and need-based employment portions of fellowships and assistantships. $

d. Your parents' taxable college grant and scholarship aid **reported to the IRS in your parents' adjusted gross income**. Includes AmeriCorps benefits (awards, living allowances and interest accrual payments), as well as grant and scholarship portions of fellowships and assistantships. $

e. Combat pay or special combat pay. Only enter the amount that was taxable and included in your parents' adjusted gross income. Do not enter untaxed combat pay. $

f. Earnings from work under a cooperative education program offered by a college. $

94. Parents' 2015 Untaxed Income (Enter the amounts for your parent[s].)

a. Payments to tax-deferred pension and retirement savings plans (paid directly or withheld from earnings), including, but not limited to, amounts reported on the W-2 forms in Boxes 12a through 12d, codes D, E, F, G, H and S. **Don't include** amounts reported in code DD (employer contributions toward employee health benefits). $

b. IRA deductions and payments to self-employed SEP, SIMPLE, Keogh and other qualified plans from IRS Form 1040—line 28 + line 32 or 1040A—line 17. $

c. Child support received for any of your parents' children. **Don't include** foster care or adoption payments. $

d. Tax exempt interest income from IRS Form 1040—line 8b or 1040A—line 8b. $

e. Untaxed portions of IRA distributions from IRS Form 1040—lines (15a minus 15b) or 1040A—lines (11a minus 11b). Exclude rollovers. If negative, enter a zero here. $

f. Untaxed portions of pensions from IRS Form 1040—lines (16a minus 16b) or 1040A—lines (12a minus 12b). Exclude rollovers. If negative, enter a zero here. $

g. Housing, food and other living allowances paid to members of the military, clergy and others (including cash payments and cash value of benefits). **Don't include** the value of on-base military housing or the value of a basic military allowance for housing. $

h. Veterans noneducation benefits, such as Disability, Death Pension, or Dependency & Indemnity Compensation (DIC) and/or VA Educational Work-Study allowances. $

i. Other untaxed income not reported in items 94a through 94h, such as workers' compensation, disability benefits, etc. Also include the untaxed portions of health savings accounts from IRS Form 1040—line 25. **Don't include** extended foster care benefits, student aid, earned income credit, additional child tax credit, welfare payments, untaxed Social Security benefits, Supplemental Security Income, Workforce Innovation and Opportunity Act educational benefits, on-base military housing or a military housing allowance, combat pay, benefits from flexible spending arrangements (e.g., cafeteria plans), foreign income exclusion or credit for federal tax on special fuels. $

 Form CONTINUES on Page 8

Step Five (Student): Complete this step only if you (the student) answered "Yes" to any questions in Step Three.

95. How many people are in your household?
Include:
- yourself (and your spouse),
- your children, if you will provide more than half of their support between July 1, 2016 and June 30, 2017, even if they do not live with you, and
- other people if they now live with you, you provide more than half of their support and you will continue to provide more than half of their support between July 1, 2016 and June 30, 2017.

96. How many people in your (and your spouse's) household (from question 95) will be college students between July 1, 2016 and June 30, 2017? Always count yourself as a college student. Do not include family members who are in U.S. military service academies. Include others only if they will attend, at least half-time in 2016-2017, a program that leads to a college degree or certificate.

In 2014 or 2015, did you (or your spouse) or anyone in your household (from question 95) receive benefits from any of the federal programs listed? Mark all that apply. Answering these questions will not reduce eligibility for student aid or these programs. TANF may have a different name in your state. Call 1-800-433-3243 to find out the name of the state's program.

97. Supplemental Security Income (SSI) ◯
98. Supplemental Nutrition Assistance Program (SNAP) ◯
99. Free or Reduced Price Lunch ◯
100. Temporary Assistance for Needy Families (TANF) ◯
101. Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) ◯

102. As of today, are you (or your spouse) a dislocated worker? **See Notes page 10.** Yes ◯ 1 No ◯ 2 Don't know ◯ 3

Step Six (Student): Indicate which colleges you want to receive your FAFSA information.

Enter the six-digit federal school code and your housing plans for each college or school you wish to receive your FAFSA information. You can find the school codes at **www.fafsa.gov** or by calling 1-800-433-3243. If you cannot obtain a code, write in the complete name, address, city and state of the college. All of the information you included on your FAFSA, *with the exception of the list of colleges*, will be sent to each of the colleges you listed. In addition, all of your FAFSA information, *including the list of colleges*, will be sent to your state student grant agency. For federal student aid purposes, it does not matter in what order you list your selected schools. However, the order in which you list schools may affect your eligibility for state aid. Check with your state grant agency for more information. To find out how to have more colleges receive your FAFSA information, read ***What is the FAFSA?*** on page 2.

	1st FEDERAL SCHOOL CODE		NAME OF COLLEGE / ADDRESS AND CITY	STATE	HOUSING PLANS
103. a		OR			103. b on campus ◯ 1 with parent ◯ 2 off campus ◯ 3
	2nd FEDERAL SCHOOL CODE				
103. c		OR			103. d on campus ◯ 1 with parent ◯ 2 off campus ◯ 3
	3rd FEDERAL SCHOOL CODE				
103. e		OR			103. f on campus ◯ 1 with parent ◯ 2 off campus ◯ 3
	4th FEDERAL SCHOOL CODE				
103. g		OR			103. h on campus ◯ 1 with parent ◯ 2 off campus ◯ 3

Step Seven (Student and Parent): Read, sign and date.

If you are the student, by signing this application you certify that you (1) will use federal and/or state student financial aid only to pay the cost of attending an institution of higher education, (2) are not in default on a federal student loan or have made satisfactory arrangements to repay it, (3) do not owe money back on a federal student grant or have made satisfactory arrangements to repay it, (4) will notify your college if you default on a federal student loan and (5) will not receive a Federal Pell Grant from more than one college for the same period of time.

If you are the parent or the student, by signing this application you certify that all of the information you provided is true and complete to the best of your knowledge and you agree, if asked, to provide information that will verify the accuracy of your completed form. This information may include U.S. or state income tax forms that you filed or are required to file. Also, you certify that you understand that **the Secretary of Education has the authority to verify information reported on this application with the Internal Revenue Service and other federal agencies**. If you sign any document related to the federal student aid programs electronically using a personal identification number (PIN), username and password, and/or any other credential, you certify that you are the person identified by that PIN, username and password, and/or other credential, and have not disclosed that PIN, username and password, and/or other credential to anyone else. If you purposely give false or misleading information, you may be fined up to $20,000, sent to prison, or both.

104. Date this form was completed
MONTH DAY 2016 ◯ or 2017 ◯

105. Student (Sign below)
1

Parent (A parent from Step Four sign below.)
2

If you or your family paid a fee for someone to fill out this form or to advise you on how to fill it out, that person must complete this part.

Preparer's name, firm and address

106. Preparer's Social Security Number (or 107)

107. Employer ID number (or 106)

108. Preparer's signature and date
1

COLLEGE USE ONLY

D/O ◯ 1 Homeless Youth Determination ◯ 4

FEDERAL SCHOOL CODE

FAA Signature
1

DATA ENTRY USE ONLY: ◯ P ◯ * ◯ L ◯ E

Notes for question 8 (page 3)

Enter your Social Security Number (SSN) as it appears on your Social Security card. If you are a resident of the Freely Associated States (i.e., the Republic of Palau, the Republic of the Marshall Islands, or the Federated States of Micronesia) and were issued an identification number beginning with "666" when submitting a FAFSA previously, enter that number here. If you are a first-time applicant from the Freely Associated States, enter "666" in the first three boxes of the SSN field and leave the remaining six positions blank and we will create an identification number to be used for federal student aid purposes.

Notes for questions 14 and 15 (page 3)

If you are an eligible noncitizen, write in your eight- or nine-digit Alien Registration Number. Generally, you are an eligible noncitizen if you are (1) a permanent U.S. resident with a Permanent Resident Card (I-551); (2) a conditional permanent resident with a Conditional Green Card (I-551C); (3) the holder of an Arrival-Departure Record (I-94) from the Department of Homeland Security showing any one of the following designations: "Refugee," "Asylum Granted," "Parolee" (I-94 confirms that you were paroled for a minimum of one year and status has not expired), T-Visa holder (T-1, T-2, T-3, etc.) or "Cuban-Haitian Entrant;" or (4) the holder of a valid certification or eligibility letter from the Department of Health and Human Services showing a designation of "Victim of human trafficking."

If you are in the U.S. and have been granted Deferred Action for Childhood Arrivals (DACA), an F1 or F2 student visa, a J1 or J2 exchange visitor visa, or a G series visa (pertaining to international organizations), select "No, I am not a citizen or eligible noncitizen." You will not be eligible for federal student aid. If you have a Social Security Number but are not a citizen or an eligible noncitizen, including if you have been granted DACA, you should still complete the FAFSA because you may be eligible for state or college aid.

Notes for questions 16 and 17 (page 3)

Report your marital status as of the date you sign your FAFSA. If your marital status changes after you sign your FAFSA, check with the **financial aid office at the college**.

Notes for questions 21 and 22 (page 3)

To be eligible for federal student aid, male citizens and male immigrants residing in the U.S. aged 18 through 25 are required to register with the Selective Service System, with limited exceptions. This requirement applies to any person assigned the sex of male at birth. The Selective Service System and the registration requirement for males preserve America's ability to provide resources in an emergency to the U.S. Armed Forces (Army, Navy, Air Force, Marines, or Coast Guard). For more information about the Selective Service System, visit **www.sss.gov**. Forms are available at your local U.S. Post Office.

Notes for questions 33 (page 4) and 81 (page 6)

If you filed or will file a foreign tax return, a tax return with Puerto Rico, another U.S. territory (e.g., Guam, American Samoa, the U.S. Virgin Islands, Swain's Island or the Northern Marianas Islands) or one of the Freely Associated States, use the information from that return to fill out this form. If you filed a foreign return, convert all monetary units to U.S. dollars, using the published exchange rate in effect for the date nearest to today's date. To view the daily exchange rates, go to **www.federalreserve.gov/releases/h10/current**.

Notes for questions 35 (page 4) and 83 (page 6)

In general, a person is eligible to file a 1040A or 1040EZ if he or she makes less than $100,000, does not itemize deductions, does not receive income from his or her own business or farm and does not receive alimony. A person is not eligible to file a 1040A or 1040EZ if he or she makes $100,000 or more, itemizes deductions, receives income from his or her own business or farm, is self-employed, receives alimony or is required to file Schedule D for capital gains. If you filed a 1040 only to claim the American Opportunity Tax Credit or Lifetime Learning Tax Credit, and you would have otherwise been eligible to file a 1040A or 1040EZ, answer "**Yes**" to this question. If you filed a 1040 and were not required to file a tax return, answer "**Yes**" to this question.

Notes for questions 38 (page 4) and 87 (page 7) — Notes for those who filed a 1040EZ

On the 1040EZ, if a person didn't check either box on line 5, enter 01 if he or she is single or has never been married, or 02 if he or she is married. If a person checked either the "you" or "spouse" box on line 5, use 1040EZ worksheet line F to determine the number of exemptions ($4,000 equals one exemption).

Notes for questions 42 and 43 (page 4), 45j (page 5), and 91 and 92 (page 7)

Net worth means the current value, as of today, of investments, businesses, and/or investment farms, minus debts related to those same investments, businesses, and/or investment farms. When calculating net worth, use 0 for investments or properties with a negative value.

Investments include real estate (do not include the home in which you live), rental property (includes a unit within a family home that has its own entrance, kitchen, and bath rented to someone other than a family member), trust funds, UGMA and UTMA accounts, money market funds, mutual funds, certificates of deposit, stocks, stock options, bonds, other securities, installment and land sale contracts (including mortgages held), commodities, etc.

Investments also include qualified educational benefits or education savings accounts (e.g., Coverdell savings accounts, 529 college savings plans and the refund value of 529 prepaid tuition plans). For a student who does not report parental information, the accounts owned by the student (and/or the student's spouse) are reported as student investments in question 42. For a student who must report parental information, the accounts are reported as parental investments in question 91, including all accounts owned by the student and all accounts owned by the parents for any member of the household.

Money received, or paid on your behalf, also includes distributions to you (the student beneficiary) from a 529 plan that is owned by someone other than you or your parents (such as your grandparents, aunts, uncles, and non-custodial parents). You must include these distribution amounts in question 45j.

Investments do not include the home you live in, the value of life insurance, retirement plans (401[k] plans, pension funds, annuities, non-education IRAs, Keogh plans, etc.) or cash, savings and checking accounts already reported in questions 41 and 90.

Investments also do not include UGMA and UTMA accounts for which you are the custodian, but not the owner.

Investment value means the current balance or market value of these investments as of today. Investment debt means only those debts that are related to the investments.

Business and/or investment farm value includes the market value of land, buildings, machinery, equipment, inventory, etc. Business and/or investment farm debt means only those debts for which the business or investment farm was used as collateral.

Business value does not include the value of a small business if your family owns and controls more than 50 percent of the business and the business has 100 or fewer full-time or full-time equivalent employees. For small business value, your family includes (1) persons directly related to you, such as a parent, sister or cousin, or (2) persons who are or were related to you by marriage, such as a spouse, stepparent or sister-in-law.

Investment farm value does not include the value of a family farm that you (your spouse and/or your parents) live on and operate.

Notes for question 49 (page 5)

Answer "**Yes**" if you are currently serving in the U.S. Armed Forces or are a National Guard or Reserves enlistee who is on active duty for other than state or training purposes.

Answer "**No**" if you are a National Guard or Reserves enlistee who is on active duty for state or training purposes.

Notes for question 50 (page 5)

Answer "**Yes**" (you are a veteran) if you (1) have engaged in active duty (including basic training) in the U.S. Armed Forces, or are a National Guard or Reserves enlistee who was called to active duty for other than state or training purposes, or were a cadet or midshipman at one of the service academies, **and** (2) were released under a condition other than dishonorable. Also answer "**Yes**" if you are not a veteran now but will be one by June 30, 2017.

Answer "**No**" (you are not a veteran) if you (1) have never engaged in active duty (including basic training) in the U.S. Armed Forces, (2) are currently an ROTC student or a cadet or midshipman at a service academy, (3) are a National Guard or Reserves enlistee activated only for state or training purposes, or (4) were engaged in active duty in the U.S. Armed Forces but released under dishonorable conditions.

Also answer "**No**" if you are currently serving in the U.S. Armed Forces and will continue to serve through June 30, 2017.

Notes continue on Page 10.

Notes for question 53 (page 5)

Answer "**Yes**" if at any time since you turned age 13:

- You had no living parent, even if you are now adopted; or
- You were in foster care, even if you are no longer in foster care today; or
- You were a dependent or ward of the court, even if you are no longer a dependent or ward of the court today. For federal student aid purposes, someone who is incarcerated is not considered a ward of the court.

The financial aid administrator at your school may require you to provide proof that you were in foster care or a dependent or ward of the court.

Notes for questions 54 and 55 (page 5)

The definition of legal guardianship does not include your parents, even if they were appointed by a court to be your guardians. You are also not considered a legal guardian of yourself.

Answer "**Yes**" if you can provide a copy of a court's decision that as of today you are an emancipated minor or are in legal guardianship. Also answer "**Yes**" if you can provide a copy of a court's decision that you were an emancipated minor or were in legal guardianship immediately before you reached the age of being an adult in your state. The court must be located in your state of legal residence at the time the court's decision was issued.

Answer "**No**" if you are still a minor and the court decision is no longer in effect or the court decision was not in effect at the time you became an adult. Also answer "**No**" and contact your school if custody was awarded by the courts and the court papers say "custody" (not "guardianship").

The financial aid administrator at your college may require you to provide proof that you were an emancipated minor or in legal guardianship.

Notes for questions 56–58 (page 5)

Answer "**Yes**" if you received a determination at any time on or after July 1, 2015, that you were an unaccompanied youth who was homeless or at risk of being homeless.

- "**Homeless**" means lacking fixed, regular and adequate housing. You may be homeless if you are living in shelters, parks, motels or cars, or are temporarily living with other people because you have nowhere else to go. Also, if you are living in any of these situations and fleeing an abusive parent you may be considered homeless even if your parent would provide support and a place to live.
- "**Unaccompanied**" means you are not living in the physical custody of your parent or guardian.
- "**Youth**" means you are 21 years of age or younger or you are still enrolled in high school as of the day you sign this application.

Answer "**No**" if you are not homeless or at risk of being homeless, or do not have a determination. However, even if you answer "**No**" to each of questions 56, 57, and 58, you should contact your college financial aid office for assistance if you are under 24 years of age and are either (1) homeless and unaccompanied or (2) at risk of being homeless, unaccompanied, and providing for your own living expenses - as your college financial aid office can determine that you are "homeless" and are not required to provide parental information.

The financial aid administrator at your college may require you to provide a copy of the determination if you answered "**Yes**" to any of these questions.

Notes for students unable to provide parental information on pages 6 and 7

Under very limited circumstances (for example, your parents are incarcerated; you have left home due to an abusive family environment; or you do not know where your parents are and are unable to contact them), you may be able to submit your FAFSA without parental information. **If you are unable to provide parental information**, skip Steps Four and Five, and go to Step Six. Once you submit your FAFSA without parental data, **you must follow up with the financial aid office at the college you plan to attend**, in order to complete your FAFSA.

Notes for Step Four, questions 59–94 (pages 6 and 7)

Review all instructions below to determine who is considered a parent on this form:

- If your parent was never married and does not live with your other legal parent, or if your parent is widowed or not remarried, answer the questions about that parent.
- If your legal parents (biological, adoptive, or as determined by the state [for example, if the parent is listed on the birth certificate]) are not married to each other and **live together**, select "Unmarried and both parents living together" and provide information about both of them regardless of their gender. Do not include any person who is not married to your parent and who is not a legal or biological parent. Contact 1-800-433-3243 for assistance in completing questions 80-94.
- If your legal parents are married, select "Married or remarried." If your legal parents are divorced but living together, select "Unmarried and both parents living together." If your legal parents are separated but living together, select "Married or remarried," not "Divorced or separated."
- If your parents are divorced or separated, answer the questions about the parent you lived with more during the past 12 months. (If you did not live with one parent more than the other, give answers about the parent who provided more financial support during the past 12 months or during the most recent year that you actually received support from a parent.) **If this parent is remarried as of today, answer the questions about that parent and your stepparent.**
- If your widowed parent is remarried as of today, answer the questions about that parent and your stepparent.

Notes for questions 84 (page 6) and 102 (page 8)

In general, a person may be considered a dislocated worker if he or she:

- is receiving unemployment benefits due to being laid off or losing a job and is unlikely to return to a previous occupation;
- has been laid off or received a lay-off notice from a job;
- was self-employed but is now unemployed due to economic conditions or natural disaster; or
- is the spouse of an active duty member of the Armed Forces and has experienced a loss of employment because of relocating due to permanent change in duty station; or
- is the spouse of an active duty member of the Armed Forces and is unemployed or underemployed, and is experiencing difficulty in obtaining or upgrading employment; or
- is a displaced homemaker. A displaced homemaker is generally a person who previously provided unpaid services to the family (e.g., a stay-at-home mom or dad), is no longer supported by the spouse, is unemployed or underemployed, and is having trouble finding or upgrading employment.

Except for the spouse of an active duty member of the Armed Forces, if a person quits work, generally he or she is not considered a dislocated worker even if, for example, the person is receiving unemployment benefits.

Answer "**Yes**" to question 84 if your parent is a dislocated worker. Answer "**Yes**" to question 102 if you or your spouse is a dislocated worker.

Answer "**No**" to question 84 if your parent is not a dislocated worker. Answer "**No**" to question 102 if neither you nor your spouse is a dislocated worker.

Answer "**Don't know**" to question 84 if you are not sure whether your parent is a dislocated worker. Answer "**Don't know**" to question 102 if you are not sure whether you or your spouse is a dislocated worker. You can contact your financial aid office for assistance in answering these questions.

The financial aid administrator at your college may require you to provide proof that your parent is a dislocated worker, if you answered "**Yes**" to question 84, or that you or your spouse is a dislocated worker, if you answered "**Yes**" to question 102.