



# COLLEGE

## PLANNING GUIDE



**CROSSROADS**  
**COLLEGE PREPARATORY**  
**SCHOOL**



# **Class of 2020**

## **College**

## **Manual**

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Dear Students & Families,

As you begin to think about life after high school, you will be faced with many decisions. One of the biggest decisions to make will be where to attend college, and as with any major decision, having the appropriate information to make the decision is essential.

The college selection process can be overwhelming, but hopefully the important facts, procedures, and suggestions presented in this booklet can help ease some of the burden of this process. Whether you are just beginning the decision-making process or you have already decided where you will be attending college, this information can help clarify questions and be an important resource for you.

It should be stressed that the college selection process is just that: a process. Early planning is an integral part of the process. By following a structured process, a student and family will be better prepared to make the right decision and reduce the level of stress that may come with it.

This College Planning Manual should be used as a resource to supplement the work you do with the College Counselor. You are encouraged and always welcome to meet with me on an individual basis to help you with issues regarding this important decision.

As with any resource, the only way to use the information it contains is to read it. You are strongly encouraged to read through this material and write down questions as they arise. In addition, you will find a glossary of terms in the Appendix section if you are unsure what a term means. There is also a list of sources for further information if you have questions that are not answered in the text.

Families, you should be aware of the decisions facing your student. If you have already had a child go through this transition, you may already know some of this material, but it never hurts to review it again. Whatever your student decides, you should be involved in the process, as your input will be important. However, this is ultimately the student's decision. The student should be doing the work of researching and completing the application and any required supplemental information. Try to prevent yourself from making the final decision for your student, but offer encouragement and helpful advice. Having your support will make the decision-making process much easier.

Good luck with the process and eventually the decision that you make. Please do not hesitate to contact me for further assistance.

Sincerely,  
Becky





## A PLANNING CALENDAR FOR JUNIORS

### AUGUST

- Review your high school course-work and activity plans to make sure they reflect the impression you want to make on college admissions officers. Colleges pay close attention to the kinds of courses you take during high school, your GPA, and the extracurricular activities in which you are involved.

### SEPTEMBER

- Begin to compile a list of colleges that interest you. Some valuable resources include college websites, college catalogs, and internet search engines.
- Watch for local college fairs and college information sessions and attend these programs. These are great ways to gather a lot of information about a number of different institutions.
- Attend visits when college reps are visiting Crossroads.

### OCTOBER

- Take the PSAT. You are allowed to use a calculator for the math portion of the test so be sure to bring one with you to the test.
- Continue to visit college representative at Crossroads.

### NOVEMBER

- Continue to research institutions. You should have a long list (approx. 15-25 schools) on your list.
- Visit with college admission representatives when they are at Crossroads.
- Attend local college fairs to continue to gather information about prospective institutions.
- If you are interested in taking ACT or SAT in December, register for these tests.

### DECEMBER

- When you receive your PSAT score report, use the score guide to help you interpret your results.
- Investigate which exams –such as the SAT, SAT subject tests, or ACT – are required by the colleges to which you are interested in applying.
- Consider taking the ACT or SAT for the first time. Watch for deadline dates.

### JANUARY

- Beth will begin meeting with juniors and parents for individual meetings to discuss students college process.
- Register for Feb. ACT

### FEBRUARY

- ACT offered
- Start investigating private scholarships and other student aid programs. You may be able to get funding from an organization with which you or your family is affiliated.
- Continue researching prospective colleges.

### MARCH

- Register for the ACT or SAT exams if you have not done so already.
- Use Spring Break to visit prospective colleges.

### APRIL

- Continue investigating colleges you are interested in and knocking schools off

- your list you are no longer interested in pursuing.
- Do campus visits to schools still on your list.
- All juniors will take an ACT test at Crossroads.

#### MAY

- Take any Advanced Placement (AP) exams you are eligible to take.

## A PLANNING CALENDAR FOR SENIORS

#### SEPTEMBER

- Revise and update your college list based on your research and college visits. It is a good idea to have your list pared down to about 5-8 schools to which you plan to apply.
- Make an appointment to meet with the College Counselor to discuss college plans and discuss the process of submitting applications and requesting transcripts.
- Make a detailed list of registration and test dates for the ACT and SAT exams, college application deadlines, housing deadlines, and financial aid deadlines.
- Meet with college reps that come for visits for any additional information you may need.
- Retake the ACT, if needed.
- Begin asking two teachers for letters of recommendations.
- Begin drafting college application essays.

#### OCTOBER

- Continue working on college application essays.
- Request required letters of recommendation.
- Meet with Beth to review applications and essays.
- Start pursuing any outside local or private scholarships. Watch for deadlines!
- File the FAFSA beginning on October 1.

#### NOVEMBER

- Continue working on college applications as needed.

#### DECEMBER

- Continue working on college applications. If you applied for Early Decision, you should be receiving your decision letter in mid-December. If you were not accepted, complete applications for alternate choices.
- Take the ACT and/or SAT again if needed and still accepted at colleges where you apply.

#### JANUARY

- Mid-Year Reports, including 7th semester transcripts, will be automatically sent to any colleges that require them.

#### FEBRUARY

- Continue to apply for local scholarships.
- Complete and turn in any last minute applications.

#### MARCH

- Revisit any colleges you need to in order to make your final decision.

## APRIL

- Most schools notify students by April 1 (if not before). Read all the material you receive.
- Review all financial aid award letters.
- Based on all information received, decide on the school that is best for you.
- Inform the institution you plan to attend and turn in any paperwork along with the tuition deposit.
- Advise the schools you do not plan to attend of your decision. This can be done via phone, email, or letter. This allows the school to admit from their wait list and frees up any funds for other students.
- Write thank you notes to those who awarded you scholarships.

## MAY

- May 1 is the national deadline for notifying schools of your intentions. If you do not notify the schools, you may be dropped from their list and will lose all scholarships and housing reservations.
- Enjoy your final few weeks of life at high school. Congratulations!! You made it!!

# SELF-EVALUATION

## DETERMINING YOUR GOALS

Deciding to attend college and what college to attend are some of the biggest decisions you will make in your life. Following are some questions to ask yourself when beginning the process of making these decisions. A serious look at yourself will help you learn more about what you want to do with your life. Keep in mind this process may take some time to really gain valuable insight into who you are, so don't despair if answers are not readily available. Be honest and thoughtful with yourself!!

### GOALS AND VALUES

- Which aspects of your high school years have been most meaningful to you? If you could live this time over, would you do anything differently?
- What values are most important to you? What do you care most about? What occupies most of your energy, effort, and/or thoughts?
- How do you define success? Are you satisfied with your accomplishments to date? What do you want to accomplish in the future?
- What kind of person would you like to become? Of your unique gifts and strengths, which would you like to continue to develop?
- What would you most like to change about yourself?
- If you had a year to go anywhere and do whatever you wanted, how would you spend that year?
- What experiences have shaped your growth and way of thinking?
- What is your work ethic?

### YOUR EDUCATION

- What are your academic interests? Which courses have you enjoyed the most? Which courses have been most difficult and have you not enjoyed?
- What do you choose to learn when you can learn on your own? Consider interests pursued beyond class assignments: topics chosen for research papers, lab reports, independent projects, independent reading, job or volunteer work.
- How do you learn best? What methods of teaching and style of teacher engage your interest the most?
- What has been the most stimulating intellectual experience in recent years?
- In what learning environment do you learn most effectively? Do you need one on one instruction, or do you enjoy group projects?
- In what area of skills and knowledge do you feel most confident? Least confident? Have you been challenged by your courses?
- Is your academic record an accurate measure of your ability and potential? Are your standardized test scores?
- Are there outside circumstances that have interfered with your academic performance? Consider such factors as after school jobs, home responsibilities or difficulties, excessive school activities, illness or emotional stress, parental influences, or other factors that are unique to your background.

## ACTIVITIES AND INTERESTS

- What activities do you most enjoy outside the class? What activities have meant the most to you? Looking back, would you have made different choices?
- Do your activities show a pattern of commitment, competence, or contribution to other individuals, your family, and/or school?
- How would others describe your role in school or community? What do you consider your most significant contribution?
- After a long, hard day, what do you most enjoy doing? What is fun and relaxing for you?

## OTHER QUESTIONS TO CONSIDER

- What do your parents and friends expect from you? How have their expectations influenced the goals and standards you set for yourself?
- What is the most controversial issue you have encountered in recent years? How did you deal with it?
- Have you encountered people who think and act differently from you? What viewpoints have challenged you the most? How did you respond? What did you learn about yourself?
- How would someone who knows you well describe you? What are your strengths and weaknesses? How have you grown or changed during your high school years?
- Which relationships are the most important to you and why? Describe the people whom you consider your friends? In what ways are they similar to or different from you?
- How do you respond to pressure, competition, or challenge? How do you react to failure, disappointment, or criticism?
- What are the best decisions you have made recently? How much do you rely on direction, advice, or guidance from others?

## UNDERSTANDING YOUR TRANSCRIPT

The next step in understanding yourself is to understand where you stand academically. What does your academic record say about you? Do you think your academic record accurately reflects your abilities? How can you make the most of your record to help you in the college search process?

At Crossroads, your transcript reports courses and grades earned beginning in your freshman year. The transcript also includes cumulative grade point average for each semester, the end of the year, and a summary calculation for your complete secondary school career at Crossroads. This does not include work completed at other high schools.

Most colleges and universities require that you send your standardized test results directly from the testing agencies themselves. If you ask for your scores to be sent at the time you register to take the test, there usually is no extra fee. If you ask that your scores be sent at a separate time from the test, a processing fee will be required by the testing agencies.

Colleges and universities require an **official** transcript for admission consideration. An official transcript cannot be released directly to a student or parent or guardian. It must be sent directly from your high school to the party requesting it. Students and their parents or guardians are welcome to request an unofficial transcript at any time.

# Choosing A College

Choosing the right college can seem like a rather daunting task. After all, your college education and overall experience will affect the rest of your life.

With over 3,500 colleges and universities in the country, it can become overwhelming to narrow your focus to just the few to which you want to apply for admission. If you do not have an absolute priority like an unusual major, a special learning need, or a unique talent, your choices are wide open.

There are many factors to consider when choosing a college, but following are some of the key factors you should consider:

**1. Distance from home**

Do you want to live close to home or live far away? Being close to home can hinder your ability to experience independence, but being too far may make you lonely.

**2. Size of school**

Do you learn better in a smaller learning community or would you like to be in a large lecture hall? Small schools will offer you more personal involvement, a community atmosphere, and smaller classes, whereas the larger schools tend to be more impersonal, make it easier for you to be anonymous, and have much larger classes. Smaller institutions may not have as many activities and opportunities to offer as would a larger institution.

**3. Setting – suburban, urban, or rural**

Do you want to be in a rural area, in the heart of a large city, or at least have access to a larger city?

**4. Academics**

Consider the majors, academic support services or honors programs each school has to offer. Do you have any special educational needs?

**5. Campus life**

Consider the diversity of the campus, residence halls, campus clubs and organizations, fraternities and sororities, and religious programs and opportunities.

**6. Overseas study opportunities**

Are you interested in studying for a semester or year in another country?

**7. Admission Criteria**

Do you have the required standardized test score and grade point average needed for admission? What is the percentage of students admitted? What courses are required or strongly recommended for admission?

**8. Cost**

Do you have the flexibility to consider an expensive private or public institution or are you limited to a less expensive school?

## 9. Scholarships and Financial Aid

Will you qualify for any institutional academic scholarships? Are there other scholarships for which you can apply?

## 10. Reputation

What are the strengths and weaknesses of the institution?

One of the most commonly asked questions is, "How many colleges should I apply to?" There is no universal answer to this question since each individual is different. Some students may only apply to one or two schools while others may apply to more. Neither approach is best. After carefully investigating your requirements of a college, you should be able to narrow your choice to approximately 6-8 schools that provide the services you desire. As you are narrowing your choices, you may want to consider placing the schools into the following categories:

**Reach/Unpredictable Schools** – These schools may be "long shots" based on your credentials and the admissions selectivity; however, consider stretching yourself and taking the risk to apply to these institutions.

**Good Match/Target Schools** – These schools should possess significant features you want in a school, and it should be realistic that you will be admitted.

**Likely/Safety Schools** – These schools will have many of the features you are looking for, and admission is highly likely.

While there is no hard and fast rule regarding these categories, including one or two schools in each category is sufficient. You want to make sure you apply to at least two "good match" or "likely" schools to ensure you will be accepted and be able to make a choice when the time comes.

## A FEW POINTS OF CAUTION

1. Many students spend hours deciding on their top few choices and very few minutes on their fifth or sixth choice. It is strongly advised that you take time in considering those choices as you may end up at one of those schools if admission and/or financial aid at your first choice(s) are not offered. You want to make sure your "likely/safety" schools reflect the needs you desire, not just because they are inexpensive or admission is not as difficult.

2. Some students feel that schools that fall into the "good match" or "safety" categories are not as good as those in the "reach/unpredictable" category. This is not necessarily the case. The selectivity may be stricter in some schools so your chances of admission may be decreased. In many cases, your good match and safety schools may be just as good to serve your purposes. You need to find the fit that is best for you!!

3. Not all of the "good" schools are in the East. As a result of this country's growth and where the first settlements began, the majority of colleges are located in the East. Schools outside this region offer similar programs that may even be better than those within that region.

## **RESOURCES TO HELP IDENTIFY SCHOOLS**

### **College Fairs**

This is a good way to gather information from a variety of institutions and talk to admission representatives. The National Association for College Admission Counseling (NACAC) sponsors a national fair in St. Louis every year. This fair is typically the third Sunday in October and is held at Saint Louis University. Normally, between 250-300 institutions are present. In addition, there is the All-Metro College Fair held at Maryville University the last Sunday of April every year. This fair typically has between 200-250 institutions present. Watch the calendar and your email for more information.

### **Admission Representative visits to Your High School**

These visits should be treated as a way to gather information, not as a replacement to the campus visit. Colleges recruit heavily in the fall (Sept., Oct., and Nov.) and less so in the spring (Feb., March, and April). In these meetings, you are able to meet an admission representative, receive literature and ask questions. To make these meetings most advantageous, you should know which schools you want to meet with that have programs in which you are interested. Watch the all-school calendar for times of college visits.

### **Naviance**

Naviance is an online tool that has a variety of general information. Each student has a personal log in and temporary password that Beth can supply. Students can use the program to research different colleges and careers. There is also historical information about colleges based on Crossroads students who have applied to particular colleges and universities. It is also the tool students will use to request transcripts when they begin applying and the system that Beth will use to submit all transcripts and letters of recommendations.

### **College Website**

The individual college website is a great tool where a student can find almost any answer to their questions about a particular college. Most colleges will have an Admission tab that will give specific information about their process and requirements. In addition, most colleges will have a on-line application where students can submit their application if they are not using the Common Application. There will also be information on different academic programs where students can investigate different majors and requirements for that major on the website. Financial aid/scholarships, historical information about the college, athletics and FAQ are other common sections on a college's website.

### **Search Engines**

In addition to the website, there are a variety of websites that offer information about different colleges and universities. Most of these will also have a college search feature where the student can identify certain information they are looking for in a campus and the search engine will create a list of schools that meet that criteria. Some suggestions:

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

[www.bigfuture.collegeboard.org](http://www.bigfuture.collegeboard.org)

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

[www.mces.ed.gov/collegenavigator](http://www.mces.ed.gov/collegenavigator)



[www.collegemajors101.com](http://www.collegemajors101.com) - information about different majors  
[www.unigo.com](http://www.unigo.com)  
[www.campustours.com](http://www.campustours.com) - virtual tours of campuses  
[www.youvisit.com](http://www.youvisit.com) - virtual tours

## **SPECIAL CONSIDERATIONS**

Many students have additional factors that are primary considerations for them in the college choice process. Those factors may outweigh other college characteristics or they may be just something else to keep in mind. For several of these factors there are special "rules" to keep in mind as you go through the college choice process.

These factors include the following:

1. Athletics
2. The Fine and Performing Arts
3. Learning and Physical Disabilities
4. Military Academies and ROTC

If you are considering or find yourself in any of the categories listed above, you are encouraged to speak with your college counselor. We have more detailed information that is pertinent to each of these areas. Below are some general guidelines for your information.

**ATHLETICS:** Visit [www.NCAA.org](http://www.NCAA.org) or [www.NAIA.org](http://www.NAIA.org). Register during the junior year at the respective Eligibility Center.

**THE FINE AND PERFORMING ARTS:** If you plan on studying a fine or performing art in college or wish to compete for a scholarship in the fine or performing arts, you will need to be prepared to present either an audition or a portfolio. The following tips will help you showcase your talents and skills when preparing for an audition or a portfolio review.

### **MUSIC AUDITIONS**

Please check carefully about each school's audition procedure. The earlier you register, the better, as spaces will quickly fill up.

Most colleges will have specific audition dates. Others will allow you to send in an audio recording for your audition. Each website will give specific information about what they require and how you can submit it.

### **DANCE AUDITIONS**

A performance piece that combines improvisation, ballet, modern, and jazz is taught, and the students will be expected to perform the piece at the audition. Dance programs vary, so check with the college of your choice for specific information.

### **THEATER AUDITIONS**

Some colleges do not require that a student audition to be accepted into the theater department, unless the college offers a Bachelor of Fine Arts (B.F.A.) degree in theater. Although colleges and universities differ, generally those students who are auditioning for Theater should

- ◆ prepare two contrasting monologues.
- ◆ prepare pieces that do not exceed 5 minutes.
- ◆ take a theater resume and photo to the audition.
- ◆ choose a monologue where you play only one character.
- ◆ MEMORIZE your selection.

Check with the school to ensure you are aware of their audition procedures.

### ART PORTFOLIOS

The pieces you select for your portfolio should demonstrate your interest and aptitude for a serious education in the arts.

- ◆ Make your portfolio as clean and organized as possible.
- ◆ Some colleges may differ, but most will be looking for a selection of options documenting your work.
- ◆ You should include a brief **Artist Statement**, which describes your interests and investment in the visual arts.
- ◆ It is important to protect your work, but make sure the package you select is easy to handle and does not interfere with the viewing of the artwork.
- ◆ Label each piece with your name, address, and high school.
- ◆ Many colleges use SlideRoom or another online submission platform.

### LEARNING AND PHYSICAL DISABILITIES:

#### What is a Disability?

A student is considered to have a disability if he or she meets at least one of the following conditions. The student must

- ◆ have a documented physical or mental impairment that substantially limits one or more major life activities, such as walking, seeing, hearing, speaking, learning, working, or performing manual tasks.
- ◆ have a record of such an impairment.
- ◆ be perceived as having such an impairment.

**PHYSICAL DISABILITIES:** Impairments of speech, vision, hearing, and mobility.

**LEARNING DISABILITIES:** An array of biological conditions that impede a student's ability to process and disseminate information. A learning disability is commonly recognized as a significant deficiency in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematical calculations, problem solving, sustained attention, time management, or social skills.

**LEGAL RIGHTS OF DISABLED STUDENTS:** The following legislation mandates that colleges and universities receiving federal financial assistance cannot discriminate in the recruitment, admission, or treatment of students.

Students with specific disabilities have the right to request and expect accommodations, including auxiliary aids and services that enable them to participate in and benefit from all programs and activities offered by or related to the school.

1973 Section 504 of the Rehabilitation Act states:

"no otherwise qualified individual...shall, solely by reason of...handicap, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance."

1990 ADA (the Americans with Disabilities Act)

Requires educational institutions at all levels, public and private, to provide equal access to programs, services, and facilities. Schools must be accessible to students, as well as to employees and the public, regardless of any disability.

## **STRATEGIES FOR STUDENTS WITH DISABILITIES**

- ◆ Be sure that your disability is well documented and current, within three years.
- ◆ Encourage your teachers to include in their letter of recommendation how you have learned to work and cope with your disability.
- ◆ Learn the federal laws that apply to students with disabilities.
- ◆ Visit several colleges and universities and make appointments to talk with the individual/s facilitating the support programs available on the campus.
- ◆ Ask about the services available and how to access these services. Ask about the college's expectations for students with disabilities.
- ◆ Ask to talk with other students who have similar disabilities to learn about their experiences on campus.
- ◆ Ask if there is an additional cost for support services and request detailed information concerning the cost structure.

## **USEFUL WEBSITES FOR DISABILITIES INFORMATION**

Association on Higher Education and Disability  
(AHEAD)  
<http://www.ahead.org/>

Attention Deficit Disorder Association (ADDA)

<http://www.add.org/>

Children and Adults with Attention Deficit Disorders (CHADD)  
<http://www.chadd.org/>

Council for Exceptional Children (CEC)  
<http://www.cec.sped.org/>

International Dyslexia Association  
<https://dyslexiaida.org>

**MILITARY ACADEMIES AND ROTC:** Entrance into any of the Military Academies is among the most competitive in the U. S. Students should prepare early and be in regular contact with both their academy liaison officer and their college counselor. For students interested in military service and college, you should investigate ROTC scholarships as well. Information about ROTC scholarships and life in the military may be obtained at [www.todaysmilitary.com](http://www.todaysmilitary.com).

#### ACADEMY ADMISSION REQUIREMENTS

- A. You begin the application process in the spring semester of junior year. Contact the appropriate liaison officer for special requirements for any academy. Below are the admission criteria used by the United States Air Force Academy.
- B. Admissions is based on a composite score based on academic and leadership competencies:

##### 70% - ACADEMIC COMPETENCIES

- High school coursework: 4 years college prep English, 4 years advanced math, 3 years lab science, 3 years foreign language (desirable typing, computer science)
- Number of advanced placement and/or accelerated courses
- GPA (in academic courses only)
- Test scores: PSAT (pre-candidate only), SAT I, ACT (complete testing in junior year)

##### 30% - LEADERSHIP COMPETENCIES

- Physical aptitude (pull-ups, sit-ups, push-ups, running)
- Athletic activities

All graduates of the military academies have a five-year active duty military obligation.

Contact an academy liaison officer (9<sup>th</sup> grade is **not** too early) to develop appropriate plans to meet all academy requirements and timelines for admissions. The names of local liaison officers may be obtained from your college counselor.

#### LOCATIONS

Air Force Academy: Colorado Springs, Colorado 80840  
[www.usafa.edu](http://www.usafa.edu)

Coast Guard Academy: New London, Connecticut 06320  
[www.cga.edu](http://www.cga.edu)

Merchant Marine Academy: Kings Point, New York 11024  
[www.usmma.edu](http://www.usmma.edu)

Military Academy: West Point, New York 10996  
[www.usma.edu](http://www.usma.edu)

Naval Academy: Annapolis, Maryland 21402  
[www.usna.edu](http://www.usna.edu)

# THE CAMPUS VISIT

The campus visit is an essential part of the college selection process. As you begin to identify schools you are interested in, you should attempt to visit as many of those schools as possible. These visits should help determine if this institution is someplace you can picture yourself for the next four (or five) years of your life.

When making an appointment for a college visit, you should keep the following things in mind:

1. When do I want to visit? Is a certain part of the year more convenient than another?
2. What particular day can I visit? Planning the visit when high school is not in session may be best. Have an alternate day in mind in case your first choice is not convenient for the college.
3. Who do I want to go with me? Do I want to go by myself, with my parents, or with my friends? Will I be more nervous if I am with others or by myself? If others do go with you, make sure you take the lead when you arrive by introducing yourself. If your parent(s) do go along, make sure they know what their role will be so you will not become embarrassed or upset.
4. Plan how much time it will take you to get to the school in order to make an appointment at a convenient time for you.
5. Consider staying on campus overnight if that option is available. Eating in the cafeteria, sleeping in the residence halls, and attending some classes will give you a better sense of what it is like to be a student on that campus.
6. If you are going to see more than one school in the same day in the same vicinity, make sure you allow enough time to see the schools without being rushed.
7. You should call the admission office a few days in advance to confirm your appointment, especially if it was made several weeks in advance.
8. If you run into delays or get lost, call the Admission Office to let them know you are going to be delayed and how long it may be before you arrive.
9. Ask that directions or a map be sent to you.
10. If you will not be able to make your appointment, contact the Admission Office to let them know. Many times, they will be able to reschedule with you at that time.

You should contact an Admissions Office at least two weeks prior to when you want to visit. This should give them ample time to get everything set up for you. If you are inter-

ested in meeting with a professor, attending a class, meeting with a coach, or spending the night, be sure to mention this when you call to set up your appointment. Some college campuses have set visit times whereas others are able to accommodate your schedule. Be prepared to be flexible.

You may want to schedule two visits, perhaps at a different time of the academic year. The summer is much more relaxed for you and the Admission Offices. However, you miss seeing what it is like when students are present. Thus, making two trips will enable you to see the differences. Summer visits are especially good for first-time visits. If you like a school and it is still on your list you want to apply to, you should consider visiting again during the school year.

It is best to avoid an unscheduled drop in to an Admission Office. Many times the admission representatives will already be booked and unable to meet with you and a tour may not be available. You may get lucky and find out that they can accommodate you, but "dropping in" is discouraged and not a productive way to visit.

Most college campuses have "Visit Days." These are group visit days that allow you to take a tour of campus, see an admission presentation, possibly meet with professors in major areas you are considering, and meet current students. These types of visits are a good way to get a general overview of a campus. If you like what you see and hear, it is probably best to go back for a more in-depth visit.

## **QUESTIONS TO ASK ON A CAMPUS VISIT**

Speaking from personal experience as a former admission counselor, the worst college visit is one where the prospective student is not prepared and does not say anything in the admission interview. It is best to go with a list of prepared questions. It makes a great impression! In addition, when asked a question, answer thoroughly and with more than a simple "yes," "no," or "I don't know." Following are some questions to consider asking:

### **Academics**

1. What are the admission requirements?
2. Do certain majors require an additional admission process (i.e. audition, portfolio review, etc.)?
3. Do you accept advanced placement credit or dual enrollment credit?
4. Is there an honors program or college?
5. Who teaches the classes: graduate assistants or professors?
6. What academic support services are available?
7. Is there a foreign language requirement for admission and/or graduation?
8. What kind of access is there to computers and technology on campus?
9. Are there opportunities to study abroad?
10. What kinds of services are available for students who are undecided about their majors?
11. What features of their major make it special, unique or particularly strong?
12. What is the average class size as a freshman and then in future years?
13. What is the student-faculty ratio?
14. How are academic advisors assigned? What kind of interaction will I have with my advisor?

### **Cost, Scholarships and Financial Aid**

1. Including living expenses, what is the total estimated cost for one academic year?
2. Does it cost to park on campus? How do I apply for a parking permit?
3. What scholarships are available? What was the average academic scholarship awarded last year?
4. Is there a separate application for scholarships? If so, how can I get those applications?
5. Are the scholarships renewable? If so, is there a GPA requirement to maintain?
6. How many students receive some sort of aid?
7. What is taken into consideration for financial aid?
8. What types of work-study jobs are available?

### **Student Life, Housing, and Other Services**

1. What extracurricular activities are available? Leadership opportunities?
2. Are there sororities and fraternities on campus? What percentage of the campus is Greek?
3. What is the diversity of the student body?
4. How do I get athletic and event tickets? Is there a cost for students?
5. What kind of cultural opportunities are available on campus?
6. What percentage of students live on campus?
7. Am I required to live on campus?
8. Do students stick around on the weekends?
9. How are roommates assigned? If you have a problem with your roommate, how is it resolved?
10. Can I request a certain roommate?
11. What are the differences among the various residence halls?
12. What kinds of services are available for students with learning or physical disabilities?
13. What kinds of personal counseling and health services are available?
14. What steps is the university taking to make the campus safe?
15. Do I need a car to get around campus? Are basic services close to campus? Is there a public transportation system?
16. What is the surrounding community like?
17. What kinds of services are available for students who wish to take advantage of additional tutoring or extra help?
18. What kinds of internships, career counseling, and placement services are available?

The campus visit should be considered a time to look at a school and ask questions about programs, activities, cost, and to see the setting which will help you make a well-informed decision if this may be the place for you. The campus tour is one of the best times to ask candid questions about issues the Admission Office may have only touched on.

Most tour guides are current students who can give you insight from a student perspective. Take advantage of the opportunity to ask them lots of questions!

# COLLEGE ADMISSION TESTING

CEEB and ACT Code Number  
Crossroads College Prep - 262941

Standardized tests are only one of the many factors which colleges use in the admission process. Tests provide the admission office with individual scores that are then compared to national performance. These tests help indicate and measure ability, achievement, and preparation for college. Following is a brief description of the major tests:

## THE PSAT/NMSQT

The PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test) is given in October for juniors and sophomores as a practice test for the SAT. It is a 2 hour, 45 minute test consisting of Evidence-Based Reading and Writing sections and two Math sections. One math section is completed without the use of a calculator while the other section, students are allowed to use approved calculators. Detailed results help to alert students to what areas they scored best/worst in and predict an approximate equivalent score for the SAT. Of the 1.2 million students who take the test annually, 15,000 become National Merit Scholarship Semifinalists that can later lead to academic honors. You should take the PSAT even if you are remotely interested in college since it gives you necessary practice.

## THE SAT

The current SAT, introduced in 2016, takes 3 hours to finish plus 45 minutes for the optional SAT with essay. The SAT consists of three major sections: Critical Reading, Mathematics, and Writing (optional). Each section receives a score on the scale of 200–800. Total scores are calculated by adding up scores of the three sections. Each major section is divided into three parts including questions that range from easy, medium, and hard. Easier questions typically appear closer to the beginning of the section while harder questions are toward the end in certain sections. This is not true for every section (the Critical Reading section is in chronological order) but it is the rule of thumb mainly for math, grammar, and the 19 sentence-completions in the reading sections. Students should verify if the colleges to which they are applying require the essay section. The SAT is offered in October, November, December, January, March, May and June.

**SAT Subject Tests** are designed to measure students' knowledge and skills in particular subject areas, as well as their ability to apply that knowledge. Students take the Subject Tests to demonstrate to colleges their mastery of specific subjects like English, history, mathematics, science, and language. The tests' content evolves to reflect current trends in high school curricula, but the types of questions change little from year to year. Many colleges use the Subject Tests for admission, for course placement, and to advise students about course selection. Some colleges specify the Subject Tests they require while others allow applicants to choose. It is best to check with each school you are considering to see what they require or recommend. The Subject Tests are offered in 20 different



areas that include literature, U.S. History, World History, Math (Level 1 and 2), biology (ecological and molecular), chemistry, physics, Chinese, French, German, Spanish, Modern Hebrew, Italian, Latin, Japanese, and Korean. These are all one-hour, multiple-choice tests. Not all colleges require SAT Subject Tests so check to make sure if you need to take them. Subject tests are offered on the same national test day as the SAT. Students cannot take both on one day but can take up to 3 subject tests on the same day. (This information was taken directly from [www.collegeboard.com](http://www.collegeboard.com)).

## THE ACT

The **ACT** Assessment test is designed to assess students' general education development and their ability to complete college-level work. The test covers four skill areas: English, mathematics, reading, and science. These tests are all multiple choice. The tests emphasize reasoning, analysis, problem solving, and the integration of learning from various sources, as well as the application of these proficiencies to the kinds of task college students are expected to perform. Each section of the test is graded on a scale of 1- 36 and an average composite score is given with the highest score possible being a 36. Starting in February 2005, there is an optional Writing test that is a 30-minute essay test that measures students' writing skills. The Writing test will be graded on a scale of 1 to 6 with 6 being the highest score. Two trained readers will read the essay so the highest score a student can receive on the Writing test is 12. Students will need to check with individual institutions they are applying to determine if the school requires the writing portion of the ACT. The ACT is given six times throughout an academic year in September, October, December, February, April and June. (Information was taken directly from ACT.org). Check ACT.org for more information and national test dates.

## ADVANCED PLACEMENT EXAMINATIONS (AP)

The **Advanced Placement** tests are designed to provide a measure of academic competence that allows students to move ahead in college by taking advanced courses while in high school in an attempt to earn college credit. The tests are administered in May during the regular school day. Students should take the tests following the completion of a corresponding Advanced Placement course.

## TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL)

The **TOEFL** measures the ability of nonnative speakers of English to use and understand North American English as it is spoken, written, and heard in college and university settings. Most people who take the TOEFL are planning to study at colleges and universities where instruction is in English. The TOEFL test measures English language proficiency in reading, listening, writing, and speaking. Some students, whose first language is other than English take TOEFL instead of the ACT or SAT. It is best to contact the school you are considering to inquire what is required.

Students who have diagnosed learning differences may request special provisions (i.e. un-timed tests, longer time for testing, large print, etc.). These provisions must be approved by either ACT or The College Board regarding their respective test.

More and more colleges are going test-optional. This means that if a student does not feel their standardized test score reflects their ability, they can choose NOT to submit the score. Visit [www.fairtest.org](http://www.fairtest.org) to see if the school to which you are applying is test-optional or not.

# THE APPLICATION PROCESS

**IT IS THE STUDENT'S RESPONSIBILITY TO KNOW AND MEET ALL THE REQUIREMENTS AND DEADLINES OF THE COLLEGES AND UNIVERSITIES TO WHICH (S)HE IS APPLYING!!!**

This cannot be emphasized enough. The college counselor will assist you with the process and assure you understand what is expected of you. It is still your responsibility to get it done and to get it done on time.

**"PREPARE EACH APPLICATION AS IF IT IS THE ONLY ONE YOU ARE SUBMITTING!!"**

## Getting Organized

Once you have your list of schools to which you are going to apply, you should create some kind of organizing plan that works for you. Below is a list of factors that you will need to consider and manage as you work on your applications for admission scholarships and financial aid.

1. What is required of each application?
  - a. An application
  - b. Essay(s)
  - c. List of activities, leadership, community service, etc.
  - d. Teacher Recommendation(s)
  - e. Counselor/Advisor recommendation
  - f. Transcript
  - g. Standardized Test Scores
  - h. Honors program application, if applicable
  - i. Is there a separate scholarship application?
  - j. Do I have to file the Free Application for Federal Financial Aid (FAFSA)?
  - k. Is the CSS Profile required for financial aid consideration?
2. The student is responsible for submitting the application, essay, application fee, standardized test score and requesting the transcript. The college counselor will submit the transcript and any letters of recommendation.
3. Watch your email closely. This is how many colleges and Beth will communicate with you!

## TIPS FOR COMPLETING YOUR APPLICATION

1. **READ THE DIRECTIONS** and follow them explicitly.
2. You are encouraged to use the **Common Application** whenever possible. The Common Application is a consortium of several hundred schools who all use a single application form. It is available on-line at [www.commonapp.org](http://www.commonapp.org). NOTE: All colleges will have additional school-specific questions and some will have additional writing requirements. Not all schools accept the Common Application so students will need to create an online account and complete the application through the college website.
3. **PROOFREAD, proofread, proofread!** Have others proof your work as well. Beth will want to review all applications and essays before submission.
4. **Application Fee:** Most colleges will allow you to pay the application online.
5. **Signature:** BE SURE to "sign" your application on all forms you will be submitting.
6. **FERPA Waiver:** You will have the right to waive or not waive your right to see your letters of recommendation. It is recommended that you waive your right because it lets the colleges know that the student or parent has not had any influence on the letter and the author of the letter wrote the most authentic letter possible. The student has the right to respond as they wish, but be aware that if they choose not to waive their right, some recommenders may choose not to write a letter or some colleges may disregard recommendations submitted on their behalf.

## ADMISSION OPTIONS

**Early Decision (ED)** - Early decision means you have done all your research and decided on ONE college that is your dream school. Applications are typically due November 1 or 15 and a decision will be rendered by mid to late December. There is typically a binding agreement that must be signed by the student, parent and college counselor stating that we all understand and agree to the plans on an ED contract. If accepted ED by an institution, the student agrees to withdraw all other applications that have been submitted. The only exception to this policy is if you are an early decision candidate seeking financial aid. In this case, the student does not need to withdraw other applications until they receive notification of the financial aid award from the ED school. Students and parents should have a good idea as to whether they can afford the institution before entering into an ED agreement.

**Early Action (EA)** - This is a non-binding option that allows the student to apply early and receive an early notification. Typically the deadline is November 1 or 15 and a decision will be rendered in mid to late December. However, the student has until May 1 to make a decision regarding the institution.

**Rolling Admission** - Colleges that offer rolling admission do not have cutoff dates for applications but rather continue to accept students until they have filled the class. However, some schools with rolling admission will have priority deadlines for scholarship consideration.

## COLLEGE ADMISSION ESSAYS

Although you may wish for one, there is no formula for writing a successful college application essay. The primary consideration is that the essay truly reflects your individuality and your special qualities. Your approach should be determined by whom you are rather than by any guidelines established by other people.

The most important piece of advice is to find a topic about which you care. Most colleges will offer you one or more prompts to choose. If you write honestly, your readers will have an opportunity to see your world through your eyes. **Remember**, colleges are looking for the essay to reveal your preferences, your values, and your thought process – who you truly are. Write your essay from your heart. Your life is not one-dimensional, and your application essay is one of the ways to make who you are come to life for a college.

Having said that, the following guidelines should be helpful:

1. **ANSWER THE QUESTION ASKED.** This is critical. Do not try to apply an essay for another essay to another question if it truly does not fit. Make sure you are answering what they are asking.
2. **Apply the writing skills you already know** – all of them. This is the time to show the writing skills that have been honed through your years in high school. Start by jotting down ideas or list of things you want to include. Develop a focus with a clear starting point, supporting information, and a strong conclusion.
3. **Write for impact.** Remember that your essay will be read quickly, so be emphatic, concise and vivid.
4. **Use Details!** Give specifics and examples; dig deep into yourself to reveal why you chose what you are writing about.
5. **Be technically perfect.** PROOFREAD, PROOFREAD, PROOFREAD. Do a rough draft, then have it reviewed by your English teacher and your college counselor. Make edits and go through the review process again. Read your essay aloud to locate any rough spots.
6. **Focus your essay.** Have one or two points to make. Do not try to cover your entire life or all of the problems of the world.
7. **Write about yourself.** Tell something specific to you. Even if you choose to answer a question that does not seem to be personal, explain why this question was the one you chose when you write your essay.
8. **Use your normal “voice.”** Put your thesaurus away.
9. **Have a “catch.”** Make an impact from the first sentence.
10. **Follow the directions.** Do not write an essay that is significantly longer than instructed. Make sure you complete the essay in the space provided.

Some things you should make sure you **DO NOT DO**:

1. **DO NOT have anyone else write your essay.** This includes your parents.
2. **DO NOT use profanity.**
3. **DO NOT be general.** You must be specific, give details, bring your essay to life.
4. **DO NOT use overblown or pompous words.** You should sound like you are a high school senior.
5. **DO NOT use clichés or overused phrases** like “I learned a lot” or “it was interesting” or “really meaningful.”
6. **DO NOT use passive voice.**
7. **DO NOT use the same essay for totally different questions.** Yes, you can adapt an essay, but you cannot always use the same essay, word for word.
8. **DO NOT write a controversial essay:** remember you have no idea who will be reading your essay or their viewpoint in particular. So, you want to be careful about advocating for a very sensitive issue.

### **TEACHER RECOMMENDATIONS**

Most private colleges, competitive public schools, and some employers will request at least one letter of recommendation from a teacher. Colleges are looking for personal insights about applicants, not a reiteration of grades and test scores. The colleges want these letters to give insight into how you learn, how you contribute to the classroom, and what your attributes and aptitude are for learning.

The Teacher Recommendation is a shared responsibility between the applicant and the classroom teacher. The student must take an active role in obtaining teacher evaluations because this task is a voluntary one for the teacher. Do not leave this matter to chance. The following procedures will help clarify the process:

- **Choose carefully:** Most competitive colleges prefer letters from teachers of college prep courses (English, advanced math, science, history or foreign language), particularly those who taught you in your junior year. Make sure the teacher(s) you ask have not just positive things to say but can also address how you have grown as a student, ways in which you have gone beyond what is required, and how you have used the material to enhance the learning environment for everyone. It is okay to ask a teacher from a class where you did not earn all “A’s” if this teacher can speak to how you overcame your struggles with the material.
- **Request politely:** Make personal contact in a quiet and one-on-one setting. Do not e-mail or ask in a crowded hallway during the change of classes. Give teachers plenty of time. This means at least two weeks although preferably you will ask them at the beginning of the school year. Follow up with an email with information about where you intend to apply and other pertinent information about you. Also, provide a deadline date as to when the letter needs to be submitted.

- **Discuss specifically:** Be clear about what you are asking. This is an academic recommendation, not a character reference. The essence of the letter is based on the teacher/pupil relationship in the classroom and emphasizes the student's learning style, habits, and achievements. If you wish the teacher to touch on any specific points, you should be clear in your request.
- **Supply comprehensively:** Give each teacher a statement from you about why you are interested in the school, a summary of your plans for college and career goals. This information will be submitted for each school you are asking the teacher to recommend you to for admission.
- **Follow-up:** Check-up periodically. Ask the teacher to let you know when they have uploaded the letters into Naviance.
- **Thank graciously:** Write a thank you note to the teachers expressing your appreciation. This can be done as soon as you know that the letters have been sent.
- **Inform immediately:** As a matter of courtesy, inform the teachers who wrote for you of the college's decision. Acknowledge the team effort that brought you success, or acknowledge the work the teacher put in to assisting you even if the outcome was not a success.

## ADMISSION INTERVIEWS

The interview is probably one of the most misunderstood parts of the college search process. Very few colleges actually *require* interviews. Somewhere in the process, however, you may be offered the opportunity to interview with an admission officer, a student, an alumnus, or a professional interviewer. Whether required or not, if you have an interview with an admission representative, you need to remember that what occurs in the interview will have a bearing on the college when they are reviewing your file for admission. The impression you make can help or hinder your admission chances. So here are some tips to make the most out of your admission interview.

1. Colleges have different policies about interviews. As part of your organization process when you decide to apply to a college, be sure to check on the school's policy. If an interview is "recommended" or "required," you should take advantage of the opportunity.
2. The interview is, first and foremost, an exchange of information. You want to learn about the college while they are learning about you.
3. Be prompt and be neat. Be sure to allow yourself plenty of time to arrive at your interview. Dress appropriately. You do not need to wear a suit and tie but you should also avoid torn jeans.
4. Be prepared. Do your homework in advance. Know the school and know what you want to say about yourself. What do you still need to know about the school to make an informed decision about attending there? Why are you so "sold" on this school? What does your academic record and your activities say about you, and what does it not show about who you are?

5. Answer questions to the best of your ability. Be honest and forthright. It is okay to say you don't know the answer to a question, but also avoid giving one-word answers. There are no right or wrong answers. It is okay to pause for a moment before answering. Give yourself time to think.
6. Use good posture and make appropriate eye contact. Your college counselor will help you prepare. Sometimes these small details can make all the difference in the world.
7. Write a thank you note to the interviewer.
8. Be yourself at all times. Admission counselors are very keen and can perceive a lot about you by the way you talk, sit, and present yourself. Most of all, BE POSITIVE!
9. Have a list of prepared questions. Refer back to the campus visit section.

### **WHAT HAPPENS NEXT?**

Now that you have applied to your chosen colleges and universities, it is time to sit back and wait, providing you have completed all of the admission requirements. Many schools have on-line systems where you can track your application status. Take advantage of this! It is important for you to be aware of the status of your application.

Below are some other factors to consider while waiting on admission decisions:

1. Make sure to find out when and how decisions are made. Many schools operate on a rolling admissions basis, meaning that an application file will be reviewed as soon as it is complete and a decision would be rendered within a few weeks. Other schools operate on a single decision date, meaning all decisions are held until a date determined by the Admissions Office.
2. It may be appropriate for you to visit the school again during this waiting period. This will give you another opportunity to see the campus and talk with school representatives and current students. Some campuses have Open Houses for admitted students.
3. Be aware of when you need to let a school know whether or not you will be attending. Schools operate under the May 1 Candidate Reply Date, which is a national deadline date for accepting admission and financial aid packages. However, there may be earlier deadline dates for housing.
4. Once you have made your decision, inform the school of your decision by sending in writing or by sending in a required tuition deposit. Let the other institutions you have applied to, know of your decision not to accept their offer of admission and financial aid. This should also be done in writing.

### **OPTIONS OTHER THAN ACCEPTANCE INCLUDE:**

**WAITING LIST** – If a school does not consider you one of their top prospects but does not want to deny you outright they may offer you the option of being put on the “waiting list.” If enough of the accepted students choose not to accept the school’s offer of admission, then you may be accepted. Basically, this keeps your chances of being admitted active. A date is usually given to you when a final decision will be made so you can plan accordingly. Only accept this offer if you are still genuinely interested in the school. Also, it is important to keep in mind commitments you may need to make to other institutions.

**Deferment** – A few students choose to defer admission for a semester or even a year. This allows them time to earn some money, travel, get work experience, or pursue some community service opportunities. You must ask the Admissions Office if you can defer and what the procedure is at each college. This is especially important for scholarship purposes. If you think you may want to wait a year before attending college, it is best to apply in your senior year and then defer your enrollment.

**Denial** – If you were denied acceptance to a school, all is not lost. Hopefully you will have some idea as to the reason – applied to a highly selective school, poor academic achievement, low test scores, etc. If, however, you do not understand, you may want to call the Admission Office to inquire. They may be able to provide you with some answers so that you may improve yourself in the deficient areas. If you are truly interested in that particular school, inquire about appeal procedures or the possibility of transferring.

## **FINANCING YOUR EDUCATION**

For many families the cost of higher education has become a significant concern. How a family will pay for a college education can be a major factor in the college choice process. Regardless of your family’s financial considerations, you and your parents should have a conversation at the BEGINNING of your college choice process about what the expectations are in terms of who will be paying for what and what kinds of resources will be available for your college education. By law, every college must have a Net Price Calculator on their website to help perspective students calculate their personal out-of-pocket expense.

### **MERIT-BASED AID -- SCHOLARSHIPS:**

Many colleges award money to students based exclusively on some kind of special merit, academics, athletics, musical ability, etc. This money is not based on a family’s financial circumstances. Merit-based money may be awarded by colleges or by independent groups. All students are strongly encouraged to seek scholarships through both the schools they are applying to and through independent sources. Some popular scholarship websites include:

[www.stlgraduates.org](http://www.stlgraduates.org)  
[www.fastweb.com](http://www.fastweb.com)  
[www.scholarships.com](http://www.scholarships.com)



A word of caution: Unfortunately, there are groups that engage in scholarship fraud. These companies attempt to take money from high school seniors and their parents. They are usually found online, via direct mail or via sales presentations marketing scholarship and financial aid "services." Many scholarship scams often make claims such as

- The scholarship is guaranteed.
- You can't get this information anywhere else.
- I just need your credit card or bank account number to hold this scholarship.
- The scholarship will only cost \$xx. (NEVER pay to apply for a scholarship)!!
- You've been selected by a 'national foundation' to win a scholarship!
- You're a finalist!

### **NEED-BASED AID:**

For a family who requires assistance in paying for a child's education, the system may seem daunting but it is in reality just another process that must be completed. So, once again it is critical to identify the necessary paperwork to be filed and the deadlines to be met.

#### Step 1: Application Forms

**FAFSA** (Free Application for Federal Student Aid) – The FAFSA is the form required to qualify for all federal and state financial aid programs. All colleges will require this form. This form is the core calculator in computing your family's contribution to your education. This calculation creates a number for you known as the Expected Family Contribution (EFC). This EFC will then be used by the colleges to award you financial assistance to pay for your education. You can estimate your EFC on-line through such sites as [www.finaid.org](http://www.finaid.org). The FAFSA may not be filed starting on October 1 of your senior year and you will use what is called Prior-Prior year (2 year previous) tax information.

**CSS PROFILE** – This form created and managed by the College Board is an additional information form required by select schools. The form gathers additional financial information from your family that is not gathered on the FAFSA. This form will revise your EFC for the schools that utilize the PROFILE. The PROFILE is available after October 1 of your senior year. Schools require that you file the PROFILE over a wide range of deadlines. You must obtain the form by registering on-line at [www.collegeboard.com](http://www.collegeboard.com)

**Institutional Forms** – Some colleges have their own forms. You should consult with each school you are applying to for their financial aid application requirements.

**Supplements** – Some families will be asked to submit supplemental forms to the FAFSA and/or PROFILE. These forms are the Divorced-Separated Parent's Statement and the Business/Farm Supplement. Be sure to read the instructions carefully for each school you are applying to for information about the forms that you will be specifically required to submit.

**Additional Information:** You may be asked to submit additional information such as copies of your taxes. Submit all information requested of you in a timely manner.

## Step 2: How Collèges Award Aid:

**Calculating the Cost of Attendance:** Colleges and universities award your financial assistance by using your EFC and subtracting it from the total cost of attending that school. The cost of attendance used to award you financial assistance is not the bill that you will be expected to pay. Your actual bill will include tuition, fees, room and board. The cost of attendance includes all of those costs plus an allotment for travel, books, and personal expenses per year. It is wise for you to know both figures. What will your bill be and what are the total costs for your education each year?

**Financial Aid Packaging:** A financial aid package will be sent to you by each school that you file for assistance from and at which you are admitted. Each school's financial aid package will be different as each school will have a different cost of attendance and each school will view your EFC differently. Each financial aid package should contain the following information:

- Your parental contribution: Financial assistance starts with the premise that it is a family's responsibility to assist a student in paying for college. So, regardless of your family's personal expectations, the government and the colleges will expect that parents will contribute toward a student's education. This contribution is known as the parental contribution.
- Your student contribution: Financial assistance also assumes that a student will assist in paying for his college costs.
- Gift Moneys: These are moneys that are awarded without any expectation that they will be repaid. Scholarships and grants fall into this category. NOTE: Merit-based moneys will be considered as part of this category even if they were awarded without regard to your family's financial circumstances.
- Self-help Moneys: These are moneys that are awarded with some kind of "re-payment" obligation. Loans and work fall into this category. NOTE: All need-based financial aid packages will include self-help moneys.

## Step 3: Calculating Your Real Costs:

**Analyze your Financial Aid Package:** Be sure to carefully read all of the information that is included with your financial aid package. You want to understand what portion of your aid is gift money versus self-help. You want to know what obligations come with each type of aid you are awarded. And, you want to understand what your final bill will be after your financial aid is subtracted.

**Compare multiple offers:** You should do an analysis of each financial aid package you receive. You should compare it based against the costs of that school and then against the other financial aid packages you receive.

**Contact the financial aid office:** If you have questions or feel that your aid package from one school is not comparable to another school's package, often discussing your questions and concerns with the financial aid office at each school will clarify your concerns. Some schools will change the financial aid package if you present additional information that warrants a change.

## **FEDERAL GRANTS AND LOANS**

### **What are Grants?**

Grants are available to many qualifying students and do not require repayment. Not all grants are renewable. Students remain eligible for grants as long as the terms and conditions of the grant are fulfilled. It is recommended to take the time to fully understand the terms and conditions associated with any grant awarded. Some people get grants and scholarships confused because the differences are very subtle. Grants are generally need-based, whereas scholarships are generally merit-based.

Grants are awarded to students from many sources, including the state and federal governments. The state and federal government determine the eligibility of each student based on financial need. Grants may be available through the student's college or other sources. Some grants may be available based on the student's major, interests and academic progress.

### **TYPES OF GRANTS**

There are two types of federal grants:

#### **Federal Pell Grant Program**

Federal Pell Grants are awarded to eligible undergraduates pursuing their first baccalaureate or professional degree. The Federal Pell Grant Program is portable, meaning it can be taken to any college. The actual award amount is based on COA (cost of attendance), EFC (expected family contribution) and enrollment status.

#### **Federal Supplemental Educational Opportunity Grant (FSEOG)**

FSEOG grants are awarded to eligible undergraduates pursuing their first baccalaureate or professional degree. This grant is awarded annually. The amount awarded, typically between \$100 and \$4,000, is determined by the school. This grant is not portable meaning it cannot be taken to any college.

#### **State Grants**

Some states offer grants. Visit the Missouri Department of Higher Education web site ([www.dhe.mo.gov](http://www.dhe.mo.gov)) to get information on Missouri grants.

Apply for federal and state grants by submitting the FAFSA.

### **LOANS**

Federal loans are administered by the U.S. Department of Education and include Stafford, PLUS (Parent Loan for Undergraduate Students), and Perkins loans. Compared to private loans, these loans generally have lower interest rates and more favorable repayment terms for borrowers. Federal loans are made available to students and parents through private lenders, the U.S. Department of Education and individual schools. The school determines the types and amount of federal loans offered to each school based upon information provided on the FAFSA.

### Stafford Loan

There are two types of Stafford Loans: Subsidized and Unsubsidized. To qualify for either Stafford Loan, a student must submit the FAFSA, be enrolled at least half-time and maintain satisfactory academic progress, be a U.S. citizen or permanent resident, not be in default on a federal education loan, and meet Selective Service requirements. The borrowing limit increases throughout the college years. The interest rate will vary, but is capped. Repayment begins six months after the student graduates or drops below half-time enrollment status.

Subsidized Stafford Loans are for students who demonstrate financial need. The federal government pays the interest while the student is in school at least half-time and during the six-month "grace period" and during deferment periods.

Unsubsidized Stafford Loans are available to students regardless of financial need.

Students are responsible for the interest that accrues during the time they are in school and during the six-month grace period. Upon entering repayment, the accrued interest is added to the loan amount.

### Federal Perkins Loan

Federal Perkins Loans are need-based loans available through the school. Eligible undergraduate students can borrow up to \$4,000 per year. The interest rate is 5% and is fixed for the term of the loan. Repayment begins nine months after the student graduates or drops below half-time enrollment status.

### Federal PLUS Loans

Federal Parent Loans for Undergraduate Students (PLUS) are credit-based loans that parents can use to help pay for their child's educational expenses. Typically, parents borrow PLUS loans to cover any school cost that remain after all financial aid such as grants, scholarships and other student loans are taken into account. Parents may borrow up to the cost of education minus financial aid awarded to the dependent student. The interest rate will vary, but is capped at 9%. Repayment begins within 60 days of the final disbursement (these loans are typically disbursed in two or more smaller payments) of the loan.

Apply for federal loans by submitting the FAFSA. In addition, the financial aid offices at the colleges your student is considering will help walk you through the loan process.

## **FINANCIAL AID FACTS TO REMEMBER**

- Once you apply for need-based financial assistance, it will take anywhere from a couple of weeks to six to eight weeks for you to receive information regarding a financial aid package. You will receive the following:
  - a. Student Aid Report (SAR) – this form is from the federal government and is a document that is based on your FAFSA application. It will show your EFC and what information was used to calculate this figure. The SAR is the information colleges receive your EFC from the federal government and can begin working on your financial aid package.
  - b. Financial Aid Package – this is your actual financial award. You will receive one from each school to which you have been admitted.
- You must reapply for financial aid each year.
- Talk to the financial aid offices at each school to which you are applying. Each

school will have its own requirements and policies regarding financial aid. These requirements and policies will dramatically affect how much you pay for a school and what types of assistance you will receive.

- If you transfer schools, your aid does not necessarily transfer with you. You will need to re-file for aid at the new school.
- The two most common forms used are the FAFSA and the PROFILE, but remember to check for other required forms. ALL schools require the FAFSA. All other forms vary by college.
- It is not what a college says its costs are that matter for you – it is what you have to pay after financial aid is taken into consideration that matters. Don't write off a college because of the "sticker" price.

# APPENDIX

## GLOSSARY

Accreditation – When a school is recognized as maintaining standards that qualify the graduates for admission to higher or more specialized institutions.

Advanced Placement (AP) – The Advanced Placement Program gives students the opportunity to pursue college level studies while still in secondary school and receive advanced placement and/or credit upon entering college depending on how they score on the AP exam.

Alumni Interviews – Admission interviews conducted by graduates of colleges to which you have applied. This is often done locally when a student is unable to travel to a distant college.

American College Testing Program (ACT) – see testing section.

Associate's Degree – A degree granted by most two-year colleges and some four-year colleges at the end of two years of study. A student may earn either an Associates of Arts or Science Degree, depending on their course of study.

Award Letter – A means of notifying students of the financial assistance being offered. The award provides information on the types and amounts of aid offered, as well as specific program information, student responsibilities and the conditions that may govern any awards.

Bachelor's Degree – A degree granted by a four-year institution after completing the degree requirements of the school. A Bachelor of Arts or Science is granted depending on the course of study.

Candidates' Reply Date Agreement (CRDA) – The CRDA is the common date of May 1 when an accepted student must make a commitment to the institution as to whether s/he will accept that offer of admission. This allows the candidate to make an informed decision after all information is known from all the college to which a student has applied.

Class Rank – A student's standing based on his/her academic record compared with that of other members of the class.

College Fair – A gathering of college representatives at a central location where students can talk to many admission representatives about admission, financial aid, activities, etc. Watch the Lafayette newsletter for local college fairs.

College Scholarship Service (CSS) – CSS is the financial aid division of the College Board (CEEB). It provides the need analysis service for students and their families to assist the Financial Aid Office in determining your financial need.

CSS Profile – The financial aid form produced by the CSS that may be required for some colleges in order to qualify for financial aid. A fee is required to process this form.

College Work Study Program – A government supported financial aid program coordinated through Financial Aid Offices, whereby an eligible student (based upon need) may work part-time while attending classes to help pay for educational and/or living expenses. This eligibility is determined by submitting the FAFSA.

Consortium – Several colleges and universities in an area that join together and provide students opportunities to utilize other member institutions' libraries and facilities, and take courses. Joint lectures and special events are many times also planned by one of the member institutions.

Cooperative Education Plan (Co-op) – A program offered by some colleges that lets a student combine work and study – usually extending the time required to complete a degree. Co-op programs are either "alternating" (work and study in alternating terms) or "parallel" (work and study scheduled within the same term).

Core Curriculum – A group of courses in a variety of areas, such as arts and sciences, that make up the general education requirements for all students at an institution regardless of their major.

Cost of Attendance (COA or Cost of Education (COE) – The total cost of attending a post-secondary institution for one academic year, including tuition and fees, housing and food for the period of enrollment, books and supplies for education, travel costs directly related to attendance, child care expenses, and costs related to a disability.

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Deferred Admission – This is an admission plan whereby the student applies to a college in the senior year and is notified of acceptance but decided to postpone admittance due to travel, work, or to pursue other interests before attending college. Each individual institution will set its own policy regarding deferred admission so it is best to check with the college you are planning to attend.

Early Action – A plan that allows highly qualified candidates to apply early for admission and be given a decision in December or January. If accepted the student does NOT have to make a commitment until May 1. This gives them the opportunity to pursue other schools.

Early Admissions – This plan allows high school students the opportunity to begin college coursework without completing high school requirements. This program is limited to exceptional students. The individual school will determine who is eligible for this program.

Early Decision – Colleges that offer this program will require the student to complete their application early in the fall and will usually receive a decision in December. Students should only apply early decision to their first choice school. This application is binding meaning that if accepted, the college would expect the student to withdraw other applications and make a commitment to that institution.

Expected Family Contribution (EFC) – Figured by a congressionally determined formula, the EFC is the amount that the government states a family can contribute to educational expenses. A college or university will use the EFC to determine financial need and what federal, state, and institutional aid the student is eligible to receive.

Family Educational Rights and Privacy Act (FERPA) - Federal law that protects the privacy of student education records and gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

Financial Aid Package - Any combination of financial aid, including scholarships, grants, student loans and work-study, as determined by the financial aid office of an institution.

Free Application for Federal Student Aid (FAFSA) - This is the common financial aid application used by all colleges and universities. Once filed, the Department of Education processes it and the information is sent in the form of a Student Aid Report (SAR) to the student's home as well as up to six colleges that the student listed on the form. For more information or to file on-line, visit [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

General Education Development Examination (GED) - A series of tests that adults who did not complete their high school requirements may take to receive an equivalent high school certificate or diploma.

Grade Point Average (GPA) - An indicator of the student's overall scholastic performance. The GPA is computed by totaling the number of grade points earned in each course (i.e. A=4, B=3, etc.) and dividing the sum by the total of credits that are taken.

Grants - A financial aid award that may not have to be repaid if terms and conditions are met. Grants are offered by the federal government, state agencies, and colleges.

Need Analysis - The process used to evaluate an applicant's financial situation to determine how much student aid s/he needs to help meet postsecondary educational expenses.

Net Price Calculator (NPC) - Net price calculators are available on a college's or university's website and allow prospective students to enter information about themselves to find out what students like them paid to attend the institution in the previous year, after taking grants and scholarship aid into account.

Official Transcript - The document that records the grades that bears the seal of a high school or college and a signature to certify the grades are valid. It is usually also sent in a sealed and signed envelope.

Open Admissions - The policy of some colleges to admit virtually all high school graduates regardless of academic qualifications such as high school grades and admission test scores.

Preliminary Scholastic Aptitude Test/National Merit Scholastic Qualifying Test (PSAT/NMSQT) - see testing section

Private College - A college that is not funded by public sources, but owned privately. A private college may, however, receive public grants for financial aid or other projects. Most expenses are covered by tuition, fees from students, and donations.

Public College - A college that is operated mostly by a public entity (such as the state). Because of this assistance, expenses are usually less than at a private college for its students.

Qualified Acceptance - Acceptance is made providing the student complete further re-



quirements such as a summer school course. Upon successful completion, the student would be able to enroll as any other incoming student.

Renewal FAFSA – A FAFSA application that must be filed for subsequent year applications after the initial FAFSA has been filed.

Reserve Officers' Training Corps (ROTC) – ROTC programs are conducted by certain colleges in cooperation with the United States Army, Navy, and Air Force. The program combines military education and intense training for students who plan to pursue a career in the military.

Rolling Admissions – A plan used by many colleges whereby students are notified of a decision after completion of their application. This usually occurs within a few weeks after the admission office receives the complete application.

SAT Reasoning Test – see testing section.

SAT Subject Tests – see testing section.

Scholarships – Awards that usually do not have to be paid back, typically given to students who demonstrate or show promise of high achievement in areas such as academics, athletics, music, art, or other disciplines.

Selective Service Act – The law that requires registration with selective service in order to be eligible for federal financial aid. It applies to males 18 years and older who were born on or after January 1, 1960, are citizens or eligible non-citizens, and are not currently on active duty in the U.S. Armed Forces.

Special Circumstances – Circumstances that may not accurately reflect a families EFC. Factors include unusual medical or dental expenses, loss of job, or tuition expenses for younger children in private schools. Financial Aid offices usually require proof of these special circumstances in writing. They will take them into consideration when looking at the total financial aid package.

State Certification – Certification by the state licensing commission in a particular trade or profession that specifies you meet minimum competency requirements.

Student Aid Report (SAR) – The SAR is produced in response to submission of the FAFSA and provides provides the EFC (Expected Family Contribution) to colleges.

Study Abroad – An arrangement by which a student completes part of his/her college program studying in another country.

Test of English as a Foreign Language (TOEFL) – see testing section.

Transcript – A chronological listing of all subjects and grades received by a student. It should also include the standardized test scores and other objective information about the student.

Unmet Need – The difference between the cost of education and the combined total of the financial aid award made by the college and the expected family contribution.

Waiting list – Students who are not accepted or denied may be placed on a waiting list for admission until a time when a space becomes available or a final decision is made.

# **SENIOR MANTRAS**

- College admission isn't a judgment on my life.
- College admission isn't a judgment on my parents or my upbringing.
- There's going to be some sort of rejection in all this.
- Successful college admission is about ending up with a choice...and being happy a year from now.
- I don't have to tell Uncle Jack anything at Thanksgiving (find a canned response and use it).
- I have all the information and guidance that's available; I will take charge, believe in myself, and trust the process.

© Sarah M. McGinty, [www.collegeboard.org](http://www.collegeboard.org), 2004

This article was printed in a local New York newspaper the week of December 13, 2004 but is still relevant!

## **Even Great Kids Get Rejected**

In the next few days, high seniors will be receiving their early application decisions. The good or the bad news arrives in an envelope or appears on a computer screen. As a high school counselor, I am working with almost 30 students anxiously waiting for the decision to arrive. No matter how much the school of their dreams is a "reach," each one harbors hope and optimism, tainted by unprecedented stress and anxiety during what feels like an interminable waiting period.

My group of 30 is a terrific group. Many of them have worked incredibly hard, taken all the right courses, have SAT scores I could only have wished for, display unique talents and excelled in various school activities. Collectively and personally, they are one of the nicest groups I have worked with in my long career as a counselor. I have helped each navigate the admissions game, advised them and wrote their recommendation letters, meticulously describing their personality and character, highlighting strengths and contributions and what makes them different from others. Despite my best efforts and theirs, some great kids will be rejected in a year that seems to more competitive than ever.

After 18 years of dealing with mid December disappointment I have yet to come up with just the right words to remedy the hurt. Time and the eventual letter of acceptance from another college usually take care of that. However, someone in the room has to be the grown up and offer some semblance of advice and rational perspective.

Besides feeling hurt, they are angry. I can't blame them. They have worked hard, done all the right things and the elusive "payoff" is still not yet in their grasp. The level of competition is not to be underestimated and there is far greater demand than seats at the highly selective schools where admission committees engineer a perfectly blended society called a freshman class. They are the schools with less than a 20% acceptance

rate, where great kids with high SAT scores from Westchester far outnumber applicants from other geographical areas and are not necessarily among the targeted diversified groups needed to round out a class.

I know many highly stressed parents these days. One recently said to me "In the business world, I am master of my universe. When it comes to college admissions I feel helpless." For those use to having their way, it is hard to accept that imperfect decisions made in admissions offices are beyond the control of outsiders. Impeccable records, the right connections, careful strategies and the best laid plans and advice offered by high priced personal counselors and guidance counselors don't always do the trick.

I hope my students will not blame others or themselves or play "if only." It doesn't help to question self worth or dwell on what should have been done differently. They have done all they could possible do. However, I do wish some things were different. I wish more colleges would follow the lead of Bates College and Sarah Lawrence and not require SATs or equate higher scores with the "quality" of their class. I wish my students didn't worry so much or question how every waking moment spent in high school will look to colleges. I wish they didn't see other students as competitors, believe there is no margin for error in their young lives or feel the pressing need to master Calculus and AP Biology; even if they want to study English literature.

A cartoon in the New Yorker showed a 17 year old with a college rejection letter in hand, sitting on a couch, consoling his distraught mother; "Don't worry Mom; parents can have good productive lives even if their son didn't get into Harvard." I am never sure who needs more consoling, kids or parents. I do know that acceptance to the first choice college is not the decisive, life altering event it feels like the day the letter arrives.

An early deferral or rejection presents the opportunity and time to seek the best match and fit, a factor far more meaningful and important than prestige, ranking, and selectivity. Many successful people did not get into their first choice and felt the pangs of a denial letter. The top 25 elite schools have not cornered the market on a great education. There are many colleges where students will meet great teachers who will inspire and challenge them. They can be found in many thriving college communities where there is potential for growth, happiness, success, lifetime friendships and yes, productive lives.

### **The Ten Commandments of Goal Setting**

**By Gary Ryan Blair**

#### **Commandment #1: Thou Shall be Decisive!**

The difference between what one person and another achieves depends more on goal choices than on abilities. The profound differences between successful people and others are the goals they choose to pursue. Individuals with similar talents, intelligence, and abilities will achieve different results because they select and pursue different goals.

#### **Commandment #2: Thou Shall Stay Focused!**

Focus creates a powerful force: goal power. The moment you focus on a goal, your goal becomes a magnet, pulling you and your resources to it. The more focused your energies, the more power you generate. There is seismic shift in performance that takes place when you move from decisiveness to focus.

#### **Commandment #3: Thou Shall Write Down Thy Goals!**

Writing challenges thought. When you write a goal, you actually see what you're

thinking. You have a target to aim for...something that takes shape and grows legs. By writing your goals, you take a step toward achieving them. Goals not written down fall victim to the "out of sight...out of mind" phenomenon.

**Commandment #4: Thou Shall Plan Thoroughly!**

You can virtually guarantee your success in any endeavor if you know who you are, what you want, where you are going, how you will get there, and what you will do once you arrive. Planning before you act helps you do things better, faster, and cheaper.

**Commandment #5: thou Shall Involve Others!**

It is your prime responsibility to acquire useful knowledge from others and to apply it appropriately. You don't have to reinvent the wheel. It behooves you to do your homework, to read, and to converse with others who have first-hand knowledge based on actual experience. Shortening your learning curve saves buckets of blood, sweat, tears, time, and money.

**Commandment #6: Thou Shall Welcome Failure!**

People are naïve about the benefits of failure. Wrongly founded assumptions about failure replace potentially accurate assessments of what is necessary to achieve success. Failure, which spends much of its life in the gulag of public perception, is, by all measures, essential to success.

**Commandment #7: Thou Shall Take Purposeful Action!**

In real estate, it's location, location, location. In goal-setting it's action, action, action! You can't just stick out your thumb and hitchhike your way to success. You've got to roll up your sleeves and do the work that needs to be done. The acid test of goal setting is purposeful action.

**Commandment #8: Thou Shall Inspect What Thou Expect!**

The purpose of measuring performance and inspecting expectations is to improve performance. You must know how you are performing the "must do" actions necessary to achieve your goals. Inspecting expectations allows you to know what you are looking for before you actually see it.

**Commandment #9: Thou Shall Reward Thyself!**

A goal, once achieved, symbolizes commitment, concentration, and courage, and it deserves to be rewarded. A reward provides an effective but uncomplicated means of reinforcing the actions most important to success. Rewards are reminders of our potential for achievement. We should reward ourselves daily for small accomplishments; this simple act becomes fuel for future achievement.

**Commandment #10: Thou Shall Maintain Personal Integrity!**

Personal integrity is the countdown clock of your goal. It starts ticking the second you begin and stops when you accomplish the goal or quit. The "Promised Land" is for those who exercise personal integrity. Personal integrity means maintaining commitment to your commitment. It's about setting a goal and keeping your promise to achieve it...end of story.

## **The Top Ten Things that Parents Should Remember About the College Search Process**

**\*\*From Middlebury College's admission material**

It is good, of course, that students and parents approach this process jointly, but we all know that at its best, the process itself can prepare students for the independence that they will experience in college. The following list contains some possible symptoms of parental over-involvement.

10. **Never complete any portion of the college application.** Yes, even if it is just busy work. That also goes for friends, siblings, counselors, and secretaries. For many colleges, that overstep would be viewed as a violation of the honor policy at the school.
9. **Support and encouragement are more appropriate than pressure and unsolicited advice.** Allow your children to seek *you* out and restrain yourself from imposing your viewpoint upon them.
8. **Do not use the words "we" or "our" when referring to your children's application process.** Those little pronouns are surefire indicators that you have become too involved.
7. **Help them prepare but let them perform.** Encourage them to sleep well and put thought into a college visit, but once on campus, step back and let them drive the experience. This is good practice for the next phase of their lives – adulthood.
6. **Encourage your children to make their own college appointments, phone calls, and e-mails.** When a family arrives at an admission office, it's important that the student approach the front desk, not the parents. We notice!! Having control over those details gives them a sense of ownership. Don't be tempted by the excuse that "I'm just saving them time" or "they are too busy" – students will learn to appreciate all the steps it takes to make big things happen if *they* do them.
5. **Allow your children to ask the questions.** They have their own set of issues that are important to them.
4. **Prepare your children for disappointment.** For many students this is the first time they could face bad news. Remind them there is no perfect school and that admission decisions do not reflect on their worth as people or your worth as parents.
3. **Remember this process is not about you.** No matter how similar your children may be to you, they need to make their own decisions and observations.
2. **Do not let stereotypes or outdated information steer your children away from schools in which they would otherwise have an interest.** Times have changed and so have colleges.
1. **Never during a college visit buy a sweatshirt or t-shirt from the bookstore in *your* size (unless you are an alum.) – it's a dead giveaway!**



# SAT VS. ACT

SAT or ACT? Do you know which test is right for you? Colleges accept both tests equally, so the choice is up to you. Here's what you need to know to compare the exams. (Information taken from The Princeton Review.)

	SAT	ACT
Why take it?	Some colleges use the SAT or the ACT for admissions and Merit-based scholarships.	
Test Structure	Math Reading Writing and Language  Essay (Optional)	Math Reading English Science Essay (Optional)
Length	3 hours (without essay)  3 hours, 50 minutes (with essay)	2 hours, 55 min (without essay) 3 hours, 40 min (with essay)
Reading	5 reading passages	4 reading passages
Science	None	1 science section testing critical thinking skills (not specific science knowledge)
Math	Arithmetic Algebra I & II Geometry, Trigonometry and Data Analysis	Arithmetic Algebra I & II Geometry & Trigonometry
Tools	Some math questions do not allow you to use a calculator.	You can use a calculator on all math questions.
Essays	Optional. The essay will test your comprehension of a source text.	Optional. The essay will test how well you evaluate and analyze complex issues.
How it's scored	On a scale of 400-1600	On a scale of 1-36

# Concordance Tables

Released: May 9, 2016

## New SAT to ACT Concordance Table

Table 7							
New SAT Total (400-1600)	ACT Composite Score	New SAT Total (400-1600)	ACT Composite Score	New SAT Total (400-1600)	ACT Composite Score	New SAT Total (400-1600)	ACT Composite Score
1600	36	1330	28	1060	21	790	14
1590	35	1320	28	1050	20	780	14
1580	35	1310	28	1040	20	770	14
1570	35	1300	27	1030	20	760	14
1560	35	1290	27	1020	20	750	13
1550	34	1280	27	1010	19	740	13
1540	34	1270	26	1000	19	730	13
1530	34	1260	26	990	19	720	13
1520	34	1250	26	980	19	710	12
1510	33	1240	26	970	18	700	12
1500	33	1230	25	960	18	690	12
1490	33	1220	25	950	18	680	12
1480	32	1210	25	940	18	670	12
1470	32	1200	25	930	17	660	12
1460	32	1190	24	920	17	650	12
1450	32	1180	24	910	17	640	12
1440	31	1170	24	900	17	630	12
1430	31	1160	24	890	16	620	11
1420	31	1150	23	880	16	610	11
1410	30	1140	23	870	16	600	11
1400	30	1130	23	860	16	590	11
1390	30	1120	22	850	15	580	11
1380	29	1110	22	840	15	570	11
1370	29	1100	22	830	15	560	11
1360	29	1090	21	820	15		
1350	29	1080	21	810	15		
1340	28	1070	21	800	14		

For lower score points, there is not enough data to produce a valid concordance between the new SAT and ACT.

## New SAT Writing and Language to ACT English/Writing Concordance Table

Table 8							
New SAT Writing and Language (10-40)	ACT English/ Writing Score	New SAT Writing and Language (10-40)	ACT English/ Writing Score	New SAT Writing and Language (10-40)	ACT English/ Writing Score	New SAT Writing and Language (10-40)	ACT English/ Writing Score
40	34	34	28	28	21	22	15
39	33	33	26	27	20	21	14
38	33	32	25	26	19	20	13
37	32	31	24	25	18	19	13
36	30	30	23	24	17	18	12
35	29	29	22	23	16	17	11

Because of changes to the ACT writing test introduced in 2015, the concordance score for the ACT Combined English/Writing is only applicable if you took the ACT prior to September 2015.

For lower score points, there is not enough data to produce a valid concordance between the new SAT and ACT.



### How to sign up for a college visit at Crossroads

- Log into Naviance. (If you have not done this yet and need your temporary password, let me know. Also, if you have forgotten your password, let me know and I can reset it for you. You will receive a temporary password.)
- Once logged in, click on the COLLEGES tab.
- Under the MY COLLEGES section, look for UPCOMING COLLEGE VISITS.
- Click VIEW ALL UPCOMING COLLEGE VISITS
- Find the college you want to visit with and click SIGN UP. If you want general information about the college, click on the college name. You will be directed to a page with information about that particular institution.
- Click the "SIGN ME UP" button. This will register you for the visit.

### Electronic Transcript Request through Naviance

- Log into Family Connection.
- Click on COLLEGE tab
- Under RESOURCES (on left side of the screen), select TRANSCRIPTS
- Select REQUEST TRANSCRIPTS FOR MY COLLEGE APPLICATIONS
- If college is listed, click the box next to the college name to select. If not, use the LOOKUP FEATURE to add the college or university.
- Select REQUEST TRANSCRIPTS at the bottom of the page.
- You will receive a confirmation message that says YOUR TRANSCRIPT REQUESTS HAVE BEEN SUBMITTED.

