

Post-Graduate Planning Folder 2008-2009



A Resource Guide for Parents and Students School-to-Work Post-Secondary Education: Admissions and Academics Scholarships and Financial Aid

The PUHSD makes available these resources as a service to our students and parents. Because the information enclosed is provided by the US Government, post-secondary educational institutions, providers of financial aid, and other outside agencies, this information is subject to change without notification. Students and parents are advised to check each resource for accuracy. This folder was originally developed by counselors in the Mesa Public Schools and has been adapted with their permission.

COLLEGE ADMISSIONS

Community Colleges

Admission of Students -

Admission to a community college in Arizona may be granted to any person who meets one of the following criteria:

1. Is a graduate of a high school which is accredited by a regional accrediting association as defined by the United States Office of Education or approved by a State Board of Education or other appropriate state educational agency.
2. Has a high school certificate of equivalency.
3. Is 18 years of age or older and demonstrates evidence of potential success in the community college.
4. Is a transfer student in good standing from another college or university.

Note that the ASSET/Accuplacer or other Placement exam will be given at the respective community college campus to determine English, math, and reading placement for entering freshmen.

Out-of-State Colleges and Universities

Admission to colleges and universities varies as widely as do the campuses themselves. A student's **academic record** (courses taken and grades in those courses) is the most important component in the process, followed by **SAT** or **ACT** test scores, **recommendations**, an **essay**, and in highly selective colleges, **class rank** and **interviews**. **Extracurricular activities** and **community service** also play an important part in the admissions process. When considering colleges and universities, it is important to study brochures, catalogs, and viewbooks. Looking at a college's website is not a substitute for a campus visit.

Important: Any student interested in out-of-state colleges and universities should research the schools being considered and apply early (September/October) in the senior year.

The Arizona State Universities -

Admission of Students to Arizona State University, Northern Arizona University, University of Arizona

A student must meet the class rank, test score or GPA requirement, plus the core course competency requirements, according to the following:

Freshmen-Arizona Residents

Class Rank.....Top Quarter
-OR-
Composite Score.....ACT 22 or SAT 1040
-OR-
GPA (4.0 = A).....3.0*
in the 16 core courses

*Arizona residents who do not meet the requirements described above but rank in the second quarter of their graduating class, have a cumulative GPA of 2.5 - 2.99 (4.0 = A), and have no more than 1 deficiency in any 2 core courses may be admitted with conditions, but it is not guaranteed. Students with a combination MATH/SCIENCE deficiency are not admissible.

Core Course Competency Requirements -

Students must have a 2.00 GPA on a 4.00 scale in each subject area. Students who have a deficiency combination in math and laboratory science will not meet admission standards to Arizona universities.

ENGLISH

Grades 9, 10, 11 & 12.....4 years

MATHEMATICS

Algebra I, Geometry, and Algebra II and advanced math for which Algebra II (our Algebra 3-4) is a prerequisite.....4 years

SCIENCE (lab)

Biology, Chemistry, Earth Science, Physics, Integrated Sciences, Anatomy + Physiology and A.P. classes.....3 years

FOREIGN LANGUAGE2 years
(same language)

FINE ARTS

Art, Music, Dance, Drama/Theater.....1 year

SOCIAL STUDIES.....2 years

English and Math Placement -

Arizona universities use a variety of methods to determine class placement. Each may use a combination of ACT/SAT scores, AP exam scores, and their own placement exams.

A student may find it advantageous to complete a summer program prior to the freshman year in college in order to access university-level classes.

Each student **MUST** check with the Arizona university s/he will attend in order to determine appropriate class placement and then follow the guidelines given.

THE COST OF COLLEGE

The Financial Aid Equation

Budget or cost of attendance

-Expected Family Contribution (EFC)

=**Estimated financial need** or eligibility for financial aid

The federal government is committed to providing as much financial aid as possible for all students. High school counselors can help, but it is important to speak with the college Financial Aid Office personnel. Financial aid is available in the form of **grants** (which **do not** have to be repaid), **work study** (which offers part-time jobs while attending school) and **loans** (money that must be repaid); however, the interest rate is significantly lower than the going rate. Information on applications, deadlines and maximum award amounts is available in the counseling office. **All students/parents with a Social Security number should complete the FAFSA. Families should consult with their financial advisor regarding savings plans and other information.**

FAFSA

Free Application for Federal Student Aid

FAFSA

- Use FAFSA form to apply for grants, work study, and loans.
- Save time: File electronically - www.fafsa.ed.gov
- Request a PIN (Personal Identification Number) to sign FAFSA on the web.
- For hard copy of application, see counselor; available in January
- Read the instructions on form to make sure your questions are answered correctly.
- Apply early - as soon as possible after January 1 so that corrections can be made and colleges can receive accurate information as quickly as possible. There is NOT an endless supply of money!
- Complete federal tax return - completing this makes completing the FAFSA easier. A family may complete the FAFSA before completing the tax return, but all information will need to be verified for truthfulness.

Financial Aid PROFILE

- The financial aid application service of the College Board
- Many of the member colleges/universities and scholarship programs use information collected on PROFILE to help them award non-federal student aid funds.
- Register for a customized PROFILE Application at www.collegeboard.com at least 2 weeks before the earliest priority filing date specified by colleges and programs.
- Submit the PROFILE Application to the College Board at least a week before the earliest priority filing date specified by your colleges and programs. Information will be sent to the selected colleges and programs selected in one week.
- Applicants completing the PROFILE after January are provided an online worksheet to help them complete the FAFSA.

SCHOLARSHIPS

Scholarships are funds awarded to students who meet specific criteria set by the donor(s). The criteria can be as specialized as the donor(s) may choose and consequently are competitive. Frequently-used criteria include: academic performance, ancestry, career goal, race, ethnicity, religion, gender, specialized skills, i.e.; music, athletics, drama, dance, etc.

Procedures for Obtaining Scholarships

1. Research/Network - places to look for scholarships:

At School: counseling office/IMC/bulletin boards • daily school bulletins • teachers • school library • fellow students • Internet • Choices • AZCIS
Off Campus: employer/parents' employer • employment personnel office • unions • church • clubs and organizations • community-based groups • public library

2. Portfolio of scholarship documents:

a) **Personal statement** - strong, clear, positive essay, which includes information on student's experiences and background, current activities and challenges, plus information regarding goals and aspirations.

b) **Letters of Recommendation*** - letters which highlight strengths, abilities, goals, personality and indicate financial need (if appropriate) and potential for success. If addressed "To Whom it May Concern," and student is given a copy, it could be used for more than one application.

Ideal recommendations are from teachers, counselors, employers or community members who think highly of the student.

c) **Transcripts** - document that should be sealed in an envelope by the school so it remains official.¹ Each student should keep a copy of the unofficial transcript in the event an unofficial transcript is acceptable.²

d) **A budget** - detailed list of costs for expenses and any income to be received. Costs should include tuition, books, transportation, housing, meals, medical and personal items. Student budgets are usually available from the financial aid office.

¹ Must be requested in writing from credentials specialist with ID.

² Can be obtained from counselor.

e) **Miscellaneous** - sometimes a photo is requested. Samples of work are sometimes also requested for competitive awards.

f) **Copies of applications** - keep copies of all applications to colleges and scholarships so that information can be quickly revised.

3. Persistence pays!!!

Meet deadlines and follow through as appropriate.

Applying for scholarships is not difficult, but it is time-consuming. The reward is FREE MONEY which can help pay for a college education.

*TIPS REGARDING LETTERS OF RECOMMENDATION

1. Ask only those who will give a positive recommendation (do not ask to see it).
2. Request at least 2 weeks in advance so the writer isn't rushed.
3. Provide writer with a completed copy of the scholarship resume form in this folder.
4. Provide the writer with the name and address and any particulars to be included in the letter and the date due. (A helpful gesture is to provide a correctly addressed, stamped envelope along with the scholarship resume.)
5. A letter of thanks to the writer telling what happened regarding the application is a particularly thoughtful and well-received gesture.

Helpful Financial Aid Information

Federal Student Aid Information Center
1 (800) 433-3243

TTY Users (for hearing impaired)
1 (800) 730-8913

PROFILE Registration
1 (305) 829-9793

Free help on:

- Information about federal student aid programs
- Completion of the FAFSA
- Making corrections to the Student Aid Report, the SAR, the document that contains financial aid application results
- Process about determining financial need and awarding aid
- Information about federal student loans
- Status of the FAFSA application

Guide for College-Bound Freshmen, Sophomores, and Juniors

Freshman Year:

***Develop** a 4+4 Plan with appropriate courses to meet goals. Meet with your parents and your counselor for this purpose after winter break. Excelling in “core courses” increases your chances of scoring well on college entrance exams. Your classes should match your goals!

***Complete** a career assessment such as Choices Planner or AZCIS.

***Participate** in extra-curricular activities, clubs or events, sports, and summer programs that will enrich your experiences and life. Seek leadership and creative opportunities.

***Use** the Internet to research colleges and areas of interest. Develop a professional e-mail address.

***You** will receive a written portfolio to keep during your 4+4 planning conference with your parents and counselor. You will thus have a place to keep records of test scores, honors and awards, lists of activities and employment, plus college and career plans and a current copy of your transcript.

***Maintain** a strong Grade Point Average. Develop good study habits and a study group of college-bound and goal-oriented friends.

***Beware** of anything that costs money, whether it is a way to pay for college or a recognition book.

***Consider** summer activities that include volunteer work. 1-800-volunteer.org is a good place to start. Click on “Find a Volunteer Center”, select “Arizona” and then the appropriate site. Students should also consider volunteering at their elementary/middle school during the summer.

Sophomore Year:

***Review** your schedule to make sure you are taking the right courses, concentrating on courses that prepare you for your field of interest.

***Take** the PSAT/PLAN to assess your readiness for college entrance exams.

***Review** your Choices Planner or AZCIS online portfolio with your counselor and parents to stay on track.

***Maintain** participation and leadership in extra-curricular and volunteer activities.

***Add** to your written portfolio to keep it updated. Discuss your progress with your parents.

***Seek** summer enrichment programs to increase your academic skills and/or your life experiences. Look at those available through colleges and universities.

Junior Year:

***Review** your schedule and Grade Point Average with your parents and counselor at the beginning of the school year to stay on track.

***Review** your Choices Planner or AZCIS online portfolio to update and add information. Have your career goals changed?

***Take** the PSAT when your school offers it (October 15 or October 18) as preparation for the ACT or SAT to be taken at the end of the junior year or beginning of the senior year.

***Seek** information about colleges online and at libraries. Take advantage of college visits.

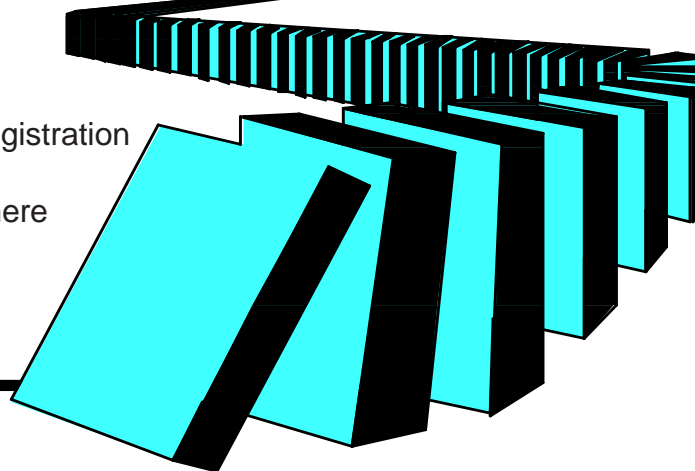
***Attend** college fairs and presentations by representatives. Attend the *Greater Phoenix National College Fair* on September 14 from noon to 4 p.m. at the Phoenix Convention Center with your parents.

***Read** all college-related literature mailed to you. Beware of anything that costs you money!

***Sign** up to take the ACT or SAT in May or (preferably) June; registration forms are in the counseling office, or you may register online.

***Talk** with adults who work in your areas of interest. Find out where they attended college and ask questions about their college and career paths.

SENIORS: SEE THE SENIOR YEAR CHECKLIST FOR COLLEGE-BOUND STUDENTS IN THIS GUIDE.



UNIVERSITY ENTRANCE TEST INFORMATION

Most colleges and universities will accept either the American College Test (ACT) or Scholastic Aptitude Test (SAT) scores for college entrance. Students should consult college catalogs carefully for specific test requirements. Some colleges require SAT Subject Tests as well as SAT or ACT scores. **Turn this sheet OVER for SAT information.**

The American College Test (ACT)

Test Fee: \$31.00 **Late Fee:** \$20.00

Writing test is optional. Fee = \$15.00 A student taking the Writing Test would pay \$46.00 total. Score Range: 2-12 points

Test Purpose: Measures academic achievement in English, mathematics, reading, and science reasoning. The test contains analytical and problem-solving exercises and is somewhat like the curriculum most college-bound students have had.

Test Content and Scoring:

25% - English - Usage/mechanics: Punctuation, grammar and usage; sentence structure rhetorical skills: strategies, organization, style. Score is numerical: 1-36.

25% - Mathematics: Pre-Algebra, Intermediate Algebra and Coordinate Geometry, Plane Geometry, Trigonometry; may use calculator. Score is numerical: 1-36.

25% - Reading: Arts and Literature, Prose Fiction, Humanities, Social Studies. Score is numerical: 1-36.

25% - Science Reasoning: Biology, Chemistry, Physics, and Physical Science. Score is numerical: 1-36.

Method Of Scoring:

Scores are based on number of right answers. There is no penalty for guessing.

ACT Composite Score: 1-36 (average of 4 test scores)

2008-2009 Test Dates

September 13, 2008
October 25, 2008
December 13, 2008
February 7, 2009
April 4, 2009
June 13, 2009

Regular Registration Postmark Deadlines

August 12, 2008
September 19, 2008
November 7, 2008
January 6, 2009
February 27, 2009
May 8, 2009

The Scholastic Aptitude Test (SAT)

Test Fee: \$45.00 **Late Fee:** \$23.00

Test Purpose: Measures academic aptitude in verbal and numerical reasoning, plus written expression.

Test Content and Scoring:

Critical Reading - Determining the meaning of words; understanding the content, form, function of sentences, and larger sections of text; analyzing authors' goals and strategies. Score is numerical: 200-800.

Mathematics - Applying basic and more advanced mathematics knowledge - arithmetic, Algebra I & II, geometry; problem solving with a higher level of complexity; creating equations to answer questions with a higher level of difficulty. Score is numerical: 200-800.

Writing - Managing word choice and grammatical relationships between words and structures used to modify or compare; managing phrases and clauses in a sentence; and ordering relationships of sentences and paragraphs. Score is numerical: 200-800.

SAT Subject Tests are given in a variety of areas and sometimes required by highly competitive universities. Students must register for, pay for, and take these tests separately from the regular SAT.

Method Of Scoring:

Scores are adjusted for guessing.

SAT Reasoning Test Total: 400-1600 (sum of critical reading and mathematics scores)

Writing: 200-800

Writing scores are reported separately.

2008-2009 Test Dates

October 4, 2008
November 1, 2008
December 6, 2008
January 24, 2009
March 14, 2009
May 2, 2009
June 6, 2009

Regular Registration Postmark Deadlines

September 9, 2008
September 26, 2008
November 18, 2008
December 26, 2008
February 10, 2009
March 31, 2009
May 5, 2009

COLLEGE COSTS AT ARIZONA INSTITUTIONS

2008 - 2009 School Year (2 semesters)

| | <u>Tuition/Fees</u> | <u>Room/Board</u> | <u>Books/Supplies</u> |
|-----------------------------------------------------------------|---------------------|-------------------|-----------------------|
| Community Colleges | \$71/hour | N/A | \$ 800 |
| Arizona State University | \$5659/year | \$8000-11000 | \$1130 |
| Grand Canyon University (4-year private institution) | \$7740 | \$8000-11000 | \$1000 |
| Northern Arizona University | \$5446 | \$6700-9200 | \$ 890 |
| University of Arizona | \$5531 | \$7800 | \$1000 |

The above does not include personal expenses or transportation. Tuition costs are based on 12 or more credit hours per semester.

Students and parents should understand that these estimates are based on provided information. Students and parents must make choices regarding the type of housing and meal plan desired. Real costs are based on these choices.

Book and supply fees can change considerably, depending on the student's major and courses.

Tuition Waivers: Check with each college or university individually, as deadlines for admission and reply change! Some deadlines are well before the end of first semester!

PERSONAL STATEMENT/ SCHOLARSHIP RESUME

1. **DO NOT WAIT UNTIL THE LAST MINUTE TO WRITE A PERSONAL STATEMENT!!!**

2. Write the first draft of a Personal Statement.

3. Correct mistakes as it is being written.

4. Re-read and edit the Personal Statement after a day or so to give perspective.

5. Make corrections in sentence construction, grammar, punctuation and spelling.

6. Ask a trusted English teacher to read and evaluate the Personal Statement.

7. A Personal Statement should always be typed.

8. Below is a suggested format for a Personal Statement essay. Please note the inclusion of related facts in each separate paragraph.

1st Paragraph - (Introduction of self and family)

State place within the family - only child, oldest, youngest or in between so many brothers and sisters.

Discuss the family situation in terms of members of family, economic situations, family employment, family struggles.

2nd Paragraph - (Discussion of school and community)

Describe high school(s) attended, experiences and activities.

Discuss community activities. In both cases, the important thing is to discuss what has been learned.

3rd Paragraph - (Discussion of college and career aspirations)

Discuss the reasons for attending college and why proposed careers have been chosen.

Discuss areas of strength and interest.

Discuss any influential people.

4th Paragraph - (Discussion of academic record)

Discuss academic progress, any hardships along the way, particularly difficult or challenging classes and how challenges have been addressed.

5th Paragraph - (Discussion of extra-curricular activities)

Discuss school activities, sports, positions of leadership, and what has been learned.

6th Paragraph - (Summary and statement of future plans)

Bring essay together with a concise summary, and be sure to discuss future plans.

9. Be sure to keep a copy to edit for future use.

(over)

YOUR Scholarship Resume

Think of three teachers or other adults who know you well and will write a positive letter of recommendation: 1_____,2_____,3_____. Some applications require that the writers of recommendations be specific kinds of individuals: a counselor, Principal, and/or a certain subject area teacher. Read the scholarship application carefully so that you are confident you meet the requirements. If there are no directions regarding the writers, seek a variety. Relatives are never appropriate!

Always allow the recommendation writer as much time as possible. Two weeks is minimally acceptable in order to receive a well-written letter that honors your accomplishments and produces the desired results.

Give the recommendation writer a stamped and addressed envelope unless it is to be included with the application. Waive your right to see the letter before mailing if this option is available.

Scholarship for which I am applying: _____ Due Date for recommendation: _____

STUDENT NAME _____ School ID# (if applicable) _____

Describe your family demographics, activities, and duties/responsibilities at home, and any special challenges you have overcome: _____

Discuss your personal and professional goals: _____

Describe your most admirable qualities: _____

School Achievements:

Describe your college/career plans, the reasons you wish to go to college, and the reasons you wish to follow a particular career path: _____

List any academic awards you have received (note grade level) and the reasons you received those awards: _____

Describe leadership positions or special contributions you have made to school clubs, sports, and activities, particularly noting what you have learned about yourself (note grade level/offices held): _____

Community Activities:

Describe your contributions to community organizations and/or faith-based activities: _____

Describe work or volunteer experiences you have had. What was your unique role with those positions? What did you learn about yourself? How did you grow from these experiences? _____

Describe what you have learned from your travel experiences or from having lived elsewhere: _____

Describe something special or unique about you that you would like to have mentioned in the letter. You might wish the writer to mention a specific assignment, reading, or project that you want the writer to emphasize. Explain. _____

2008-2009 DATES TO REMEMBER

OPPORTUNITIES FOR OUR STUDENTS

Greater Phoenix National College Fair *Sunday, September 14* *12 noon-4 p.m.* *Phoenix Convention Center*
This event is free and open to students of all grade levels plus their parents. The National Association of College Admission Counselors sponsors this event, where over 50 colleges from around the country come to speak with interested students and families. This is an excellent way to learn about out-of-state colleges.
See www.nacacnet.org for more information regarding the Fair. The "events calendar" will lead the reader to the "College Fairs".

Historically Black College and University Fair *Wednesday, September 24* *9 a.m.-2 p.m.* *Phoenix College*
This event allows college-bound students to meet with representatives from many of the Historically Black Colleges and Universities throughout the country and is usually the only time these particular schools recruit in the Phoenix area. Students from our district schools with appropriate interests, Grade Point Averages, and desire will attend in a focused field trip format. Parents are absolutely welcome to attend as well.

Hispanic Scholarship Fund *Thursday, October 16* *evening* *Maryvale HS auditorium*
This event is for parents and students at Carl Hayden, Maryvale, Trevor Browne, and Alhambra High Schools and is an informational session about college and scholarships. Presentations are in both English and Spanish. Students and parents from the westside schools named above will receive invitations in the mail in the fall.

College Depot *opens winter, 2008* *Burton Barr Library, 2nd floor*
This section of the Library will be open to students, parents, and anyone who wants career and college information. Trained personnel will be on staff to assist, answer questions, guide, and provide resources. This is FREE to the public and an excellent way to get information outside the school environment.

College Goal Saturday *Saturday, February 7* *2-4 p.m.* *Estrella Mountain Community College*
South Mountain Community College
College Goal Sunday *Sunday, February 8* *2-4 p.m.* *Glendale Community College*
Paradise Valley Community College
Phoenix College

These free events are open to students and parents who wish to get college and financial aid information.

Colleges and universities visit high school campuses. Check with the school counseling office to see the schedule. If a school of interest is not going to visit the high school, students and parents are welcome to call or e-mail the college to schedule a tour. See the Choosing a College Campus/Tours pages of this Guide for more information about making the most out of a tour.

SCHOLARSHIP SOURCES AND SCAMS

SOURCES FOR SCHOLARSHIP INFORMATION

The Counseling Office at most high schools provides any or all of the following:

*a Scholarship Bulletin Board

*a Scholarship Newsletter that is either published or written online

*a place for copies of scholarship applications it receives throughout the school year. Increasingly, applications are online, and thus no paper applications may be sent to the school.

Other reputable sources of scholarships and related information include, but are not limited to:

*community or faith-based organizations to which the family belongs or with which the family has a relationship

*organizations that honor a student's talent in a specific area like art or dance or volleyball

*employers of parents/guardians: check with the human resource, benefits, or personnel office

*the university or college the student will attend: many times information is sent directly to the student or is available only through the college on its website. Colleges are HUGE sources of scholarships!

*any number of websites, but students must be wary of where information will be going on the Internet once it is given to websites

SCAMS or YOU ARE WASTING YOUR MONEY!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

Students and parents are being scammed if a company or scholarship "source" promotes its offerings with

**"The scholarship is guaranteed.": No one can guarantee anything; this is a lie.

**"You cannot get this information anywhere else.": Legitimate scholarship information is available through public sources.

**"I need your credit card or bank account number for this scholarship.": This is a common method to get money out of parents' or students' accounts in the future without permission. This is a commonly-used scam!

**"We will do all the work.": The student still has to fill out applications, write essays, and attend to the requirements. It is not possible for anyone else to do the work.

**"The scholarship will cost money.": Always use free resources.

**"You have been selected" or "You are a finalist.": Companies have access to huge databases: they are trying to make students and families feel special and thus market a number of products. There is no scholarship advantage to buying any of these books or products.

**"We save money by not having an address.": Legitimate scholarship sources have contact information and a physical address.

**"Come to --hotel room on Sunday afternoon.": Be wary that these free seminars or interviews may be sales pitches for expensive and unnecessary products.

CHECK WITH THE SCHOOL COUNSELOR IF YOU HAVE ANY QUESTIONS ABOUT INFORMATION YOU HAVE RECEIVED!

SUGGESTIONS FOR COMPLETING COLLEGE AND SCHOLARSHIP APPLICATIONS

1. Make copies of applications for practice. Some colleges will refuse a request for a second application form.
2. Allow sufficient time to fill out the application form. A “rush job” results in careless errors and is obvious to the reader.
3. Read directions carefully; follow them accurately.
4. Use the same LEGAL name on all applications. Nicknames are not acceptable.
5. Read all questions on the form and think about answers before writing.
Compose answers that are truthful, specific, and concise.
Write a draft version of essays first and then ask a trusted teacher to edit and proofread.
6. Avoid errors. Misspelled words stand out like a sore thumb! There is no excuses for poor grammars.
7. The appearance of the application is critical. *Fonts, styles, and alignment* should be consistent. Neatness is a must!
8. Do not lie. The application will be dismissed, and the decision to admit or award scholarship dollars will be reversed upon discovery.
9. Use the space allotted. Do not exceed that unless the directions expressly state that this is acceptable.
10. Answer all questions. Do not leave blank spaces. If a question does not apply to you, place a dash (-), N/A (not applicable) or zero (0) in the blank. Incomplete applications may be thrown out and not considered at all.
11. If an application fee is required, enclose a check or money order with the application, or seek a waiver if it is available and deserved. Do NOT ask anyone to lie in order to receive a waiver!
12. Pay attention to *due dates* vs. *postmark dates*. If a *postmark date* is given, it is imperative that the application envelope is at the post office early enough in the day to ensure that it will be postmarked that day. Midnight is not acceptable, nor is putting the envelope in a mailbox anywhere except at the post office. If a *due date* is given, it is critical that the application envelope is put in the mail soon enough to be received on time.
13. Make a copy of everything that is sent. Applications and accompanying materials are generally never returned.

WRITING THE COLLEGE ESSAY

When a college essay is required as a part of the admissions process, it is important to give serious effort to its composition. Probably no other piece of admissions criteria receives as much attention or generates as much discussion.

Here is the opportunity to reveal intelligence, a sense of humor, maturity, sincerity, enthusiasm, and writing ability.

Areas of Evaluation - in general, colleges look for:

1. Skill in using standard written English
2. Depth of insight as reflected in content, substance and ability to reflect true feelings or opinions about a subject
3. Creativity and uniqueness evidencing fresh and **original viewpoints**. **Plagiarism is always and absolutely unacceptable.**

Essay Directions - be careful to address what the directions request, which may be one or more of the following:

1. Discuss something which has significantly contributed to personal growth.
2. Assess uniqueness as an individual; tell something not learned from other application information.
3. Address particular opinions or feelings on a specific topic.
4. Reflect on goals and aspirations and how an education received at that college will fulfill those.

Tips for Composing the Essay - using these will help develop an essay which conveys those unique personal qualifications.

1. **DO NOT WAIT UNTIL THE LAST MINUTE TO WRITE! THIS IS SO OBVIOUS!**
2. Make lists of personal qualities, (particularly those applicable to this college), aspirations and goals, activities, honors and awards, personal or academic challenges, persons or course(s) which have been influential in determining career goals or aspirations, and any specific strengths of the college that will be beneficial. In other words, why are the student and the college a good match for each other?
3. Write a draft, making sure to address the particular directions for discussion.
4. Put the draft aside for 24 hours and read again.
5. Make corrections in sentence construction, grammar, punctuation and spelling. Reading the essay aloud will help determine parts that do not flow smoothly or make sense.
6. Ask a trusted English teacher to read and evaluate the paper.
7. Rewrite and revise. Put the essay aside again and repeat the process.
8. Type and save. Proofread for any errors. Make it look as perfect as possible.
9. Save the computer copy in a place of access.
10. Follow instructions for mailing the essay and application package and do so on time!

<http://www.collegeboard.com/student/apply/essay-skills/index.html> is the College Board site where students may get advice about writing essays for college admission. (Continued on back)

Sample Essay Questions from Colleges and Universities

Some colleges and universities either require essays as part of the application package OR allow students to write essays or submit other information as desired. The other information may be an art project, a research paper, or electronic submission.

The following is a compilation of essay topics used by some colleges. These are presented only as samples of the kinds of questions you may be asked to address.

*Discuss a person, other than a member of your family, who has influenced you.

*What particular book, play, poem, film, dance performance, musical composition or piece of visual art has affected you deeply in the past three years? Describe your reaction.

*Share with us your concept of an ideal education. Feel free to be as inventive and wide-ranging as you like and to include examples from personal experiences.

*Imagine that you are the editor of a major national news magazine. What would you choose as the cover story for the January, 2009 issue? Why did you make this choice? What would be the essence of this story?

*If you could automatically and irrevocably change one fact or facet in the development of human history, what would that change be? Why did you make this choice?

*What distinguishes you from other applicants? You may wish to write about your experiences, achievements, and goals. You might, for example, discuss an important life experience and what you learned from it. Describe unusual circumstances, challenges, or hardships you have faced.

*If you had only \$10 to spend on a day's adventure, where would you go, what would you do, and with whom?

*What experience changed your life immeasurably? Why?

*Discuss the academic experience that has meant the most to you (course, project, paper, event).

*Describe a scientific problem, research problem, or academic issue in any field of study which you would like to pursue in college or later.

WEBSITES and RESOURCES OF INTEREST

(admissions, tours, financial aid, housing, fees and costs, recruitment for specialized areas)

| | |
|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| www.asu.edu | Arizona State University-a link at the bottom "One University in Many Places" will lead you to the Tempe, West, Polytechnic, and downtown campuses |
| www.nau.edu | Northern Arizona University, Flagstaff |
| www.arizona.edu | University of Arizona, Tucson |
| www.gcu.edu | Grand Canyon University, Phoenix |
| www.erau.edu/pr/my.maricopa.edu | Embry-Riddle Aeronautical University, Prescott campus |
| www.pc.maricopa.edu | a starting place for information about the Maricopa County Community Colleges |
| www.gc.maricopa.edu | Phoenix College, Phoenix |
| www.emc.maricopa.edu | Glendale Community College, Glendale |
| www.southmountaincc.edu | Estrella Mountain Community College, Avondale |
| www.gwc.maricopa.edu | South Mountain Community College, Phoenix |
| www.sc.maricopa.edu | GateWay Community College, Phoenix |
| www.pvc.maricopa.edu | Scottsdale Community College, Scottsdale |
| www.mc.maricopa.edu | Paradise Valley Community College, Phoenix |
| www.rio.maricopa.edu | Mesa Community College, Mesa |
| www.dinecollege.edu | Rio Salado Community College, (multiple sites) |
| www.cochise.edu | Dine College, Tsaile |
| www.azwestern.edu | Cochise College, Douglas |
| www.centralaz.edu | Arizona Western College, Yuma |
| www.eac.edu | Central Arizona College, Casa Grande |
| www2.yc.edu | Eastern Arizona College, Thatcher |
| www.pima.edu | Prescott College, Prescott |
| www.azhighered.org | Pima Community College, Tucson |
| www.ade.az.gov/asd/tuitionwaiver/ | <i>AZ College and Career Guide</i> : catalog of all Arizona post-secondary schools, including private vocational schools. This superb resource can be sorted by area of study and other factors. |
| www.virtualjobshadow.com | AZ Department of Education site regarding tuition waivers based on AIMS scores |
| access.bridges.com | video profiles of different careers, career exploration site |
| www.bls.gov/oco | site every PUHSD student can access from home with career and college information |
| www.petersons.com | career information: Occupational Outlook Handbook from US Government |
| www.princetonreview.com | career and college information |
| www.collegeboard.com | college information |
| www.act.org | career and college information (AP/SAT/PSAT information) |
| www.collegeview.com | career and college information (PLAN/ACT information) |
| www.usnews.com | career and college information |
| www.collegedata.com | follow link to "education" and reports about best colleges |
| www.ecampustours.com | calculates chances of admission to a particular school |
| nces.ed.gov/ipeds/cool | virtual tours of hundreds of colleges |
| www.uncf.com | excellent college search site |
| www.hsf.net | site for United Negro College Fund |
| www.scholarshipsforhispanics.org | Hispanic Scholarship Fund+college and career information |
| www.maldef.org | guide to scholarships/college information |
| http://students.asu.edu/node/1477 | scholarships for undocumented students |
| www.indian-affairs.org | Dream Act Scholarship funded by CPLC for undocumented students who will attend ASU |
| www.scholarships.com | scholarships for Native American students |
| www.fastweb.com | scholarship database |
| www.finaid.com | scholarship database |
| www.fafsa.ed.gov | college cost and financial aid information |
| www.studentaid.gov | Free Application for Federal Student Aid-January, 2009 |
| | federal site that addresses student financial aid |

Books/Resources available in the library, among many others:

Barron's Profiles of American Colleges/Barron's Rugg's Recommendations on the Colleges by Frederick Rugg The Best 366 Colleges/Princeton Review
ALMOST ALL COLLEGES AND UNIVERSITIES HAVE A *VIEWBOOK*. IT IS GENERALLY AN INFORMATIONAL AND PROMOTIONAL PUBLICATION THAT DISCUSSES STUDENT LIFE, THE CAMPUS SETTING, ACADEMIC PROGRAMS, AND COSTS. ASK IF THE COLLEGE HAS ONE FOR DISTRIBUTION. DEVELOP A PROFESSIONAL E-MAIL ADDRESS THAT IS USED FOR COLLEGE AND SCHOLARSHIP CORRESPONDENCE. WHAT MAY BE CUTE TO FRIENDS MAY BE INAPPROPRIATE TO COLLEGES AND SCHOLARSHIP-GRANTING AGENCIES!

SENIOR YEAR CHECKLIST FOR COLLEGE-BOUND STUDENTS

_____ **Review** senior year classes with your counselor. Are you ready for a community college? university? family considerations?

Have you met the requirements for admission into a university?

If not, what is your realistic choice?

_____ **Register** early to take the SAT (www.collegeboard.com) or ACT (www.act.org). You may get an application from the counseling office or apply online. **Practice is essential!**

_____ **Take** the ASSET/COMPASS/Accuplacer if applicable. This is a reading, English, and math test required for class placement at the Maricopa community colleges. It is free, but its results will determine if you may take college-level courses or if you will need to take remedial classes to improve your skills and prepare you for college-level classes. Remedial classes cost the same as college-credit classes and are not transferrable to a university.

_____ **Attend** presentations by college representatives. Make appointments in the counseling office to see these representatives on campus. Make sure you give contact information at College Day and whenever you meet with these folk.

_____ **Encourage** your parents to attend the fall and winter meetings offered to parents of seniors. Counselors prepare these sessions carefully and need to include your parents in these discussions about your future. ASK your counselor!

_____ **Apply** to the colleges you wish to attend. Pay attention to deadlines and required forms. Neatness and completeness are critical.

Note the admission fees to the three state universities. Note "priority" deadlines, especially for merit-based scholarships. Fee waivers are available on a limited basis. Ask your counselor or the university's admissions representative for more information.

_____ **Start** asking for letters of recommendation. Use the *Scholarship Resume* sheet. Whom do you ask?

..Teachers in whose classes you worked hard, excelled, and demonstrated energetic study habits and the desire to learn. Perhaps you did a special project of which you and the teacher were really proud.

..Teachers in a particular subject area of study. Math and science teachers are extremely appropriate for engineering scholarships, for example.

..Former or current employers who can attest to your personal integrity and work habits.

..Individuals who can and will write letters using good grammar, spelling, and punctuation. You will be judged by the quality of the recommendations.

_____ **Apply** for scholarships, and pay attention to their deadlines. Applications are available on an ongoing basis throughout the school year.

_____ **Obtain** the FAFSA form from the counseling office in January, if paper copies are available. The federal government is strongly encouraging parents to do this online at www.fafsa.ed.gov. Make sure your parents attend the high school's Financial Aid/FAFSA Workshop for Parents after winter break. Determine your costs and EFC.

_____ **Fill** out the forms, mail, and respond to ALL requests for information or response.

_____ **Ask** your college financial aid office if their website has a cost estimator; many now offer this service.

_____ **Housing???** Most on-campus housing requires a deposit, and most colleges do not have enough space for all students. First come, first served!

_____ **Confirm** your acceptance to college.

_____ **Seek** advisement and register for classes. Take advantage of any special dates available for you to do this!

_____ **Send** immunization records.

_____ **Pay** fees as required.

_____ **Ask** the credentials specialist who handles transcripts to send your final transcript to the college you will attend. She has transcript request forms you may use throughout the year and for the mailing of the final transcript.

GLOSSARY OF TERMS

Assessments and related terms:

***ACT: the American College Test**

***SAT: the Scholastic Aptitude Test**

ONE of these two exams will be required by most four-year colleges or universities for placement and/or admission. These exams are on Saturday mornings; choose a location close to your home!

***CEEB codes:** each high school has a College Entrance Examination Board number. A student will designate this number when completing ACT or SAT applications so that the information is returned to the proper high school. PUHSD codes are:

Alhambra: 030263
Bioscience: 030645
Bostrom: 030268
Trevor Browne: 030313
Camelback: 030275
Central: 030278
Cesar Chavez: 030192
Cyber: 030597

Betty Fairfax: 030133
Franklin: coming soon
Carl Hayden: 030277
Maryvale: 030282
Metro Tech: 030308
North: 030285
South Mountain: 030310

Advanced Placement: courses and tests designed by the College Board. AP courses are rigorous and offered in specific subject areas, and the AP tests are graded on a 5 (highest) to 1 (lowest) scale. Scores of 3 or above may allow the student to receive college credit or exemption from college courses. Each college and university handles this differently, so the student must check.

Credit by examination: a program through which some colleges grant credit based on the results of the ACT, SAT, or CLEP (College-Level Examination Program), or other exam. The CLEP is sometimes used by students to earn college credit for subject material they have learned outside of school, such as proficiency in Spanish.

***ASSET/Accuplacer/COMPASS/CELSA:** placement exams used by the Maricopa County Community College District to determine readiness for college level classes

***TOEFL (Test of English as a Foreign Language):** an exam sometimes used by colleges and universities to help students demonstrate English language proficiency, particularly if the student has recently arrived from a non-English-speaking country

Types of degrees and colleges and related terms:

***Associate Degree:** a two-year degree, usually from a community or junior college

***Bachelor's Degree:** a four-year degree, usually from a university or four-year college

***Master's Degree:** an advanced degree beyond the Bachelor's degree

***PhD./Doctorate:** an advanced degree beyond the Master's degree

***Community College:** a two-year public institution (see the [Community College/School-to-Work Programs](#) page for more information)

^Most community colleges offer an Honors program, in which students may receive an enriched educational experience. These programs are excellent experiences for the student who plans to transfer to a university.

^Each student who attends a community college needs to determine a course of study in order to best utilize the opportunities. Some programs are *certificate* or *license* programs, meant to increase employability skills as quickly as possible. Other programs are *Associate Degree* programs, which take longer.

^A student who wishes to *transfer* to a university needs to make sure that the community college credits earned, and thus courses, will indeed transfer so that the Bachelor's Degree can be completed at the university.

^Each community college student needs to speak with his academic advisor on a regular basis to keep on track.

***College:** generally a four-year institution, but the term is also used by other post-secondary schools differently accredited

***University:** generally a four-year institution, but the term is also used by other post-secondary schools differently accredited

^*Arizona university competency requirements:* those high school classes required for admission to Arizona State University, the University of Arizona, or Northern Arizona University

***Private vocational/trade school/proprietary school (for-profit school):** usually licensed by a trade or vocational school organization to teach specific job skills. Private vocational or trade schools do not charge public college prices, and the credits earned are generally not transferrable to a community college or university. CHECK about this issue!

***Apprenticeship program:** usually sponsored by a union or trade association, these programs include professional training and supervised employment. www.azwaca.org is an excellent resource!

(continued on back)

EMPLOYABILITY SKILLS PROFILE

What do employers expect?

ACADEMIC SKILLS

- Read and understand written materials
- Understand charts and graphs
- Understand basic math
- Use mathematics to solve problems
- Use research and library skills
- Use specialized knowledge and skills to get a job done
- Use tools and equipment
- Speak in the language in which business is conducted
- Write in the language in which business is conducted
- Use scientific method to solve problems

PERSONAL MANAGEMENT SKILLS

- Attend school/work daily and on time
- Meet school/work deadlines
- Develop career plans
- Know personal strengths and weaknesses
- Demonstrate self-control
- Pay attention to details
- Follow written and oral instructions
- Work without supervision
- Learn new skills
- Identify and suggest new ways to get the job done
- Maintain a positive attitude

TEAMWORK SKILLS

- Actively participate in a group
- Know the group rules and values
- Listen to other group members
- Express ideas to other group members
- Be sensitive to the group members' ideas and views
- Be willing to compromise if necessary to best accomplish the goal
- Be a leader or a follower to best accomplish the goal
- Work in changing settings and with people of differing backgrounds

The tasks of most jobs are not performed in isolation, so being able to productively and peacefully work with others is essential.

Financial Aid terms:

***Free Application for Federal Student Aid (FAFSA):** federal financial aid form that should be completed by all college-bound graduating seniors and parents/guardians who have a Social Security Number. The results will be used by colleges and some scholarship-granting agencies.

***Expected Family Contribution (EFC):** the amount of money a family (student and parents) is expected to provide towards a student's college education according to FAFSA results. The family will receive a *Student Aid Report (SAR)* and will be asked to check the information for accuracy before submission to the colleges of choice.

***Grant:** money for college which does not need to be paid back, usually based on financial need. The Pell Grant is the first of several federal grants for which students may apply.

***College Work Study:** employment on campus, based on financial need and availability of funds and jobs. Usually CWS jobs are convenient because the student is already on campus, and hours can change each semester as the student's class schedule changes.

***Loan:** money for college which does need to be paid back: ask if re-payment is *deferred*

***Scholarship:** money for college earned by being selected after completing the application process (usually an application form, a transcript, letters of recommendation, and a personal statement) for an organization or college. Usually guidelines and expectations for renewal are included.

A *merit-based scholarship* is one based on the worthiness of the student, usually a reflection of grades and/or achievements--NOT based on financial need or financial considerations.

A scholarship for *first-generation* students is one for students whose parents did not graduate from college. The student is then the *first generation* to attend college. The student's sisters and brothers (who may or may not have attended college or graduated from college) are also considered *first-generation*.

***CSS Profile form:** a form required by some colleges as a supplement to the FAFSA

Other terms:

***Acceptance:** candidate will be allowed to attend; most colleges notify students by a published date. The student should reply whether or not he will attend, as acceptance may be withdrawn if the student does not accept by the given date. The student may not be accepted, but may be *denied admission* or put on a *wait list*. The student who wishes to appeal the college's decision must follow the college's appeal process.

***Accreditation:** recognition of a college or university by any of the regional or national accrediting bodies indicating that the institution as a whole has been judged to be meeting its objectives. There are different accreditation organizations for different kinds of post-secondary schools.

***Application:** formal submission of a request, accompanied by required forms and materials, for admission to a college or university

***Class rank:** the numerical rank of Grade Point Averages starting with "1" of all students within a graduating class. A class rank may also be expressed as a percentile.

***GPA:** Grade Point Average--may be *weighted*, meaning that "A's", "B's", and "C's" in Honors, Advanced Placement, and International Baccalaureate courses are given an extra grade point (an "A" = 5 points), or *unweighted*, meaning that all courses are counted equally (an "A" = 4 points). Courses such as student assistant or student tutoring are not included in the Grade Point Average in the PUHSD. The total GPA is determined by totaling the number of grade points in all classes that count and then dividing by the total number of those classes in which grades were earned.

***College calendars:**

^Traditional semester: two approximately equal semesters

^Early semester: two semesters, the first being completed before winter break

^Quarter: three equal terms of about twelve weeks each

^Trimester: calendar year divided into three equal semesters, the third semester replacing summer school

^4-1-4: two equal terms of about sixteen weeks each, with a four-week interim term

***Major/minor:** the areas of study in which a college student chooses to specialize. During the junior and senior years in college, these areas will be the primary focus.

***NCAA (National Collegiate Athletic Association):** a standards-based organization which specifies academic requirements for students who apply to Division I and II schools. Each high school submits its own list of core courses for review and can be seen by going to www.ncaaclearinghouse.com and entering the high school's CEEB code.

***Pre-requisite:** a class/course/requirement that must be completed before enrolling in the desired course. Sometimes documentation or an instructor signature or approval is required.

***School profile:** a 1- or 2-page document produced by the high school that is sent by request with transcripts as part of the application package. It usually describes the school and community and also gives information regarding average ACT/SAT scores, the number of graduates who go to college, and the rigor of the school's curriculum.

***Transcript:** the record of high school or college courses and grades. A PUHSD transcript will reflect AIMS scores. An *official* high school transcript may be required for college or scholarship application and requires the signature and stamp of the high school credentials specialist. An *unofficial* transcript can be printed out by a student's counselor and given to the student or parents.

Tuition: the basic cost to attend a college or university. Tuition only covers the cost of attending classes; it does not include books, parking, dorm costs, meals, personal expenses, or anything else.

A *tuition waiver* is the elimination or reduction of all or part of the college's tuition costs. The eligibility is usually determined by the individual college or university.

See the Arizona Department of Education website regarding *tuition waivers* based on AIMS scores: www.ade.az.gov/asd/tuitionwaiver

COMPARISON WORKSHEET/CHOOSING A CAMPUS

| | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| COLLEGE NAME | | | |
| LOCATION (distance from home) <ul style="list-style-type: none"> • Arizona • Southwestern • Pacific Coast • Eastern • Midwest | | | |
| SIZE <ul style="list-style-type: none"> • student enrollment • physical size of campus | | | |
| ENVIRONMENT <ul style="list-style-type: none"> • Type of school (2 yr., 4 yr., technical, specialized) • school setting (urban, rural, suburban) • location & size of nearest city • co-ed, male, female • religious affiliation | | | |
| ADMISSION REQUIREMENTS <ul style="list-style-type: none"> • deadline • tests required • average test scores, GPA, rank • special requirements • notification | | | |
| ACADEMICS <ul style="list-style-type: none"> • programs of study (your major offered?) • internships • special requirements • accreditation • student-faculty ratio/class size | | | |
| COLLEGE EXPENSES <ul style="list-style-type: none"> • tuition, room & board • estimated total budget • application fee, deposits | | | |
| FINANCIAL AID/FINANCIAL PLANS <ul style="list-style-type: none"> • deadline • required forms • % receiving aid • scholarships • no aid required • partial aid required • complete or nearly complete aid required | | | |
| HOUSING <ul style="list-style-type: none"> • residence hall requirement • types and sizes (campus dorm, fraternity or sorority, off-campus) • availability • food plans | | | |
| FACILITIES <ul style="list-style-type: none"> • academic • recreational • other | | | |
| ACTIVITIES <ul style="list-style-type: none"> • clubs, organizations • Greek life • athletics, intramurals • other | | | |
| CAMPUS VISITS/ORIENTATIONS <ul style="list-style-type: none"> • dates, contact person • special opportunities | | | |
| PROBABLE COLLEGE MAJOR <ul style="list-style-type: none"> • liberal arts • interdisciplinary or general studies • specialized (ex: business, nursing) • pre-professional (ex: education, medicine, law) • other | | | |
| BASIS OF COLLEGE CHOICE <ul style="list-style-type: none"> • primarily mine • mine and parents • contrary to my preference • contrary to my parents' preference | | | |

(over)

CHOOSING A COLLEGE CAMPUS/TOURS

Selecting a college or university is an important FAMILY decision. A variety of factors contribute to the process, but the important thing is to find a place where the student is both comfortable and motivated toward reaching his potential. There are many factors to consider about a school's atmosphere and suitability, including:

A. Geographic Location

1. How close is it to snow, surf or smog? Is it located in a metropolitan or rural area?
2. How far is it from home? Will travel costs present a problem?

B. Size and Environment

1. How many students attend the college? What is the size of the freshman class?
2. Is it a co-educational or a men's or women's college?
3. Is it a church-related institution? Does this matter to you?
4. How large are the classes, and what is student/faculty ratio?
5. Is it public or private?
6. What kinds of health facilities and services are available?

C. Admission Requirements

1. What specific high school subjects, Grade Point Average, and entrance tests are required?
2. What are the application deadlines?
3. What non-academic activities are considered important by the college?
4. Do specific departments have special admission requirements?

D. Academics and Probable College Major

1. Does the college offer a strong educational program in the area of interest?
2. Is the faculty qualified, friendly and concerned?
3. Does this college offer internships or summer or year-abroad programs?
4. Is there an Honors program or College, and what are the requirements for admission?

E. College Expenses and Financial Aid/Plans

1. How much does the institution cost per year? (tuition, fees, campus housing, books and supplies, transportation, etc.)
2. Is financial aid available? (The more expensive schools usually offer the greater amount of financial aid, via loans, scholarships and grants.)
3. Where is information about campus-based scholarships located?

F. Housing, Facilities, and Activities

1. What kind of campus housing is offered? What about food plans?
2. What kinds of recreational activities are offered?
3. What kinds of clubs and activities are available?

G. Campus Visits/Orientations

1. What tours are available for parents and prospective students? How are these scheduled?
2. Are there group sessions available for parents and prospective students?
3. May prospective students sit in on classes? visit a dorm? talk to a coach in a sport of interest?
4. Where is the campus bookstore?
5. Are there kiosks or student newspapers with relevant information? If so, how can this information be accessed?

(over for a Worksheet students and parents should use when comparing colleges)

FEDERAL GRANTS

All students and their parents should complete the FAFSA (Free Application for Federal Student Aid) if they have a Social Security Number. All federal dollars are based on the need analysis from the FAFSA. Even if a student or family does not feel qualified for monies, the information is frequently needed for some scholarships to be awarded.

1. Federal PELL Grant Program

The federal government PELL program is intended to guarantee eligible low and middle income students financial access to the college or university of choice. PELLs are available to any undergraduate student with financial need who is attending an eligible college or vocational school at least half-time.

PELL grants usually range from \$400 - \$4700, depending on student need determined by the FAFSA.

2. Campus-Based Funds

For many students a viable alternative to borrowing, or a supplement to borrowing, is represented in campus employment opportunities.

These employment options can be categorized in two basic programs:

Federal College Work Study: The federal government provides funding at the college or university to be "awarded" based on need and institutional policy to students. The funding is limited and has not been adequate to provide assistance to every student who would like to be employed. Each student who does receive College Work Study (CWS) will have access to a job on campus where he will be expected to work 12 to 20 hours per week. The student earns at least the current federal minimum wage, but the amount might be higher depending on the type of work and skills required. The student is paid based on the actual number of hours worked and may be required to terminate Work Study employment when the award limit has been reached. These jobs are convenient, sometimes related to the course of study, and tend to be in places where the academic interests of the student can be considered. At the very least, the student's work schedule is changeable due to a change in class schedule each semester. Federal College Work Study positions are posted in the Financial Aid Office.

Campus Employment: Because there are insufficient Federal College Work Study funds to meet the student employment needs, and because departments and employers need workers with special abilities, many departments and offices have funds to hire additional student workers. Job postings are in the Financial Aid Office, or the various offices, departments, college and service units on campus. As with jobs outside of the college community, these jobs are similar in pay to off-campus employment. As with CWS jobs, they are conveniently located and often can be worked into a flexible time schedule that allows for class attendance and study time. Jobs off campus are also posted in the Financial Aid Office.

3. INSTITUTIONAL AID

Tuition Waivers

Each year the Arizona Universities and Maricopa County Community Colleges offer waivers covering all or part of the registration fees. These waivers are based on class rank, GPA and other factors such as ACT/SAT scores, difficulty level of courses taken, etc.:

Arizona State University.....CHECK FOR DEADLINE!

Northern Arizona UniversityCHECK FOR DEADLINE!

University of Arizona.....CHECK FOR DEADLINE!

CONTACT EACH UNIVERSITY FINANCIAL AID OR SCHOLARSHIP OFFICE REGARDING DEADLINES! ASK! YOU MAY NOT RECEIVE REMINDERS!

Maricopa County Community Colleges.....Students who rank in the top 15% or score high enough on testing to be eligible for Honors English and to be exempt from CRE (reading) 101 and place at intermediate level for Algebra are eligible for the President's Scholarship. This pays tuition each semester for full-time students and is renewable.

4. COMMUNITY AND ORGANIZATIONAL SCHOLARSHIPS

Some scholarships are offered through organizations, groups, service organizations, or businesses of which the parent may be a member or employee.

Every PUHSD school advertises scholarships differently, so each student should **check to see how YOUR school advertises scholarships!**

5. LOANS

Federal Stafford Loan: A loan program in which eligible students may borrow from a bank, another financial institution or a participating college or university. The federal government pays the interest on the loan while the student is in school.

Repayment and interest begin six months after the student graduates, leaves school or drops below half-time enrollment.

Federal PLUS Loan: A loan program (not need-based) in which parents can borrow from a bank or other lender. Repayment of principal and interest begins within 60 days of loan disbursement.

Federal Supplemental Loan for Students (SLS Loan):

A loan program (not need-based) in which graduate students and self-supporting undergraduate students can borrow from a bank or other lender. Repayment of principal and interest begins within 60 days of loan disbursement.

Perkins: A campus-based loan program. Colleges get government money which they loan to students with exceptional need. Repayment begins nine months after graduation at the stated interest rate.

***Loans should only be considered as a **last resort** to financing your education. Discuss this issue as a family and with the financial aid office at the college.

COMMUNITY COLLEGES/SCHOOL-TO-WORK PROGRAMS

A School-To-Work program begins in high school and continues with course work at a community college. Arizona has one of the most extensive community college systems in the United States. Each of the community colleges offers general education classes and also specializes in various occupational areas. The community colleges provide the option of continuing a student's education at a four-year university or acquiring an Associate Degree in a specific career field.

There are 10 Maricopa County Community Colleges in addition to two Maricopa Skill Center sites*. Each community college offers the first two years leading to a four-year college degree. Also, each community college has specialty career programs that are excellent. Ask your counselor about those. The 10 Maricopa County Community Colleges and a place to start on the Internet are:

my.maricopa.edu

| | |
|-------------------------------------|-----------------------------------|
| Estrella Mountain Community College | Phoenix College |
| GateWay Community College | Rio Salado Community College |
| Glendale Community College | Scottsdale Community College |
| Mesa Community College | South Mountain Community College |
| Chandler- Gilbert Community College | Paradise Valley Community College |

*One skill center is located at 12th St. and Buckeye Road in Phoenix, and the other skill center is on Estrella Mountain Community College's campus in Avondale.

What are the advantages of going to one of the Maricopa County Community Colleges?

- Every year of college increases earning potential
- Smaller classes than those at a four-year university
- Less expensive tuition than at a university
- Availability of desired classes may be greater
- Classes taught by instructors who are part-time business people from the community in Career and Technical Education areas
- Transfers in good standing to another college or university IF the student TELLS his community college advisor that he wishes to transfer and thus takes the proper courses. Developmental or remedial courses NEVER transfer.

Students who wish to enter **apprenticeships** will many times find that some of the training is going to be completed at the community college. Students should check the website azwaca.org for complete details regarding these excellent training programs.

The website www.azhighered.org will also give students and parents information about the post-secondary schools where various careers may be studied. This allows families to compare the cost, quality of training, employment prospects, and length of training for the different programs at community colleges and proprietary schools. Families **MUST** consider these factors when *choosing* a post-secondary school.

What degrees and certification can I receive?

The Maricopa County Community College District offers the following degrees and certifications:

Associate of Applied Science: This degree is awarded to students who complete the requirements of a specified two-year program in preparation for a specific career.

Associate of General Studies: This degree is awarded to students who complete an approved two-year program in general studies.

Certificate: A certificate is awarded to students who have completed an approved vocational program. The length of time necessary to complete certificate programs varies depending upon the achievement of the technical skills necessary in a specific program.

License: A license is awarded to students who have completed a program of study approved by the licensing agency. These programs vary according to the specific license requirements.

Associate of Arts: This is a college transfer degree and is recommended for students who plan to complete the first two years of a baccalaureate program at the community college. Because the first two years of a baccalaureate program vary considerably among curricula and institutions, it is usually necessary to design the course work for this degree to satisfy the curriculum outlined in the catalog of the university to which the student intends to transfer.

Associate of Applied Arts: This degree is awarded to students who complete requirements of a specific two year program in preparation for a specific career.

Associate of Science: This is a college degree and is similar to the Associate of Arts degree, except that the student's major emphasis is in science or engineering course work. This degree is usually in preparation to transfer to a university.

Need help in assessing your career interests?

Use Choices Planner at access.bridges.com. You may use this at home or at school. Contact your school librarian to get your school login and password information. Then you can take an assessment and/or get lots of valuable information about careers, educational requirements for those careers, and future prospects.

You may also use AZCIS to do the same research. Ask at school for the codes.

A Sample Employment Resume (see your CTE teacher for others!)

NAME
STREET ADDRESS
CITY, STATE, ZIP CODE
(602/480/623) PHONE NUMBER

GPA: 3.75
CLASS RANK: 55/580

ASSESSMENTS:
SAT: V580 M650 W750
SAT Subject Tests: Chemistry 600, English 550
ACT: Composite 25, Language 27, Math 23, Reading 25, Science Reasoning 25
AIMS: Exceeded on all tests

EDUCATIONAL /CAREER GOALS: To pursue a degree in mechanical and chemical engineering at a four-year university and eventually instruct at the college level.

HIGH SCHOOL(S): Attended Grades
Trevor G. Browne 2004-graduated May 22, 2008

HONORS AND AWARDS:
Outstanding Freshman Male 9
Eagle Scout 10
Top 10% in State Math Contest 10, 11
Outstanding Library Volunteer 11
National Honor Society 11, 12
Varsity Track Letter - Football 10, 11, 12

ACTIVITIES:
Football 9, 10, 11, 12
Track 9, 10, 11, 12
Boy Scouts 9, 10, 11, 12
National Honor Society 11, 12
Student Government 11, 12

LEADERSHIP ROLES:
Student Government - Junior Class Vice-President 11
National Honor Society - President 12
Student Government - Senior Class President 12

COMMUNITY SERVICE:
Pop Warner Football Volunteer - Helped coach team 10, 11
Library Volunteer - Read to preschoolers 11, 12
St. Vincent dePaul - Helped serve meals 11, 12

EMPLOYMENT: Dates:
Dino's Pizza- Delivery April, 2007 to present
Supervisor: Mr. Dean Lewis (602-123-4567)
Duties: (List all duties)
Burger King - Counter help Summer, 2006
Supervisor: Mr. Jerry Martin (480-123-5678)
Duties: (List all duties)

INTERESTS: Running, Weight Lifting, Snow Skiing, Reading

REFERENCES: (List 3 references with name, position, and contact information. ALWAYS ask for permission first!)