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Center for Higher Education Policy Analysis

**Creating Helping Environments for College-Going:**  
**The CHEPA CHEC-List**  
**for Counselors**



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A publication of the Center for Higher Education Policy Analysis

Rossier School of Education

University of Southern California



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Center for Higher Education Policy Analysis

**Creating Helping Environments for College-Going:**

# **The CHEPA CHEC-List for Counselors**

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## Introduction

Because guidance and college counselors are the most easily identifiable college resources on high school campuses, they often carry the responsibility for advisement in isolation—in their offices, in individual conversations, and in communications with parents. High school counselor-to-student ratios sometimes climb as high as 1:800 in high schools across the nation. Budgetary, organizational and cultural constraints make the hard work of guidance and college counseling even more difficult. At the same time, counselors remain one of the most important school-site resources for students interested in attending college.

Improving college counseling is not easy. Guidance and college counselors can neither be asked to work harder, nor can schools be directed to hire additional personnel due to budget constraints. This booklet is designed as a resource for counselors as they seek to create and enhance the college-going culture at their school sites. The goal is not to add responsibilities to already overworked individuals. Instead, we offer ideas to counselors that might broaden the process of “counseling” to include teachers, program advisors, administrators, parents, peers and communities. Our hope is that this booklet will give renewed ideas to practices already in place at many school sites and offer new suggestions for schools working to build college-going cultures.

Included in this booklet are guidance-related tasks, ideas and feedback from counselors, teachers, students and parents who have been involved in a research project with the USC Center for Higher Education Policy Analysis over the past few years examining the effective components of college preparation programs. Each section includes research findings, practical tips and applications, and, perhaps most importantly, the voices of our colleagues and students at school sites. Because our research is mainly focused in California, we have used examples that are specific to that state. However, the guidelines and ideas we offer can be used nationally. Be sure to check with your state admission and financial aid requirements.

We begin by focusing on counselors themselves. The counselor section includes a CHEC-List (Creating Helping Environments for College-going) of important milestones and college application requirements. The CHEC-List is a living document; counselors will strengthen the list with their school and personal practices. The second and third sections turn to parents and students respectively. These sections offer suggestions to counselors on how to engage families and students in building college-going communities. The final section provides a short list of key definitions and websites that can serve as additional resources in working with students and parents throughout the college-going process.

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## Section I :

# The Counseling Community

Guidance and college counselors are important members of school communities—not only as resources for students, but also as resources for parents, teachers and administrators. This section reviews some of the ways counselors make a difference in students' lives and provides suggestions for counselors as they bring their talents to the larger school community.

*"[My counselor] was saying that there are so many students like me, that they have the potential but they are just never shown what they can do. When he put me in the AP history class, I was freaking out. I was like, 'What am I doing here?' But then I was like, 'OK.' Now I'm getting an A. You just got to be pushed, basically. That's what he was trying to say, you've got to push more students."*

**Marisol, 12th Grader**



### What the Research Says

Counselors can powerfully affect students' opportunities to receive the academic preparation and emotional support that leads to college eligibility. For some students and parents, the only college educated people they know are teachers and counselors.

### Tips for Counselors

#### **Recognize the Potential in Every Student**

Keep challenging your students and offering them support for their career goals.

#### **Talk with Students about Their Goals**

Advise them to take the most rigorous academic course load they can handle. We provide some ideas on how to do this in the student section of this booklet.

#### **Provide Career Guidance**

Whether bound for college or not, all students benefit from understanding how their classes relate to a desired career.

#### **Tell Your Story**

Communicate your pathway to college. Share the ways you worked with others to complete the college application and admission process, how you paid for college and what you learned.



*"I actually learned about college requirements from an academic planner they gave me in homeroom. It has your graduation requirements on one page and on the next page shows you the requirements for college. I look at it a bunch of times each semester."*

**Francisca, 12th grader**

### **What the Research Says**

Often times, students do not know who to approach with questions about college. They frequently learn about college requirements late in their high school careers. Many students turn to a variety of alternative sources of information such as the Internet and college-related pamphlets.

### **Tips for Counselors**

#### ***Publicize What You Do***

Make announcements to homerooms about the resources your office provides on a weekly basis. Make sure students know who their counselors are and how to set up an appointment. Post a notice for walk-in office hours in your work area.

#### ***Be Creative***

Design and disseminate "fast fact" sheets with application deadlines and other important college facts to the entire school community—or ask students to design the materials with your assistance. Post college information, inspirational quotes and success stories on bulletin boards, websites, and in school newspapers.

#### ***Begin Early***

Share information about college and college requirements as early as possible.

#### ***Repeat, Repeat, Repeat***

Revisit college themes frequently and consistently.

*"I wish I had more time for talking to parents. Mostly when we talk with them, we're just putting out fires for problems. I would love to spend more time speaking with parents and promoting college."*

**Sean Travis,  
High School Guidance Counselor**





### What the Research Says

The majority of counselors lead extremely busy work lives and their time is often monopolized with “problem cases.” Often, interactions with parents are limited to problems rather than to college planning.

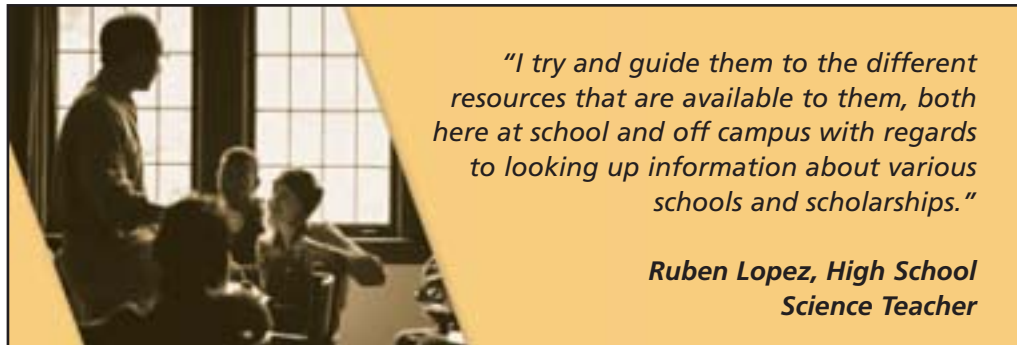
### Tips for Counselors

#### ***Be Positive***

Schedule time into your day to celebrate students’ good work; talk about college plans or call parents to congratulate them on their children’s successes.

#### ***Plan Positive Outreach***

Offer family college workshops in the evening or on the weekend. Provide translators when necessary. Seek additional support from community organizations. For example, local universities might send financial aid representatives to answer parents’ questions.



### What the Research Says

Students might turn to one individual for financial aid information, another for help on personal statements, and still another for advice about where to apply. Guidance counselors, program advisors and classroom teachers play different yet overlapping roles in preparing students for college. Working together, such individuals form a web of support.

### Tips for Counselors

#### ***Dialogue***

Counselors need to dialogue with each other about what is working and stay informed of important college and financial aid deadlines. For example, meet periodically with the English department to let teachers know what students should know about English requirements for college.

#### ***Collaborate***

Make guidance the responsibility of the entire school community. Encourage classroom teachers to draw connections between course material and college and/or career options. Involve a wide variety of people in promoting college-going.



## ■ Talking Points: Teachers

- How does college preparation fit into your classroom curriculum?
- What is the best time to visit your classroom with college-going information?
- What additional college counseling resources might benefit your classroom curriculum (e.g. an engineer explaining the engineering major to students taking electronics classes)?
- What was your college experience like?
- What advice would you give students based on that experience?
- What is the best way to keep you up to date with important college information?
- When and how do you presently help students prepare for college?
- How can we work together to strengthen those activities?
- Would you like to participate in more college preparation activities?  
In what way?
- What do you think students at our school need to know most about getting ready for college?
- What types of inaccurate college “myths” are the strongest at our school and how might we change them?

## ■ Talking Points: Other Counselors

- Where do you gather up-to-date college-going information?
- What are the easiest and most accurate ways of sharing this information with other counselors?
- How can we best track students’ progression towards their college plans?
- What are your current practices for working with students during one-on-one sessions and in large groups?

## Section II :

# Creating Helping Environments for College-Going: CHEC-List for Counselors

The following is an outline of major college benchmarks and deadlines. It is not meant to be an exhaustive list. We know you will tailor the guidelines to your specific student populations by including information pertaining to local university requirements. This CHEC-List may also be useful to teachers and administrators. Please pass this along to your colleagues.

### WHAT TO CONSIDER THROUGHOUT HIGH SCHOOL

#### *Dialogue*

- Make sure that your students know that you want them to go to college and that you are willing to be a resource. Share your college experience.
- Stress the benefits of good attendance.
- Draw connections between classes, good grades and future college and career goals.
- Toward the end of the school year, discuss summer plans with students. Remind them of the importance of staying on track academically and participating in extracurricular activities. Suggest participating in summer enrichment programs and/or athletics.
- Encourage students to find employment opportunities or internships related to their career goals.
- Encourage students to think about saving money for college.

#### *Action*

- Check in with students to discuss their grades every semester. For students who are not doing well, encourage them to take advantage of school tutoring or other community-based resources.
- Build a curriculum for students to develop a college or career portfolio (this might include transcripts, letters of recommendation, records of extracurricular activities, leadership participation, honors & awards, scholarship information and PSAT/SAT/ACT scores).
- Create a place in your office to showcase college information.

#### *Beyond Students*

- Ask teachers to remind students to meet with counselors to be sure students are taking the correct academic courses.
- Discuss college at your school open house. Let parents know that you support the idea of students going to college. Let them know that you are a college resource person. Make college-related information (in appropriate languages) available to families throughout the year.
- Remain in constant dialogue with others at your school about what is useful to students. In doing so, guidance becomes the responsibility of the entire school community.

## WORKING WITH FRESHMEN

- Outline a four-year academic plan including graduation and college requirements.
- Explain the differences between community colleges and four-year schools; state or public university systems versus private schools and for-profit schools. Stress that financial aid is available.
- Help students identify where to go for specific kinds of information (e.g. guidance counselor, college counselor, career center).
- Encourage students to become involved in extracurricular activities, athletics or as a volunteer in their local community.

## WORKING WITH SOPHOMORES

- Discuss each student's possible college goals and make sure that he or she is taking courses that are appropriate. For example, a student who is interested in psychology should be advised to plan college acceptable electives such as human development, psychology, and physiology.
- Work with teachers to create an assignment that requires students to identify potential careers or majors and connect their ideas to class topics. For example, a math teacher could assign a salary range project or an English teacher could assign students a writing project based on their career interest (e.g., a potential business major should write a business memo). Useful websites include: [www.mapping-your-future.org](http://www.mapping-your-future.org), [www.collegeview.com](http://www.collegeview.com), and [www.careers.org](http://www.careers.org).
- Encourage students to take the PSAT in October.
- Review college financial plans with students; encourage them to open a savings account.
- Encourage students to identify potential college choices. See list of websites on p.17.

## WORKING WITH JUNIORS

- Verify that students are enrolled in appropriate courses.
- Verify that students are participating in extracurricular activities, community service and/or athletics.
- Ask students about the colleges that they are interested in and have visited. Discuss scholarship opportunities. Encourage students to share this information with one another. Ask students to bring extra copies of material to be added to the college information center in your office or room. Schedule time for students to conduct searches on the internet regarding specific colleges and financial aid.
- Remind students to gather information about the PSAT, SAT and ACT tests. Refer students to the college center for fee waivers and registration forms. Students should take the PSAT in fall and SAT or ACT later in the year.
- Encourage students to be aware of and attend college fairs and meetings on campus with college recruiters.
- Invite seniors to talk with juniors (in your class/office or as peer mentors) about their experiences of applying to college. Invite alumni, now enrolled in college, to share advice about college.
- Suggest to students that they ask a teacher for a letter of recommendation for their college portfolios.

## WORKING WITH SENIORS

### All Year

- Verify that students are enrolled in appropriate classes and continue to participate in extracurricular activities, community service and/or athletics.
- Encourage students to update (or develop) their college portfolio.
- Ask students about the colleges that they are interested in and have visited. Encourage students to share this information with one another. Ask students to bring extra copies of material to be added to the college information center in your room. Schedule time for students to conduct searches on the internet regarding specific colleges and financial aid.
- Help students identify where to go for help on applications (special workshops, college center, etc.).
- Share financial aid information with students (for example, fee waivers for exams and applications, and scholarship opportunities).

### Fall

- Offer to proofread personal statements; encourage students to ask others to review their essays.
- Remind students to gather information about the SAT and ACT tests. Refer students to the college center for fee waivers and registration forms. Students should have completed testing by the end of December.
- Students should be applying for colleges in October. If possible, give students the chance to talk about the costs of applications and mailings, and check in about other materials. Provide time for students to complete their applications in your office or classroom.
- Publicize important deadlines repeatedly.
- Remind students to solicit letters of recommendation as soon as possible.

### Spring/Summer

- Encourage students to stay motivated. Students can fight senioritis by looking for scholarships, taking refresher math or English courses, or working part-time.
- Remind students to research and be aware of the following deadlines:
  - Free Application for Federal Student Aid (FAFSA) (available January 1; *deadlines vary according to universities*).
  - Cal Grant (or other state-based grants) and related verification forms (*due in early March*).
  - Dates by which transcripts or SAT scores need to be sent to schools to which students have applied.
  - Submit Statement of Intent to Register (SIR) (*deadlines vary*).
  - Acceptance of financial aid offer or requests for revisions or additional information (*deadlines vary*).
  - Housing application (*deadlines vary*).
  - Final academic transcript (*deadlines vary*).
- Celebrate students' college acceptances! Note these successes in a classroom or school-wide bulletin board or on your school's website (be sure to obtain students' permission first).
- Suggest to students that they visit prospective campuses before making a final commitment. Encourage students to phone housing and financial aid offices with questions.
- Review financial aid packages with students and their parents.
- Recommend that students take advantage of summer bridge or transitional opportunities.

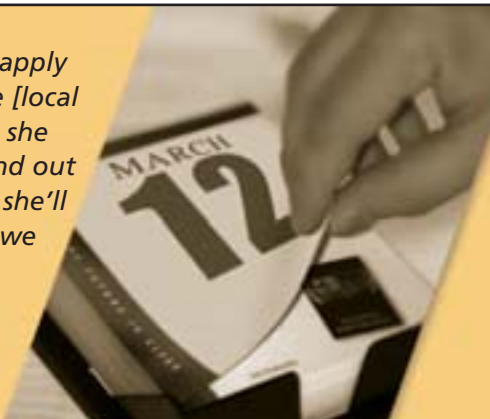
## Section III :

# Working with Families

Some of the most important allies for counselors are families. As students prepare for college, parents, siblings, cousins, aunts and uncles, grandparents—and even neighbors—can help. Even if family members have not gone to college, they are important influences. Parents can make sure students have a quiet place to study; older cousins can help with applications and exam preparation; extended family can offer encouragement and give rides to visit colleges or take tests.

*“I kept telling Marie that she should apply to colleges; I wanted her to go to the [local state college]; I think that’s better, so she won’t get off track. But then we found out that the deadline had passed. I think she’ll go to the community college. I wish we had known about the deadline.”*

*Danielle San Jose,  
Student’s Grandmother*



### What the Research Says

Planning ahead for college can begin in elementary school and will be crucial by the time a student reaches high school.

### Tips for Working with Families

#### **Start Early**

Encourage families and students to begin planning for college early. If you are a high school counselor, your work with students might begin in the 9th grade. But students and families should be thinking about college even earlier.

#### **Help Families Gather Information**

Encourage families to gather information about a variety of different schools—public, private, four-year universities, community colleges and vocational schools. Share with families useful web addresses, and show them where printed information is located in your office. Parents and students can set up files with each different school type. As they receive information, they can keep adding to the files.



*“My mom sits down with me every night after soccer practice when I’m having dinner, and we talk about school and everything. It’s really important to me, that we really sit down together.”*

**Amelia, 12th Grader**

### **What the Research Says**

Parent engagement with their child’s education can lead to higher grades, higher graduation rates, and higher rates of college attendance.

### **Tips for Working with Families**

#### ***Encourage Learning at Home***

Parents and guardians can support learning in simple ways: they can help students find a quiet place to study, and can provide encouragement with homework; they can talk with their children about what they are learning in school and out of school. Encourage parents and families to support their children in academic learning beyond school—provide suggestions such as reading extra books, taking a summer art class or practicing writing by keeping a journal.

*“It was too hard for Tanya at Sunrise High School. Not the academics; it was too far from home, and she had to take the bus for more than an hour both ways. We brought her over here to Edison [high school] because we knew it would make everything easier.”*

**Gwen Daniels, Student’s Mother**



### **What the Research Says**

Parents and extended families are often the best advocates for students. Parents should meet with school counselors and teachers at least two times per year. They can take an active role in their student’s course planning to ensure that students are enrolled in appropriate courses.

### **Tips for Working with Families**

#### ***Support Parents as They Become Involved***

Assist parents as they learn how to become advocates for their students. Seek ways to involve parents, to create partnerships with families. Encourage parents to talk with their child’s teachers and with you.

#### ***Provide Information About Visiting Colleges***

Encourage students and parents to visit college campuses in your local area: community colleges and four-year schools. Be sure to remind them that many



campuses offer free tours for prospective students. Provide suggestions for what students and parents might do on a campus visit: Have a snack at the student cafeteria; meet with an academic advisor or financial aid counselor; observe a class; meet other students.



### What the Research Says

Communities have a number of resources that families can tap. Churches, social and cultural groups, community organizations, and many other agencies offer rich sources of information and support.

### Tips for Working with Families

#### **Network with Community Resources**

If parents do not know much about college, suggest that they seek out additional resources. A school or local library may have a college section; neighbors, church and community members, or extended family may be able to answer questions. Remind families that they can learn together.

## ■ Talking Points: Families

- What is your child's current college and/or career goals?
- How do you support your child in this goal?
- What sort of information would you like from your child's college and guidance counselors and what is the best way to get this information to you?
- Who are the key people that you think can help you to help your child get into college?



## Section IV :

# Working with Students

**F**or many students early planning and a strong college network means the difference between going or not going to college after high school. There are three main messages that students need to hear from counselors over and over again:

- Take action as soon as you enter high school and keep it up.
- Create a schedule of courses that will ensure your eligibility for college/university admission. Good grades and the right classes are key.
- Be aware of the people in your school and community that should be part of your college network.

*"Most people barely found out their senior year what the requirements to go to college were. By then it was too late for most of them to fulfill the necessary requirements."*

**Erika, 11th Grader**



### What the Research Says

With careful planning, students can meet the admission requirements for a variety of different schools and colleges. Without appropriate guidance, students run the risk of enrolling in non-college track courses.

### Tips for Working with Students

#### ***Begin Early***

It is crucial for students to prepare for college early.

#### ***Plan College-Track Course Schedules***

Let students know that in the 9th grade, they should meet with their counselor to design their course schedule for the next four years.



*"I was taking honors classes and getting good grades. But I knew that my involvement in student government would not only show that I am a leader but also provide me with a valuable learning experience."*

**Desean, 10th Grader**

### What the Research Says

The most selective colleges and universities are looking for well-rounded students with good grades, solid SAT scores, and consistent extracurricular involvement.

### Tips for Working with Students

#### ***Get Involved in Both School and Community***

Advise students to get involved in extracurricular activities in the 9<sup>th</sup> grade. Participation in athletics, college preparation programs, internships, or volunteer opportunities outside of one's high school can strengthen the college application and help students learn more about their own career goals. If students need to have a part-time job, encourage them to find a job that relates to their career interests.

*"Before I heard about filling out the FAFSA, I really didn't think I should apply to college because I knew I couldn't afford to pay even if I got in. Now I know that whether I go to community college first or straight to a university, there is money out there."*

**Miguel, 12th Grader**



### What the Research Says

There are lots of ways to receive federal and state financial aid, as well as private scholarships. In some states, including California, undocumented students are able to apply for in-state tuition rather than out-of-state fees if they meet eligibility requirements. That makes a big difference in the cost of college.

### Tips for Working with Students

#### ***Begin Financial Advising Early***

Meet with students and their families in 9<sup>th</sup> grade to discuss their options for financing college.

#### ***Paying for College***

Encourage students to check into federal and state aid (grants and loans) for college as well as scholarships. Talk to students about the advantages of saving money and finding work or internship opportunities.

If a student is a U.S. citizen or permanent resident, when applying to college they should also fill out a Free Application for Federal Student Aid (FAFSA), which can be found online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or in the high school's college office. Check your state guidelines for additional information about state-level aid. For example, students in California also need to complete a GPA eligibility form to be considered for state aid. Advise students to apply for private scholarships as well. A great place to begin looking for scholarships is online at <http://fastweb.monster.com>, [www.finaid.org](http://www.finaid.org), <http://salliemae.wiredscholar.com>, or [www.collegeboard.com](http://www.collegeboard.com).

Students who are not U.S. citizens or permanent residents should check with the financial aid counselors at the colleges they are interested in attending to find out more about funding options. Encourage students to contact local government representatives for assistance with the current laws and policies in your area regarding tuition and funding for undocumented students. There are also various scholarships for undocumented students listed at [www.maldef.org](http://www.maldef.org) and [www.finaid.org](http://www.finaid.org).



*"I ask a counselor or a teacher. If I don't know if their answer is right I ask someone else or I check on-line. Sometimes I ask my friends. But I keep checking until I know I have the right answer."*

**Jesse, 12th Grader**

#### **What the Research Says**

Many students do not know who can help them with college questions. You can play a vital role in making sure this is not the reason that students are not prepared for college.

#### **Tips for Working with Students**

##### ***Build a Network of People Who Can Help***

Students should begin by talking to you, their parents, and their teachers about the fact that they want to go to college. Recommend that students also work with their friends and classmates who want to go to college. Let students know that they can also contact the advising or admissions office of any college or university they are interested in to find out their admissions requirements.

## ■ Talking Points: Students

- What are your current college and career goals?
- Are you taking the right classes to meet those goals?
- What are your plans for taking the PSAT and SAT?
- What are your top five college choices and why?
- What are your plans for paying for college?
- What steps are you taking to learn about financial aid and applying for financial aid?
- What kinds of extracurricular activities have you participated in?
- Will you take or have you taken any AP classes? Why or why not?
- What are three things that you can do over the next three months to help you prepare for college?
- Where do you go to get information about college?
- Who is part of your college support network?
- Who can you ask to write a college or scholarship recommendation letter for you?

## Section V :

# Key Terms

**T**hroughout this booklet, we have referred to the classes, tests, financial aid programs and services that students need to know about as they prepare for college. Some of the definitions noted here are specific to California. Be sure to contact your state department of education for admission and financial aid information that is specific to your state. In this section, we provide a quick reference guide to these common college preparation terms. To supplement these terms, we also list useful websites. As with the CHEC-List in the first section, please tailor these pages to best suit your needs and share them with students, parents, and colleagues.

### ABOUT CLASSES

#### ***A-G Requirements:***

Since the bulk of our work occurs in California, we are most familiar with California's college admission a-g requirements. This term refers to the list of courses that are necessary for eligibility for admission to University of California (UC) and many California State University (CSU) campuses. Each high school should have a list of UC eligible courses available to students. Practitioners from other states should verify college requirements with local universities or State Departments of Education.

#### ***Advanced Placement Courses (AP classes):***

Advanced placement refers to honors-level classes offered to high school students who seek the most rigorous possible academic preparation and potential college credit upon passing a national exam (see AP tests). The AP Program currently offers 34 courses in 19 subject areas. Different high schools offer different classes. Each course is developed by a committee composed of college faculty and AP teachers, and covers the breadth of information, skills, and assignments found in the corresponding college course.

### ABOUT EXAMS

#### ***Advanced Placement tests (AP tests):***

Advanced placement tests are the final component of AP classes. The AP examinations are administered each year in May and represent the culmination of college-level work in a given discipline.

#### ***American College Test (ACT):***

This test, commonly referred to as the "ACT" is a standardized test that some universities accept in addition to, or in place of the SAT test (see definition below). The ACT Assessment® is designed to assess high school students' general educational development and their ability to complete college-level work. The tests cover four skill areas: English, mathematics, reading, and science.

**PSAT:** The PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test) is a program co-sponsored by the College Board and National Merit Scholarship Corporation. For many students, the PSAT/NMSQT is the first official step on the road to college. It assesses skills developed in a wide range of courses as well as through experiences outside the classroom. The PSAT/NMSQT has three parts: Critical Reading, Math, and Writing Skills.

**Scholastic Aptitude Test (SAT):** The SAT is a three-hour test that measures verbal, mathematical and reasoning skills. Many colleges and universities use the SAT as one indicator among others—class rank, high school GPA, extracurricular activities, personal essay, and teacher recommendations—of a student’s readiness to do college-level work. SAT scores can be used as a basis for awarding merit-based financial aid. The SAT is scored on a scale of 2400 possible points and is typically taken by high school juniors and seniors. The test is administered several times a year.

The class of 2006 will be the first class to take the new SAT for college admissions. The class of 2006 should take the PSAT in Fall 2004 and SAT in Spring 2005.

## ABOUT FINANCIAL AID

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

To apply for federal student financial aid, and to apply for many state student aid programs, students must complete a Free Application for Federal Student Aid (FAFSA). The information you provide on your FAFSA determines if you are eligible for financial aid.

**Grants:** Grants are allotments of free money for students to go to college. Typically grants are awarded by the state and federal government as well as by colleges and universities. Grants do not have to be repaid.

**Loans:** Federal programs are the single largest source of education loans. Private education loans are also available from a variety of sources to provide supplemental funding when other financial aid does not cover costs. Learn about federal and private education loans so that you can find the right loan to help pay for your education. Loans have to be repaid over time.

**Scholarships:** Scholarships (also known as grants or gifts) are good sources of aid for college because they do not need to be repaid. Scholarships are offered by many organizations, including government, businesses, and nonprofit organizations. They may be based on academics, achievements, hobbies, talents, organizational affiliations, and career aspirations.

**Work-Study:** Work-study programs allow students to work at the college and earn money to pay either tuition or living expenses while taking classes. Work-study programs vary by state and institution.

## Section VI :

# Internet Resources

### **American College Test (ACT)**

*<http://www.act.org/aap/>*

### **College Board (SAT and AP Information)**

*<http://www.collegeboard.com/newsat/index.html>*

*<http://www.collegeboard.com/counselors/hs/sat/aboutsatII.html>*

*<http://www.collegeboard.com/student/testing/sat/about/SATI.html>*

*<http://www.collegeboard.com/counselors/psat/about.html>*

*<http://apcentral.collegeboard.com>*

### **Federal Financial Aid Programs (FAFSA)**

*<http://www.fafsa.ed.gov/index.htm>*

### **Sallie Mae (Loan information)**

*<http://www.salliemae.com/index.html>*

### **University of California Doorways (A-G requirements)**

*<http://www.ucop.edu/doorways/>*

### **University of Southern California (College access information, including Spanish version for parents.)**

*<http://preparingforcollege.usc.edu/>*

### **Wiredscholar.com (Overall college preparation sites, scholarship clearinghouse)**

*<http://salliemae.wiredscholar.com>*



## Section VII :

# Conclusion

**T**his booklet does not guarantee college admission for your student population, but it does offer a guideline on how to help them get there. We have highlighted the high school campus as a place with numerous resources: college and guidance counselors, teachers, students, parents, and school administrators. The advice and activities that we summarize here intersect with one another in many ways. In order to provide opportunities for all students, college-going must become the priority—as well as incorporated into the daily technical tasks—of all school-site staff.

This booklet is designed with the anticipation that all counselors can help students prepare for college. This is an important challenge in the changing world of higher education, but it is not an impossible one. Instead of targeting our work towards policy makers, foundation directors, and other school administrators, we decided to focus on counselors because we believe in their immediate power to make a difference in increasing access to college. All students deserve to find a place in American higher education and counselors can help them get there.

### About CHEPA

The Center for Higher Education Policy Analysis (CHEPA) is an interdisciplinary research unit directed by Dr. William G. Tierney. The Center was established to engage the postsecondary-education community actively, and to serve as an important intellectual center within the Rossier School of Education; it draws significant support and commitment from the administration. The Center's mission is to improve urban higher education, strengthen school-university relationships, and to focus on international higher education, emphasizing Latin America and the Pacific Rim. Working on fulfilling that mission are the Center's faculty, research assistants, and staff. We are currently involved in a three-year study of college access and financial aid for low-income students, a multi-year investigation of governance and decision-making in higher education, a study on ways to increase the diversity of faculty, and a project that will provide ways to increase the transfer rate of urban community college students to four-year institutions.

Over the last decade we have received funding from the Ford Foundation, the Pew Charitable Trusts, Atlantic Philanthropies, the James Irvine Foundation, the U.S. Department of Education, the William and Flora Hewlett Foundation, the J. Paul Getty Trust, Lumina Foundation for Education, and the Haynes Foundation.

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