The Phoenix Union High School District makes these resources available as a service to our students and parents. Because the information enclosed is provided by the U.S. 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 guide was developed by PUHSD counselors as an accompaniment to ECAP.
Table of Contents

Special Notes for Parents ........................................................................................................... 6

ECAP ........................................................................................................................................ 7
  Samples ................................................................................................................................. 8-12
  AZCIS ................................................................................................................................. 13

Vocabulary and Terms .............................................................................................................. 14-17

Personal Information Sheet ..................................................................................................... 18

Employment and Training ....................................................................................................... 19
  Employability Skills ............................................................................................................ 19
  Sample Employment Resumé ............................................................................................ 20
  School-to-Work: Community College Opportunities and Apprenticeships ..................... 21
    Cost of Attendance Worksheet ....................................................................................... 21

The College Preparation Process .............................................................................................. 22
  Four-Year Guide .................................................................................................................. 22
    Senior Year Guide ........................................................................................................... 23
  2012-2013 Dates of Interest/College Fairs ........................................................................ 24
  Choosing a College ............................................................................................................. 25
    Comparison Worksheet .................................................................................................... 26-27
  Websites and Resources of Interest .................................................................................. 28
  Application and Admissions ............................................................................................... 29
    Community Colleges ....................................................................................................... 29
    Arizona Universities ......................................................................................................... 30
    Out-of-State Colleges ...................................................................................................... 31
      Application Essays ......................................................................................................... 31
  College Costs ...................................................................................................................... 32
    Cost of Attendance Worksheet ....................................................................................... 33
  Scholarships ....................................................................................................................... 34
    Sources and Scams ........................................................................................................... 34
      Personal Statement ........................................................................................................ 35
      Letters of Recommendation ......................................................................................... 35
      Getting Strong Letters of Recommendation ............................................................... 36
      Student Self Assessment ............................................................................................... 37
    Scholarship Resumé ......................................................................................................... 39
    Financial Aid/Grants ......................................................................................................... 40
    Loans ................................................................................................................................. 40

My College Checklist ............................................................................................................... 41

Military Opportunities ............................................................................................................ 42
Special Notes for Parents

• Make an appointment with your student’s counselor at least once each school year.
  - This is the one person who will know your student during all four years of high school.
  - Students will have several dozen teachers, but one counselor.
  - Review attendance, classes, grades, and progress.
  - Ask for a copy of your student’s transcript, and review this with the counselor.

Parents will have access to conversations about college preparation with facilitators from the American Dream Academy. In partnership with Arizona State University, American Dream Academy presenters work with parents who attended their workshops in our schools last year as well as parents who will be introduced to the American Dream Academy’s lessons about knowledge and empowerment this year.

• Go over your student’s ECAP with your student and the counselor.
  - You can use this planner to keep track of your student’s classes and progress.
  - If your student is an athlete or has a special talent, make sure his/her ECAP honors those accomplishments.
  - This is your time, as a family, to chart a course so that your student will be able to attend the college of his/her choice and live his/her dreams!
  - Help your student with his/her electronic portfolio and/or discuss the contents with your student.
  - Help your student begin and update his/her Personal Information Sheet.

• Help your student be prepared for college.
  We know that a student who is successful in college...
  - completes an ECAP with his/her counselor and parents, which gives structure and purpose to his/her high school career.
  - takes a full schedule of classes all four years in high school.
  - takes the most challenging academic classes he/she can and does well in those classes.
  - accepts responsibility for his/her own education.
  - finds a sport or activity in which to participate and/or develop leadership skills.
  - finds summer employment or summer volunteer activities.

• Check all progress reports and report cards.
  - What can your student do to improve? Better attendance? Improve reading skills? Go to tutoring? Improve study skills? Log onto the Parent Vue or get teacher e-mail addresses to check on progress.

• Start a college savings account - your student can contribute at least 10% of his/her earnings.
  - Family members can contribute as well. See your financial advisor or bank for advice about saving for college.
  - http://www.azhighered.gov/ is the website for the Arizona Commission for Post-Secondary Education. It is a good place to start reading about different options.

Given our tough economic times, there is no question that many families become very stressed about the cost of college. Paying for college is primarily the responsibility of the student, and if the lack of money means taking five or six years to complete college as debt-free as possible, then that may be the best plan of action.

• Beware of any invitations or offers that cost money, whether it is a way to pay for college or a recognition book.
  - These are businesses that profit from your pride in your child. Save your money for your student’s college education!

• We absolutely appreciate that you
  - promote respect for teachers, adults, yourselves, and other authority figures.
  - promote responsibility and a sense of self-discipline. Responsible students plan for their future, take responsibility for that future, and do what they need to do in order to achieve their goals.
  - promote resourcefulness and the patience to solve issues and be creative.
  - promote life-long learning. Your student will probably change careers more than once, and he/she cannot afford to train for just one career and then shut the door to all future learning.

Thank You!
The Education and Career Action Plan

The Education and Career Action Plan (ECAP) is a useful, individualized tool that helps students and their parents outline the classes students will take during their 4 years in high school and also helps them prepare for the 4 years following graduation. For example, students who wish to attend a university, should take classes that honor their career choice and prepare them for success at a university.

Each student and his/her parents will begin an ECAP during the Freshman Year, and it should be updated each year with the student's counselor. Within this Planner are worksheets that each student and his/her parents can use to keep track of academic progress, accomplishments, volunteer service, and various assessments.

Additionally, students and parents will want to keep in a safe place the following kinds of documents:
- current Personal Information Sheet
- certificates of achievement or attendance
- newspaper articles mentioning the student
- awards programs with the name of the student
- resumés for employment and/or scholarships
- current transcript
- current class schedule
- pictures of artwork or a note about where artwork is being kept
- research papers, poetry, and other demonstrations of talent
- letters of recommendation for employment, scholarships, or schools
- test scores from PSAT/PLAN, ACT or SAT, AIMS, ASVAB
- personal statement and updates and notes for revisions
- college information collected by the student and/or parents
- copies of scholarship applications
- financial aid information and FAFSA forms, including FAFSA PIN number and password
- correspondence to and from colleges, scholarship-granting agencies, summer school or enrichment programs, including letters of admission or acceptance
- college/university ID/identification numbers
- college/university log in information

To assist students in making good choices about career plans and also have a place to keep information electronically, all students in the Phoenix Union High School District have access to AZCIS. Each student's portfolio will remain “live” after high school graduation as long as it is used at least once every two years. (Access information is listed on page 13.)
PHOENIX UNION
High School District

Student and Family Portfolio

Name ____________________________  Class of ____________________________
Student Number ___________________  Counselor _________________________

<table>
<thead>
<tr>
<th><strong>ECAP</strong></th>
<th><strong>PUHSD Graduation Requirements</strong> (Classes of 2013, 2014)</th>
<th><strong>Arizona University Requirements for Assured Admission</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>English: 4.0 credits</td>
<td>English: 4.0 credits</td>
</tr>
<tr>
<td></td>
<td>Social Sciences: 3.0 credits</td>
<td>Social Sciences: 2.0 credits</td>
</tr>
<tr>
<td></td>
<td>Math: 4.0 credits</td>
<td>Math: 4.0 credits</td>
</tr>
<tr>
<td></td>
<td>Science: 3.0 credits</td>
<td>Science: 3.0 credits</td>
</tr>
<tr>
<td></td>
<td>Health: 0.5 credit</td>
<td>Fine/Performing Arts: 1.0 credit</td>
</tr>
<tr>
<td></td>
<td>Career+Tech Education:</td>
<td>World Language: 2.0 credits</td>
</tr>
<tr>
<td>AP</td>
<td>or 1.0 credit</td>
<td>*at least 3.0 GPA in each area</td>
</tr>
<tr>
<td></td>
<td>Fine/Performing Arts</td>
<td>*Check <a href="http://www.asu.edu">www.asu.edu</a>, <a href="http://www.nau.edu">www.nau.edu</a>, and <a href="http://www.arizona.edu">www.arizona.edu</a> for specific requirements and other relevant information.</td>
</tr>
<tr>
<td></td>
<td>Electives: 6.5 credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL CREDITS: 22.0 credits* (minimum)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PLUS *reaches Meets or Exceeds on all three AIMS exams: reading, writing, math</td>
<td></td>
</tr>
</tbody>
</table>

My personal goals for the four years I am in high school:
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

My personal goals for the years after graduation:
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

*Check www.asu.edu, www.nau.edu, and www.arizona.edu for specific requirements and other relevant information.
My ECAP

Write down the names of the classes you are taking or will take. Then record your grade in each class at the end of each semester.

<table>
<thead>
<tr>
<th>Freshman Classes</th>
<th>Sophomore Classes</th>
<th>Junior Classes</th>
<th>Senior Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Sem.</td>
<td>2nd Sem.</td>
<td>1st Sem.</td>
<td>2nd Sem.</td>
</tr>
<tr>
<td>English</td>
<td>Math</td>
<td>English</td>
<td>Math</td>
</tr>
<tr>
<td>Math</td>
<td>Biology</td>
<td>Math</td>
<td>Science</td>
</tr>
<tr>
<td>Phys. Sci.</td>
<td>World H/G</td>
<td>Science</td>
<td>Elective</td>
</tr>
<tr>
<td>Health/Elec.</td>
<td>Elective</td>
<td>US History</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Credit Earned</td>
<td>GPA</td>
<td>Credit Earned</td>
<td>GPA</td>
</tr>
<tr>
<td>GPA</td>
<td>Rank</td>
<td>GPA</td>
<td>Rank</td>
</tr>
</tbody>
</table>

A College-Preparatory Plan might look like this:

<table>
<thead>
<tr>
<th>Freshman Classes</th>
<th>Sophomore Classes</th>
<th>Junior Classes</th>
<th>Senior Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1-2 (H)</td>
<td>English 3-4 (H)</td>
<td>English 5-6 (H) (AP)</td>
<td>English 7-8 (H) (AP)</td>
</tr>
<tr>
<td>Algebra 1-2 (H)</td>
<td>Geometry 1-2 (H)</td>
<td>Algebra 3-4 (H)</td>
<td>Pre-Calculus/Calculus/AP</td>
</tr>
<tr>
<td>Physical Science 1-2 (H)</td>
<td>Biology 1-2 (H)</td>
<td>3rd year lab science (H)</td>
<td>4th year lab science (H)</td>
</tr>
<tr>
<td>Health/Elective</td>
<td>World H/G 1-2 (H) (AP)</td>
<td>US History 1-2 (H) (AP)</td>
<td>AmerGovt/Econ (H) (AP)</td>
</tr>
<tr>
<td>Elective</td>
<td>World Language 3-4</td>
<td>Fine/Performing Art</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

Suggested electives for the college-bound student that increase chances of earning a 4-year college degree:

- A full schedule for four years
- Advanced Placement classes
- Honors classes
- Seminar for the Gifted
- CTE
- AVID
- World Language (at least 2 years, preferably more, including AP classes)
- Classes that improve technological skills
- Fine or Performing Arts classes
- Classes that match your interests and career plans:
  - If you wish to be an athletic coach, then take PE classes, PEPEL, Anatomy and Physiology for electives.
  - If you wish to become an astronaut, then make sure to take Earth and Space Science and all the math you can.
  - If you wish to become a cosmetologist, then make sure your attendance and grades are superb, so that when the selection process occurs at Metro Tech, you will have a good chance of being chosen.

After high school I plan to:

<table>
<thead>
<tr>
<th>Y1:</th>
<th>Y2:</th>
<th>Y3:</th>
<th>Y4/5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>begin apprenticeship/cc classes/military</td>
<td>continue apprenticeship/cc classes/military</td>
<td>continue apprenticeship/cc classes/military</td>
<td>complete apprenticeship+become journeyman, cc/univ. classes/military</td>
</tr>
<tr>
<td>attend a community college</td>
<td>attend a community college or transfer to univ.</td>
<td>transfer to a university</td>
<td>graduate from a university with a Bachelor's degree</td>
</tr>
<tr>
<td>attend a university</td>
<td>attend a university</td>
<td>attend a university</td>
<td>graduate from a university with a Bachelor's degree</td>
</tr>
<tr>
<td>Y5:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>advanced training or employment</td>
<td>employment or Master's Degree studies/ law school, medical school</td>
<td>employment or Master's Degree studies/law school/medical school</td>
<td></td>
</tr>
</tbody>
</table>
### My Assessment Information

<table>
<thead>
<tr>
<th>Dates</th>
<th>AZCIS</th>
<th>PSAT</th>
<th>EXPLORE</th>
<th>PLAN</th>
<th>AP Exams</th>
<th>ASVAB</th>
<th>ACT</th>
<th>SAT</th>
<th>ASSET/ACCUPLACER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Comp:____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Results/Scores</td>
<td></td>
<td></td>
<td></td>
<td>Comp:____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Career Clusters Inventory</td>
<td>R:____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Reality Check:</td>
<td>W:____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Interest Profiler:</td>
<td>M:____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Occupation Sort:</td>
<td>W:____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Undergrad School Sort:</td>
<td>M:____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>____</td>
</tr>
</tbody>
</table>

### My Career Goals:
Use the Post-Graduate Planner or AZCIS/Choices Planner to build and maintain your resumé.
(This should affect your choices of electives.)

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Sophomore Year</th>
<th>Junior Year</th>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Entry Level or Beginning Job Opportunities for My Chosen Career Areas

<table>
<thead>
<tr>
<th>1.</th>
<th>1.</th>
<th>1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>

### Where and How Can I Learn to Practice the Careers I Have Chosen:

<table>
<thead>
<tr>
<th>College/University/Apprenticeship Program-Level of Military:</th>
<th>Admission Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>College/University/Apprenticeship Program-Level of Military:</td>
<td>Admission Requirements:</td>
</tr>
<tr>
<td>College/University/Apprenticeship Program-Level of Military:</td>
<td>Admission Requirements:</td>
</tr>
</tbody>
</table>

### How can I pay for my education after high school?
- Federal Financial Aid (FAFSA): grants, college work-study
- Scholarships: based on financial need and/or merit and/or other issues
- Loans: always the last resort, but there if needed

### Websites with financial aid resources:
- www.azcis.intocareers.org
- www.access.bridges.com
- www.collegeboard.com or www.act.org

DO NOT RESPOND TO SCAMS! BRING ANYTHING QUESTIONABLE TO YOUR COUNSELOR!
## My Extra-Curricular Activities

<table>
<thead>
<tr>
<th>Name of Organization/Employer</th>
<th>Address and Phone Number</th>
<th>Supervisor's Full Name</th>
<th>Job Duties/Service</th>
<th>Dates/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteer/Community Service/Service Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra-Curricular Activities: sports, clubs, performing arts, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment History/Internships/Externships/Service Learning/Job shadowing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above experiences provided me with the opportunity to learn the following leadership skills:


The above experiences provided me with the opportunity to learn the following about myself:


## My Academic Achievements and Awards

<table>
<thead>
<tr>
<th>Award</th>
<th>Why I Received This Award</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Sample ECAPs

#### MEDICAL CAREER COURSE PLAN

**[4] Freshman Classes**
- English 1-2 (H)
- Algebra 1-2 (H) or +
- Physical Science 1-2 (H) or +
- Health/Career and Tech Ed
- World Language 1-2 (H)

**Sophomore Classes**
- English 3-4 (H)
- Geometry 1-2 (H) or +
- Biology 1-2 (H)
- World H/Geo 1-2 (H) (AP)
- World Language 3-4 (H)

**Junior Classes**
- English 5-6 (H) (AP)
- Algebra 3-4 (H) or +
- Chemistry 1-2 (H)
- US History 1-2 (H) (AP)
- World Language 5-6 (H)

**Senior Classes**
- English 7-8 (H) (AP)
- Pre-Calc/Calc/AP
- Anat+Phys/AP Bio/AP
- AmerGovt/Econ (H) (AP)
- World Language 7-8 (H) (AP)

**Appropriate Electives:** Fine/Performing Arts, JROTC, more technology, more AP classes

**[4] After high school I plan to:**
- **Year 1:** attend a community college OR attend a university
- **Year 2:** attend a community college or transfer to a university OR attend a university
- **Year 3:** transfer to a university OR progress towards graduation
- **Year 4/Year 5:** graduate from a university

**THEN, medical school/residency/internship**

---

#### BUSINESS/ENTREPRENEUR CAREER COURSE PLAN

**[4] Freshman Classes**
- English 1-2 (H)
- Algebra 1-2 (H) or +
- Physical Science 1-2 (H) or +
- Health/Career and Tech Ed
- World Language 1-2 (H)

**Sophomore Classes**
- English 3-4 (H)
- Geometry 1-2 (H) or +
- Biology 1-2 (H)
- World H/Geo 1-2 (H) (AP)
- World Language 3-4 (H)

**Junior Classes**
- English 5-6 (H) (AP)
- Algebra 3-4 (H) or +
- Chemistry 1-2 (H)
- US History 1-2 (H) (AP)
- Marketing 1-2 or Accting 1-2

**Senior Classes**
- English 7-8 (H) (AP)
- Pre-Calc/Calc/AP
- Anat+Phys/AP Bio/AP
- AmerGovt/Econ (H) (AP)
- Marketing or Accting Internship

**Possible electives:** all BCA classes, accounting, Metro Tech for accounting, business management, Fine/Performing Arts

**[4] After high school I plan to:**
- **Year 1:** attend a community college OR attend a university
- **Year 2:** attend a community college or transfer to a university OR attend a university
- **Year 3:** transfer to a university OR progress towards graduation
- **Year 4/Year 5:** graduate from a university

**THEN, MBA/enter the world of work**

---

#### CONSTRUCTION/TRADE CAREER COURSE PLAN (Visit [www.azwaca.org](http://www.azwaca.org))

**Freshman Classes**
- English 1-2 (H)
- Algebra 1-2 (H) or +
- Physical Science 1-2 (H) or +
- Health/Career and Tech Ed
- World Language 1-2 (H)

**Sophomore Classes**
- English 3-4 (H)
- Geometry 1-2 (H) or +
- Biology 1-2 (H)
- World H/Geo 1-2 (H) (AP)
- World Language 3-4 (H)

**Junior Classes**
- English 5-6 (H) (AP)
- Algebra 3-4 (H) or +
- Physics 1-2 (H)
- US History 1-2 (H) (AP)
- Construction Tech 1-2

**Senior Classes**
- English 7-8 (H) (AP)
- Pre-Calc/Calc/AP
- AmerGovt/Econ (H) (AP)
- Construction Tech 3-4

**Appropriate Electives:** Fine/Performing Arts, JROTC, technology, business

**After high school I plan to:**
- **Year 1/Year 2/Year 3/Year 4:** enter an apprenticeship, which is paid training. A student who attends Gateway Community College, for example, can earn within 2-5 years the Journeyman card and either a Certificate of Completion or an Associate of Applied Science (AAS) degree. Some of the AAS classes will transfer to an Arizona university if the student decides to earn a Bachelor’s degree and become an electrical engineer. By carefully choosing classes and keeping all options open for higher education, this student can make a smooth transition from high school to apprenticeship/community college and have a skilled profession as an electrician. Then, if the student chooses at a later time to attend a university, he is prepared. He has his AAS degree and knows that some of his community college classes will be acceptable at the university.

---

All of these students made a plan and honored that plan. Therefore, after high school they are ready to move on to the next step, fully prepared to live their dreams!
AZCIS
ECAP Electronic Portfolio

Each PUHSD school uses the Arizona Career Information System (AZCIS) software so that each student can build an electronic portfolio. As long as a student logs in at least once every two years after graduation, the portfolio will remain accessible. There is also a section just for parents. Students can enter information directly into the software or upload documents saved on a computer.

Below is the username or site ID and password information for each of our schools.

AZCIS
Visit [www.azcis.intocareers.org](http://www.azcis.intocareers.org) to begin.

- Create an Education and Career Action Plan after logging in with the user name and password below.
- By creating a portfolio, students will be able to keep and update information.

<table>
<thead>
<tr>
<th>School</th>
<th>User name</th>
<th>Password</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alhambra</td>
<td>alhambras</td>
<td>4azcis02</td>
</tr>
<tr>
<td>Bioscience</td>
<td>biosciencehs</td>
<td>4azcis02</td>
</tr>
<tr>
<td>Bostrom</td>
<td>bostromac</td>
<td>4azcis02</td>
</tr>
<tr>
<td>Trevor Browne</td>
<td>trevorbrowne</td>
<td>4azcis02</td>
</tr>
<tr>
<td>Camelback</td>
<td>camelbackhs</td>
<td>4azcis02</td>
</tr>
<tr>
<td>Central</td>
<td>centralhigh</td>
<td>4azcis02</td>
</tr>
<tr>
<td>Chavez</td>
<td>cesarchs</td>
<td>4azcis02</td>
</tr>
<tr>
<td>Desiderata</td>
<td>desideratahs</td>
<td>4azcis02</td>
</tr>
<tr>
<td>Fairfax</td>
<td>bettyhs</td>
<td>4azcis02</td>
</tr>
<tr>
<td>Franklin</td>
<td>franklinhs</td>
<td>4azcis02</td>
</tr>
<tr>
<td>Carl Hayden</td>
<td>chaydenhs</td>
<td>4azcis02</td>
</tr>
<tr>
<td>Maryvale</td>
<td>maryvalehs</td>
<td>4azcis02</td>
</tr>
<tr>
<td>Metro Tech</td>
<td>metrotech</td>
<td>4azcis02</td>
</tr>
<tr>
<td>North</td>
<td>northhs</td>
<td>4azcis02</td>
</tr>
<tr>
<td>Suns-Diamondbacks</td>
<td>sunshs</td>
<td>4azcis02</td>
</tr>
<tr>
<td>South Mountain</td>
<td>southmhs</td>
<td>4azcis02</td>
</tr>
</tbody>
</table>
Vocabulary and Terms

ASSESSMENTS AND RELATED TERMS:
Aims: Students must take and pass the Arizona Instrument to Measure Standards (AIMS) in English, math, and reading in order to graduate from a public high school in Arizona. Students have five opportunities to pass the exams, starting with second semester sophomore year. Any questions regarding this should be directed to the Assistant Principal for Instruction on the campus. Students with IEPs should address questions to the school’s Special Education Facilitator.

Psat/Plan: assessments given once a year from the freshman through junior levels to determine readiness for the ACT or SAT. The Psat is the practice exam for the SAT and costs $14.00, and the EXPLORE AND PLAN are the practice exams for the ACT. Each helps students learn what kinds of questions are on the ACT/SAT and what the testing environment is like.

Act: the American College Test
www.act.org

Sat: the SAT Reasoning Test
www.collegeboard.com

• Some colleges require SAT subject area tests. Students must take these tests on a separate Saturday from the SAT test and pay additional fees as listed below.

Completing one of these two exams will be required by most four-year colleges or universities for placement and/or admission. These exams take place on Saturday mornings - choose a location close to home! Take photo ID, the admission ticket, an acceptable calculator (put in fresh batteries), and #2 pencils. Eat breakfast, and arrive early!

2012-2013 Test Dates

<table>
<thead>
<tr>
<th>ACT</th>
<th>Test Date</th>
<th>Registration Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>($35.00 + $15.50 if writing test is taken)</td>
<td>September 8, 2012</td>
<td>August 17, 2012</td>
</tr>
<tr>
<td></td>
<td>October 27, 2012</td>
<td>September 21, 2012</td>
</tr>
<tr>
<td></td>
<td>December 8, 2012</td>
<td>November 2, 2012</td>
</tr>
<tr>
<td></td>
<td>February 9, 2013</td>
<td>January 11, 2013</td>
</tr>
<tr>
<td></td>
<td>April 13, 2013</td>
<td>March 8, 2013</td>
</tr>
<tr>
<td></td>
<td>June 8, 2013</td>
<td>May 3, 2013</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SAT</th>
<th>Test Date</th>
<th>Registration Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>($50.00 for SAT)</td>
<td>October 6, 2012</td>
<td>September 7, 2012</td>
</tr>
<tr>
<td>($23.00 for each subject test + EITHER $12.00 per subject test OR $23.00 for each language test with listening)</td>
<td>November 3, 2012</td>
<td>October 4, 2012</td>
</tr>
<tr>
<td></td>
<td>December 1, 2012</td>
<td>November 1, 2012</td>
</tr>
<tr>
<td></td>
<td>January 26, 2013</td>
<td>December 28, 2012</td>
</tr>
<tr>
<td></td>
<td>March 9, 2013</td>
<td>February 8, 2013</td>
</tr>
<tr>
<td></td>
<td>May 4, 2013</td>
<td>April 5, 2013</td>
</tr>
<tr>
<td></td>
<td>June 1, 2013</td>
<td>May 2, 2013</td>
</tr>
</tbody>
</table>

CEEB Codes: each high school has a College Entrance Examination Board (CEEB) number. Students will designate this number when completing ACT or SAT registration forms so that the information is returned to the proper high school. PUHSD codes are:

<table>
<thead>
<tr>
<th>School</th>
<th>CEEB Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alhambra</td>
<td>030263</td>
</tr>
<tr>
<td>Bioscience</td>
<td>030645</td>
</tr>
<tr>
<td>Bostrom</td>
<td>030268</td>
</tr>
<tr>
<td>Trevor Browne</td>
<td>030313</td>
</tr>
<tr>
<td>Camelback</td>
<td>030275</td>
</tr>
<tr>
<td>Central</td>
<td>030278</td>
</tr>
<tr>
<td>Cesar Chavez</td>
<td>030192</td>
</tr>
<tr>
<td>Betty Fairfax</td>
<td>030133</td>
</tr>
<tr>
<td>Franklin</td>
<td>030641</td>
</tr>
<tr>
<td>Carl Hayden</td>
<td>030277</td>
</tr>
<tr>
<td>Maryvale</td>
<td>030282</td>
</tr>
<tr>
<td>Metro Tech</td>
<td>030308</td>
</tr>
<tr>
<td>North</td>
<td>030285</td>
</tr>
<tr>
<td>South Mountain</td>
<td>030310</td>
</tr>
<tr>
<td>Suns-Diamondbacks</td>
<td>030636</td>
</tr>
</tbody>
</table>
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. AP exams are not free, so students should check with their AP teacher or Assistant Principal for Instruction for information. 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 always double-check.

Credit 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: reading, English, and math exams used by the Maricopa County Community College District to determine readiness for college level classes. The exams are free, but the results will determine if a student may take college-level courses or developmental (remedial) classes. Remedial classes cost the same as college-credit classes, are not transferable to a university and do not count towards a degree.

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's 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
J.D. (law), M.D. (medical doctor), Ph.D./Doctorate: an advanced degree beyond the Master's degree

Community College: a two-year public institution
  • Most community colleges offer an Honors program, in which students may receive an enriched educational experience. These programs are excellent experiences for students who plan to transfer to a university.
  • Students who attend a community college need to determine a course of study in order to best utilize available 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, but also include classes that are transferable to a university. See below.
  • Students who wish to transfer to a university need to make sure that the community college credits earned will transfer in order for the Bachelor's Degree to be completed at the university. Local community colleges and Arizona universities have worked out a smooth path for students wishing to transfer. Ask the community college advisor about the three Arizona General Education Curriculum (AGEC) opportunities and requirements. Also, Maricopa Community Colleges offer programs with ASU, NAU and U of A allowing students to start their degree at the community college and finish at the university. There are distinct financial and educational planning advantages to this Program.
  • Students attending community college should speak with their 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: high school classes (core courses) required for admission to Arizona State University, the University of Arizona, or Northern Arizona University.

Private Vocational/Trade School/Proprietary School (for-profit school): two kinds of for-profit schools. Some are accredited in the same way as ASU, UA, or NAU and offer college degrees. Others are vocational or trade schools and are 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 transferable 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, paid employment. www.azwaca.org is an excellent resource!
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. A PIN (personal identification number) will be generated to provide and access information online. [www.fafsa.ed.gov](http://www.fafsa.ed.gov) is the main website, although [www.pin.ed.gov](http://www.pin.ed.gov) is a good place to check PIN status. The main website has a link available (the FAFSA4caster) to help predict the amount a student may be awarded, but it does not replace completing an actual FAFSA.

**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. Other factors that may affect the EFC include family size, parent age, and the number of children in the family attending college. The family will receive a *[Student Aid Report (SAR)](http://www.fafsa.ed.gov)* and will be asked to check the information for accuracy before submission to the colleges of choice.

**Cost of Attendance (COA):** The cumulative price for attending a college for one year. This may include personal as well as school-determined expenses. Students should ask what all is included in this price.

**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 a student may be considered through the FAFSA.

**Federal Work Study (FWS):** Employment on campus, based on financial need and availability of funds and jobs. Usually FWS 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. Some student loans are deferred, meaning they do not need to be repaid until after the student has finished school OR may be forgiven if certain career choices are made.

**Scholarship:** Money for college earned by being selected after completing the application process (usually an application form, essay, 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 HIGH SCHOOL-RELATED TERMS:

**Class Rank:** The numerical listing of Grade Point Averages starting with “1” of all students within a graduating class. A class rank may also be expressed as a percentile—the higher the percentile, the higher the rank.

**Core Courses:** Generally meant to be the required English, math, social studies, world language, and science classes needed for college admission. Different groups may define this term differently!

**Grade Point Average (GPA):** 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.

**International Baccalaureate Program:** A program offered at North High School and Betty Fairfax High School which aims to meet the needs of highly academically-motivated students from all ethnic backgrounds in order to prepare them for a rigorous college education. This program also helps students develop intellectual, social, and critical perspectives necessary for living in a global society.

**School Profile:** A 1 or 2-page document produced by the high school that is sent upon request with the transcript 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 enroll in college, and the rigor of the school’s curriculum.
Transcript: a record of high school or college courses and grades. A PUHSD transcript will also reflect AIMS scores. An official high school transcript may be required for a 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. Official transcripts are free at high school, but colleges usually charge a processing fee.

OTHER COLLEGE-RELATED TERMS:

Acceptance/Admission: applicant is granted permission to attend the college; 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. Students who wish 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.

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.

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 for the latest information about tuition waivers based on AIMS scores: www.ade.az.gov/asd/tuitionwaiver

OTHER BOOKS/RESOURCES AVAILABLE IN THE LIBRARY:

- Barron’s Profiles of American Colleges/Barron’s
- Rugg’s Recommendations on the Colleges by Frederick Rugg
- The Best 377 Colleges/Princeton Review
- www.usnews.com, and then follow link to “education” and reports about best colleges
- College Depot: www.phoenixpubliclibrary.org/collegedepot

This resource for free information about colleges is located on the second floor at Burton Barr Library, the main branch at Central and McDowell. It is open to the public during library hours. Trained staff members are present to assist with questions and planning.
**Personal Information Sheet**

It is important to make sure you are only sharing your personal information with reputable sources.  

<table>
<thead>
<tr>
<th>Personal Information</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full Legal Name (first, middle if you have one, last)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Address (street, city, state, zipcode)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Telephone Number (with area code)</strong></td>
<td><strong>Home</strong></td>
</tr>
<tr>
<td><strong>Date of Birth</strong></td>
<td><strong>Place (city, state, country) of Birth</strong></td>
</tr>
<tr>
<td><strong>E-mail Address (you want one that is respectable and professional)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Social Security Number (if available)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Driver’s License Number (if available)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Emergency Contact Information</strong></td>
<td><strong>Person</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>High School</strong></td>
<td></td>
</tr>
<tr>
<td><strong>High School Address (street, city, state, zipcode)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>High School Main Phone</strong></td>
<td><strong>High School Website</strong></td>
</tr>
</tbody>
</table>

**Academic Record:** List classes of special interest or achievement.  
*Example: Honors Chemistry, AP English 5-6*

**GPA as of This Date**

**Activities and Leadership Record:** (High School Activities Only) List in order of activity, beginning with freshman year.  
*Examples: Cross Country - 9, 10, Co-Captain – 11, 12; Volunteer, Good Samaritan Regional Center - 11, 12; National Honor Society - 11, 12*

**Honors and Awards:** List in order of honor, beginning with freshman year.  
*Examples: Perfect Attendance Award – 10; State Poetry Contest, 2nd Place – 12; English Department Outstanding Student of the Year - 12*

**Noteworthy Personal Qualities or Talents:** Describe yourself.  
*Examples: fluent in Spanish (note: “fluency” is defined as the ability to easily read, write, speak and listen); creative; dependable; persistent*

**Financial Issues:** Write a short paragraph that you can edit repeatedly for a variety of uses. (Attach paper as needed.)  
*Example: My father lost his job last year due to downsizing and, after five months, has just begun another job at a considerably lower salary. My mother does not have a high school diploma and has been limited in the types of jobs she can get. I have two younger brothers who also want to go to college. My college expenses will be completely beyond my family’s ability to pay, so I will need scholarships and grants. I plan to work this summer to save as much as I can for college.*

**Career Plans:** Write a short paragraph that you can edit repeatedly for a variety of uses. (Attach paper as needed.)  
*Example: After studying Biology during my sophomore year, I have become more interested in medicine. I am particularly fascinated by the advancements in surgery and would like to become a surgeon. Since I have begun volunteering at Good Samaritan, I have discovered there are many specialties and many more to yet be realized. I am keeping my eyes wide open to the possibilities!*
Employment After High School

Some students may work full-time or part-time right after high school graduation. Since jobs do not exist for a student who has neither skills nor a workplace-ready attitude, the following guidelines will help students prepare for their transition into the working world.

**EMPLOYABILITY**
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 and views
- Use specialized knowledge and skills to get a job done
- 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
- Be willing to compromise if necessary to best accomplish the goal
- Use tools and equipment
- Be a leader or a follower to best accomplish the goal
- Speak in the language in which business is conducted
- Write in the language in which business is conducted

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

Students who have learned marketable skills through Career and Technical Education classes at their campus and/or at Metro Tech are also able to earn more money and work fewer hours: 40 hours/week@$15.00/hr=$600 vs. 40 hours/week@$7.65/hr. = $306. $7.65 is the minimum wage in Arizona.
Tom Smith
555 Riverview Drive, Phoenix, Arizona 85001
(602)555-5555, tomsmith@1234.com

GPA: 3.75
CLASS RANK: 55/580

ASSESSMENTS:
SAT: V580 M650 W750
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):
Trevor G. Browne
Grades 2009-graduated May 20, 2012

HONORS AND AWARDS:
Outstanding Freshman Male 9
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:
Dino’s Pizza Delivery Dates:
Supervisor: Mr. Dean Lewis (602-123-4567) (List address)
Duties: (List all duties and skills demonstrated)
Summer, 2009
Burger King
Supervisor: Mr. Jerry Martin (480-123-5678) (List address)
Duties: Counter help (List all duties and skills demonstrated)

INTERESTS:
Running, Weight Lifting, Snow Skiing, Reading

SKILLS:
(List other languages spoken, technical skills, marketable skills)

REFERENCES:
(List 3 references with name, position, and contact information. Always ask for permission first!)
Each community college offers the first two years of excellent preparation towards a 4-year degree. See information about that later in this guide.

It is particularly important to use www.azhighered.gov when seeking training for trades and crafts, as the costs of the various schools differ greatly. Remember that the community colleges are taxpayer-supported and are non-profit schools. **Ask if your credits at the school you choose will transfer to a community college or university.**

Check www.azwaca.org for information about apprenticeships and their connection with our community colleges. Listed below are the 10 Maricopa County Community Colleges in addition to two Maricopa Skill Center sites.

<table>
<thead>
<tr>
<th>Chandler-Gilbert CC</th>
<th>Paradise Valley CC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estrella Mountain CC</td>
<td>Phoenix College</td>
</tr>
<tr>
<td>Gateway CC</td>
<td>Rio Salado CC</td>
</tr>
<tr>
<td>Glendale CC</td>
<td>Scottsdale CC</td>
</tr>
<tr>
<td>Mesa CC</td>
<td>South Mountain CC</td>
</tr>
</tbody>
</table>

Maricopa Skill Center: 1245 E. Buckeye
Southwest Skill Center: On the campus of EMCC

---

### Community College/Vocational School Cost Comparison Sheet

<table>
<thead>
<tr>
<th>Item</th>
<th>Choice 1</th>
<th>Choice 2</th>
<th>Choice 3</th>
<th>Choice 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (by hour, semester, quarter, etc.)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>multiplied by</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Length of program (if of hours, semesters, quarters, etc.)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Books/Supplies/Tools</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Fees</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Transportation</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Personal</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Health/Medical</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Other</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>Total Cost</strong></td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

Once you have been accepted, you will get a Financial Aid Award letter from the college:

- Cost of attendance $______________
- EFC $______________
- College grants/aid/scholarships $______________
- Loans being offered $______________
- Unmet need $______________

*You can refuse these. You can refuse these. You can refuse these. You can refuse these.*

How will you pay these costs?

**Best College For Me**


---

21
Throughout high school:

- Seek summer and out-of-school activities that enrich and educate. Create your own!
- These activities, along with volunteer service, will also help broaden your view of a variety of careers.
- Work on your personal statement throughout high school.

YEAR 1 - FRESHMAN

- Develop an ECAP with your counselor and your parents. Remember that excelling in “core courses” increases your chances of scoring well on college entrance exams.
- Begin an electronic portfolio by completing the AZCIS Interest Profiler. This will help you focus on the classes you should take to honor your career and educational choices.
- Participate in school activities and events, sports, and summer programs that will enrich your experiences. Seek leadership and creative opportunities.
- Begin to use the Internet to research colleges and areas of interest. Develop a professional e-mail address. Maintain your various online accounts/sites as if college and scholarship decision-makers and future employers will see them and judge you by their contents!
- Use a file box and folders to keep copies of your report cards, test scores, honors and awards, and a list of your activities.
- Start your Personal Information Sheet and keep that in your paper or electronic files.
- Maintain a strong grade point average. Develop good study habits and a study group of friends who have the same goals for success.
- Beware of anything that costs you money, whether it is a way to pay for college or a recognition book.
- Develop a plan to pay for college with your parents.

YEAR 2 - SOPHOMORE

- Review your new schedule with your counselor to make sure you are taking the right courses. Remember to plan for making up any “F” or “Incomplete” courses.
- Concentrate on courses that prepare you for your field of interest and maintain a strong grade point average.
- Take the PSAT in October. Take the PLAN if your school offers it.
- Use the AZCIS Occupation Sort to review and update your career inventory. Explore careers that are related to the one(s) you have chosen and are related to your personal goals.
- Seek leadership opportunities in your extracurricular activities.
- Discuss with your counselor summer enrichment programs at the various colleges and/or other productive activities for your summer months.
- Continue to update your portfolio. Include thoughts about leadership skills, recommendations you may have received, lists of activities and accomplishments.

YEAR 3 - JUNIOR

- Review your schedule and GPA with your counselor at the beginning of the school year to keep yourself on track.
- Take the PSAT in October to prepare for taking the ACT or SAT at the end of the junior year or beginning of the senior year.
- Update your portfolio about colleges that appeal to you, using AZCIS.
- Explore majors, so that you apply to the proper school! Not all colleges offer all majors, so it is important to use the AZCIS Undergraduate School Sort.
- Visit as many colleges as possible and write in your portfolio how you can learn your chosen career.
- Attend college fairs and presentations by representatives of colleges. Listen to and look for announcements regarding these events.
- Attend the National College Fair at the Phoenix Convention Center on October 14, 2012.
- Read all college-related literature mailed to you. Beware of anything that costs you money!
- Maintain a strong grade point average in college-prep classes.
- Sign up to take the SAT or ACT in May or 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 pick their brains!
- Start collecting recommendations for your folder.
The College Application Process

YEAR 4 - Senior Year Checklist
Follow these guidelines to graduate on time and attend College.
Keep a notebook or series of folders for each month to keep organized.

<table>
<thead>
<tr>
<th>Time of Year</th>
<th>Activity</th>
<th>Dates to Remember</th>
</tr>
</thead>
<tbody>
<tr>
<td>July/August</td>
<td>Review your senior year classes with your counselor. Earn the best grades you can! Unweighted GPA_____;Class rank_____/<em><strong><strong>;Percentile</strong></strong></em>;# of credits____ Classes I need to make up____________ Update your Personal Information Sheet</td>
<td>____________________________________________________________________________</td>
</tr>
<tr>
<td>August</td>
<td>Register early to take the SAT or ACT. Pay by credit card if you register online. There are practice questions at both sites. Ask about paper registrations in the counseling office. You may get a fee waiver if you qualify. ACCUPLACER is the test you will need to take for community college placement.</td>
<td>(date mailed/e-mailed) (2nd registration) date on my campus or the comm. college</td>
</tr>
<tr>
<td>August</td>
<td>Apply to the colleges you wish to attend. (application, official transcript, fee, test scores)</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>Attend Arizona College Day on your campus Also attend the National College Fair at the Phoenix Convention Center. Sign up to see representatives when they are on campus.</td>
<td>____________________________________________________________________________</td>
</tr>
<tr>
<td>September</td>
<td>Write your Scholarship Resumé. Write or re-write your personal statement.</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>Seek letters of recommendation. Note on your College Checklist.</td>
<td></td>
</tr>
<tr>
<td>Throughout the year</td>
<td>Apply for scholarships you seek. Note on your College Checklist. Use the AZCIS Financial Aid Sort or the Choices Planner Scholarship Finder.</td>
<td></td>
</tr>
<tr>
<td>January/February</td>
<td>Financial Aid Night for Parents. Complete FAFSA with parents.</td>
<td></td>
</tr>
<tr>
<td>January/February</td>
<td>Respond to mail from colleges. Apply for housing. Confirm attendance.</td>
<td></td>
</tr>
<tr>
<td>February/March</td>
<td>Respond to SAR as soon as received.</td>
<td></td>
</tr>
<tr>
<td>March/April</td>
<td>Seek advisement and register for classes. Send immunization records to the college.</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>Respond to Financial Aid Letter from college. Pay fees and register for classes.</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>Ask the credentials specialist to send final transcript. Make sure to send IB/AP exam scores to your college. Responsibly enjoy graduation. You have earned it!</td>
<td></td>
</tr>
</tbody>
</table>
2012-2013 Dates of Interest

September is College Awareness Month at Phoenix Union
PUHSD schools participate in the Arizona College Day activities, sponsored by the Arizona/High School College Relations Council, the state organization of non-profit community colleges and universities. This event is organized differently on each campus, but there is always time for seniors, and perhaps other students, to meet with college representatives and share information. Check with the high school for additional information.

The tentative dates are:

- September 17: Trevor Browne, Maryvale
- September 18: Metro Tech
- September 19: Camelback, Central, North, Bioscience
- September 18: Metro Tech
- October 15: Alhambra, Cesar Chavez, Betty Fairfax, Carl Hayden, South Mountain

Small schools will attend as well - Check with the counselor at the schools for more information.

Greater Phoenix National College Fair, Sunday, October 14, 11 a.m. - 3 p.m. Phoenix Convention Center
This event is free and open to students of all grade levels plus their parents. The National Association for College Admission Counseling 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 26 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.

College Goal Saturday and Sunday, February 9-10, 2013
http://www.collegegoalsunday.com/
These free events are open to students and parents who wish to get college and financial aid information. Locations have not yet been established.

Colleges and universities visit high school campuses throughout the year. 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.

Why Attend College Fairs?
Students and parents who attend College Fairs report the following advantages:

- personal contact with representatives who can answer questions and have a conversation
- students and families can focus on real issues: academic majors, costs, distance, atmosphere
- financial aid information and contacts
- free resources about scholarships and financial aid
- many colleges in one place at one time

Take the College Comparison Worksheet later in this Guide to complete during a Fair.
How do I choose a college that is right for me?

Use the Arizona College and Career Guide at www.azhighered.gov to check where in Arizona a student can pursue a chosen field. The “Programs of Study” section will allow the family to compare different schools in Arizona. Use the Internet to check information about schools outside of Arizona.

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

**GEOGRAPHIC LOCATION**
- How close is it to snow, surf or smog? Is it located in a metropolitan or rural area?
- How far is it from home? Will travel costs present a problem?

**SIZE AND ENVIRONMENT**
- How many students attend the college? What is the size of the freshman class?
- Is it a co-educational or a men’s or women’s college?
- Is it a church-related institution? Does this matter to you?
- How large are the classes, and what is student/faculty ratio?
- Is it public or private?
- What kinds of health facilities and services are available?

**ADMISSION REQUIREMENTS**
- What specific high school subjects, GPA, and entrance tests are required?
- What are the application deadlines?
- What non-academic activities are considered important by the college?
- Do specific departments have special admission requirements?

**ACADEMICS AND PROBABLE COLLEGE MAJOR**
- Does the college offer a strong educational program in the area of interest?
- Is the faculty qualified, friendly and concerned?
- Does this college offer internships or summer or year-abroad programs?
- Is there an Honors program or College, and what are the requirements for admission?
- What kind of help is available if a student needs tutoring?
- How is the college or university accredited?

**COLLEGE EXPENSES AND FINANCIAL AID/PLANS**
- How much does the institution cost per year? (tuition, fees, campus housing, books and supplies, transportation, etc.)
- Is financial aid available? (More expensive schools usually offer a greater amount of financial aid, via loans, scholarships and grants.)
- Where is information about campus-based scholarships located?

**HOUSING, FACILITIES, AND ACTIVITIES**
- What kind of campus housing is offered? What about food plans?
- What kinds of recreational activities are offered?
- What kinds of clubs and activities are available?

**CAMPUS VISITS/ORIENTATIONS**
- What tours are available for parents and prospective students? How are these scheduled?
- Are there group sessions available for parents and prospective students?
- May prospective students sit in on classes? visit a dorm? talk to a coach in a sport of interest?
- Where is the campus bookstore?
- Are there kiosks or student newspapers with relevant information? If so, how can this information be accessed?
# Comparison Worksheet

## Choosing a Campus

<table>
<thead>
<tr>
<th>COLLEGE NAME</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>LOCATION (distance from home)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Arizona</td>
<td></td>
</tr>
<tr>
<td>• Southwestern</td>
<td></td>
</tr>
<tr>
<td>• Pacific Coast</td>
<td></td>
</tr>
<tr>
<td>• Eastern</td>
<td></td>
</tr>
<tr>
<td>• Midwest</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SIZE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• student enrollment</td>
<td></td>
</tr>
<tr>
<td>• physical size of campus</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENVIRONMENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• type of school (2 yr., 4 yr., tech, specialty)</td>
<td></td>
</tr>
<tr>
<td>• school setting (urban, rural, suburban)</td>
<td></td>
</tr>
<tr>
<td>• location &amp; size of nearest city</td>
<td></td>
</tr>
<tr>
<td>• co ed, male, female</td>
<td></td>
</tr>
<tr>
<td>• religious affiliation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADMISSION REQUIREMENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• deadline</td>
<td></td>
</tr>
<tr>
<td>• tests required</td>
<td></td>
</tr>
<tr>
<td>• average test scores, GPA, rank</td>
<td></td>
</tr>
<tr>
<td>• special requirements</td>
<td></td>
</tr>
<tr>
<td>• notification dates</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACADEMICS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• programs of study (your major offered?)</td>
<td></td>
</tr>
<tr>
<td>• internships</td>
<td></td>
</tr>
<tr>
<td>• special requirements</td>
<td></td>
</tr>
<tr>
<td>• assistance with classes/tutoring</td>
<td></td>
</tr>
<tr>
<td>• student to faculty ratio/class size</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COLLEGE EXPENSES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• tuition, room &amp; board</td>
<td></td>
</tr>
<tr>
<td>• estimated total budget</td>
<td></td>
</tr>
<tr>
<td>• application fee, deposits</td>
<td></td>
</tr>
<tr>
<td><strong>FINANCIAL AID / FINANCIAL PLANS</strong></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td>• deadline</td>
<td></td>
</tr>
<tr>
<td>• required forms</td>
<td></td>
</tr>
<tr>
<td>• % aid received</td>
<td></td>
</tr>
<tr>
<td>• scholarships</td>
<td></td>
</tr>
<tr>
<td>• no aid required?</td>
<td></td>
</tr>
<tr>
<td>• partial aid required?</td>
<td></td>
</tr>
<tr>
<td>• complete or nearly complete aid required?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>HOUSING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• residence hall requirement</td>
</tr>
<tr>
<td>• types and sizes (campus dorm, fraternity or sorority, off campus)</td>
</tr>
<tr>
<td>• availability</td>
</tr>
<tr>
<td>• food plans</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>FACILITIES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• academic</td>
</tr>
<tr>
<td>• recreational, other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ACTIVITIES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• clubs, organizations</td>
</tr>
<tr>
<td>• Greek life</td>
</tr>
<tr>
<td>• athletics, intramurals, other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CAMPUS VISITS / ORIENTATIONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• dates, contact person</td>
</tr>
<tr>
<td>• special opportunities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PROBABLE COLLEGE MAJOR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• liberal arts</td>
</tr>
<tr>
<td>• interdisciplinary or general studies, undecided</td>
</tr>
<tr>
<td>• specialized (ex: business, nursing)</td>
</tr>
<tr>
<td>• pre professional (ex: education, medicine, law)</td>
</tr>
</tbody>
</table>
# Websites & Resources

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

<table>
<thead>
<tr>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.asu.edu">www.asu.edu</a></td>
<td>Arizona State University (a link at the bottom “One University in Many Places” will lead you to the Tempe, West, Polytechnic, and downtown campuses)</td>
</tr>
<tr>
<td><a href="http://www.nau.edu">www.nau.edu</a></td>
<td>Northern Arizona University, Flagstaff</td>
</tr>
<tr>
<td><a href="http://www.arizona.edu">www.arizona.edu</a></td>
<td>University of Arizona, Tucson</td>
</tr>
<tr>
<td><a href="http://www.gcu.edu">www.gcu.edu</a></td>
<td>Grand Canyon University, Phoenix</td>
</tr>
<tr>
<td><a href="http://www.prescott.erau.edu/">www.prescott.erau.edu/</a></td>
<td>Embry-Riddle Aeronautical University, Prescott campus</td>
</tr>
<tr>
<td>my.maricopa.edu</td>
<td>a starting place for information about the Maricopa County Community Colleges</td>
</tr>
<tr>
<td>transfer.asu.edu/maricopa</td>
<td>ASU and Maricopa Community Colleges websites for information about the MAPP</td>
</tr>
<tr>
<td><a href="http://www.maricopa.edu/alliance">www.maricopa.edu/alliance</a></td>
<td>ASU and Maricopa Community Colleges websites for information about the MAPP</td>
</tr>
<tr>
<td><a href="http://www.pc.maricopa.edu">www.pc.maricopa.edu</a></td>
<td>Phoenix College, Phoenix</td>
</tr>
<tr>
<td><a href="http://www.gc.maricopa.edu">www.gc.maricopa.edu</a></td>
<td>Glendale Community College, Glendale</td>
</tr>
<tr>
<td><a href="http://www.emc.maricopa.edu">www.emc.maricopa.edu</a></td>
<td>Estrella Mountain Community College, Avondale</td>
</tr>
<tr>
<td><a href="http://www.southmountaincc.edu">www.southmountaincc.edu</a></td>
<td>South Mountain Community College, Phoenix</td>
</tr>
<tr>
<td><a href="http://www.gwc.maricopa.edu">www.gwc.maricopa.edu</a></td>
<td>GateWay Community College, Phoenix</td>
</tr>
<tr>
<td><a href="http://www.sc.maricopa.edu">www.sc.maricopa.edu</a></td>
<td>Scottsdale Community College, Scottsdale</td>
</tr>
<tr>
<td><a href="http://www.pvc.maricopa.edu">www.pvc.maricopa.edu</a></td>
<td>Paradise Valley Community College, Phoenix</td>
</tr>
<tr>
<td><a href="http://www.mc.maricopa.edu">www.mc.maricopa.edu</a></td>
<td>Mesa Community College, Mesa</td>
</tr>
<tr>
<td><a href="http://www.rio.maricopa.edu">www.rio.maricopa.edu</a></td>
<td>Rio Salado Community College, (multiple sites)</td>
</tr>
<tr>
<td><a href="http://www.cgc.maricopa.edu">www.cgc.maricopa.edu</a></td>
<td>Chandler-Gilbert Community College, Chandler</td>
</tr>
<tr>
<td><a href="http://www.dinecollege.edu">www.dinecollege.edu</a></td>
<td>Dine College, Tsaiie</td>
</tr>
<tr>
<td><a href="http://www.cochise.edu">www.cochise.edu</a></td>
<td>Cochise College, Douglas</td>
</tr>
<tr>
<td><a href="http://www.azwestern.edu">www.azwestern.edu</a></td>
<td>Arizona Western College, Yuma</td>
</tr>
<tr>
<td><a href="http://www.centralaz.edu">www.centralaz.edu</a></td>
<td>Central Arizona College, Casa Grande</td>
</tr>
<tr>
<td><a href="http://www.eac.edu">www.eac.edu</a></td>
<td>Eastern Arizona College, Thatcher</td>
</tr>
<tr>
<td>www yc.edu</td>
<td>Prescott College, Prescott</td>
</tr>
<tr>
<td><a href="http://www.pima.edu">www.pima.edu</a></td>
<td>Pima Community College, Tucson</td>
</tr>
<tr>
<td><a href="http://www.ade.az.gov/asd/tuitionwaiver/">www.ade.az.gov/asd/tuitionwaiver/</a></td>
<td>AZ Department of Education site regarding tuition waivers based on AIMS scores</td>
</tr>
<tr>
<td><a href="http://www.azwaca.org">www.azwaca.org</a></td>
<td>apprenticeship information in Arizona for a variety of trades and careers</td>
</tr>
<tr>
<td><a href="http://www.azcis.intocareers.org">www.azcis.intocareers.org</a></td>
<td>Arizona Career Information System site every student can access from home</td>
</tr>
<tr>
<td><a href="http://www.petersons.com">www.petersons.com</a></td>
<td>career and college information</td>
</tr>
<tr>
<td><a href="http://www.princetonreview.com">www.princetonreview.com</a></td>
<td>college information</td>
</tr>
<tr>
<td><a href="http://www.collegeboard.com">www.collegeboard.com</a></td>
<td>career and college information (AP/SAT/PSAT information)</td>
</tr>
<tr>
<td><a href="http://www.act.org">www.act.org</a></td>
<td>career and college information (PLAN/ACT information)</td>
</tr>
<tr>
<td><a href="http://www.collegeview.com">www.collegeview.com</a></td>
<td>career and college information</td>
</tr>
<tr>
<td><a href="http://www.collegedata.com">www.collegedata.com</a></td>
<td>calculates chances of admission to a particular school</td>
</tr>
<tr>
<td><a href="http://www.ecampus">www.ecampus</a> tours.com</td>
<td>virtual tours of hundreds of colleges</td>
</tr>
<tr>
<td>nces.ed.gov/ipeds/cool</td>
<td>excellent college search site</td>
</tr>
<tr>
<td><a href="http://www.uncf.com">www.uncf.com</a></td>
<td>site for United Negro College Fund</td>
</tr>
<tr>
<td><a href="http://www.hsf.net">www.hsf.net</a></td>
<td>Hispanic Scholarship Fund+college and career information</td>
</tr>
<tr>
<td><a href="http://www.scholarshipsforhispanics.org">www.scholarshipsforhispanics.org</a></td>
<td>guide to scholarships/college information</td>
</tr>
<tr>
<td><a href="http://www.maldef.org">www.maldef.org</a></td>
<td>scholarships for undocumented students</td>
</tr>
<tr>
<td><a href="http://www.latinocollegedollars.org/">www.latinocollegedollars.org/</a></td>
<td>scholarships for undocumented students</td>
</tr>
<tr>
<td><a href="http://www.indian-affairs.org">www.indian-affairs.org</a></td>
<td>scholarships for Native American students</td>
</tr>
<tr>
<td><a href="http://www.scholarships.com">www.scholarships.com</a></td>
<td>scholarship database</td>
</tr>
<tr>
<td><a href="http://www.fastweb.com">www.fastweb.com</a></td>
<td>scholarship database</td>
</tr>
<tr>
<td><a href="http://www.finaid.com">www.finaid.com</a></td>
<td>college cost and financial aid information</td>
</tr>
<tr>
<td><a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a></td>
<td>Free Application for Federal Student Aid</td>
</tr>
<tr>
<td><a href="http://www.studentaid.ed.gov">www.studentaid.ed.gov</a></td>
<td>federal site that addresses student financial aid</td>
</tr>
<tr>
<td><a href="http://www.pin.ed.gov">www.pin.ed.gov</a></td>
<td>federal site to check PIN status</td>
</tr>
<tr>
<td><a href="http://www.college.gov">www.college.gov</a></td>
<td>federal site that is a great resource for information and activities for students and families</td>
</tr>
</tbody>
</table>
Admission Requirements

Every college has an application process and admission requirements that must be followed.

COMMUNITY COLLEGES IN ARIZONA

There are many community colleges in Arizona, and each offers an educationally sound and affordable way to earn credits for the first two years of a four-year degree. The Maricopa County Community College District has ten community colleges. Several send representatives to PUHSD schools on a regular basis to speak with interested students, arrange for tours and testing, and help with the registration process.

www.pc.maricopa.edu Phoenix College, Phoenix
www.gc.maricopa.edu Glendale Community College, Glendale
www.emc.maricopa.edu Estrella Mountain Community College, Avondale
www.southmountaincc.edu South Mountain Community College, Phoenix
www.gwc.maricopa.edu GateWay Community College, Phoenix
www.sc.maricopa.edu Scottsdale Community College, Scottsdale
www.pvc.maricopa.edu Paradise Valley Community College, Phoenix
www.mc.maricopa.edu Mesa Community College, Mesa
www.rio.maricopa.edu Rio Salado Community College, (multiple sites)
www.cgc.maricopa.edu Chandler-Gilbert Community College, Chandler

The community colleges require that the following process be completed in order to register for classes:

• All students must complete the MCC Student Information Form. Students with a Social Security Number may complete this at my.maricopa.edu and by clicking on the name of the college the student plans to attend.
• Any student who does not have a Social Security Number should contact the college in person to begin the admissions process.
• Students must take the ACCUPLACER or other placement examination administered by the community college. This test will determine whether or not the student will be able to enroll in college-level classes or developmental (remedial) classes. Developmental classes do not earn college credit, but cost the same.
• See an Advisor to select a course or program and to register for classes. Any student who plans to transfer to a university must share this with an advisor in order to receive proper assistance. Ask about a MAPP.
• Pay fees.
**(Note that if the student does not apply for or receive financial aid, the student is responsible for paying the bill that is due.)
An application to any Arizona university requires submission of the following to the university:

- application
- test scores (ACT or SAT)
- transcript(s) from high school and/or community college
- application fee, unless a student is qualified for a waiver

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

<table>
<thead>
<tr>
<th>Class Rank</th>
<th>in the Top 25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composite Score</td>
<td>ACT 22 or SAT 1040 (without writing section)</td>
</tr>
<tr>
<td>GPA (4.0 = A)</td>
<td>3.0* in the 16 core courses</td>
</tr>
</tbody>
</table>

* Admission may be granted with one deficiency in no more than two competency areas. Deficiencies in both math and laboratory science are not acceptable. Students must earn a minimum 2.0 GPA on a 4.0 scale in any subject area.

The core course competency requirements are:

- **English:** Grades 9, 10, 11 & 12, 4 years
- **Mathematics:** Algebra I, Geometry, and Algebra II and advanced math for which Algebra II (Algebra 3-4) is a prerequisite, 4 years
- **Science (Lab):** Biology, Chemistry, Earth Science, Physics, Integrated Sciences, Anatomy + Physiology and Advanced Placement classes, 3 years
- **Foreign/World Language:** 2 years (of same language)
- **Fine Arts:** Art, Music, Dance, Drama/Theater, 1 year
- **Social Studies:** 1 year must be U.S. History, 2 years

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

- Incoming students may find it advantageous to complete a summer program prior to the freshman year in college in order to access university-level classes.
- Students who do not meet the admission requirements may apply and be considered; admission is NOT assured!

The process for application and admission is:

- Apply for admission - application, transcript with ACT/SAT scores, application fee. If an application fee is required, be sure to write the name of the student on the check or money order.
- Apply for scholarships.
- Respond to mail from the university - there are deadlines!
- Be sure to arrange for housing and meal plans, and ask your school nurse to send immunization records.
- Enroll in classes per advisement.
- Pay fees. **(Note that if the student does not apply for or receive financial aid, he/she is responsible for paying the bill that is due.)**
- Obtain ID card and parking decal or bus pass.
- Sign up for direct deposit so that financial aid can be deposited.
- Have IB or AP exam scores sent to the university.
- Begin freshman year in college.
Out-of-State Colleges

Students **must** check with the college in order to determine application and admissions standards and procedures. Check the college website for information. Many colleges have first-semester deadlines. Admission may be based on many factors, including a student's **academic record** (courses taken and grades in those courses), **ACT** or **SAT** test scores, **recommendations**, an application **essay**, and in highly selective colleges, **class rank** and **interviews**. **Extracurricular activities** and **community service** may also play an important part in the admissions process. **Some** seemingly expensive out-of-state colleges offer a lot of financial aid! Do **not** let the initial cost prevent you from applying! See your counselor for more information about the possibility of obtaining a waiver for the application fee.

**APPLICATION ESSAYS**

Visit the College Board site, [http://www.collegeboard.com/student/apply/essay-skills/index.html](http://www.collegeboard.com/student/apply/essay-skills/index.html) for advice about writing essays for college admission. This is an excellent resource!

*Suggestions for completing application essays sometimes required by out-of-state colleges and universities:*

- Make copies of applications for practice. Some colleges will refuse a request for a second application form.
- Allow sufficient time to fill out the application form. A “rush job” results in careless errors and is obvious to the reader.
- Read directions carefully; follow them accurately.
- Use the same **legal** name on all applications. This will be used for financial aid information as well.
- 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.
- Avoid errors. Misspelled words stand out like a sore thumb! There are no excuses for poor grammar.
- The appearance of the application is critical. Fonts, styles, and alignment should be consistent. Neatness is a must!
- Do not lie. The decision to admit and/or award financial aid or scholarships may be reversed upon discovery.
- Use the space allotted. Do not exceed that unless the directions expressly state that this is acceptable.
- 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.
- 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!
- 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.
- Make a copy of everything that is sent. Applications and accompanying materials are generally never returned.

*The following is a compilation of essay topics used by some colleges. These are presented only as samples of the kinds of questions the student may be asked to address. He/she may also be allowed to submit an art project, a research paper, or electronic project.*

- 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 next 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?
What does college cost?

Education after high school includes most of the following, but there may be other costs as well:

- **Tuition**: the basic cost to attend a college or university; may be figured by credit hour, quarter hour, or whether the student is attending part-time or full-time
- **Books and Supplies**: textbooks, lab supplies, special clothing, art supplies, tools, etc.
- **Fees**: may be for student services, parking, etc.
- **Room**: a dormitory or on-campus residence
- **Board**: meals on campus
- **Transportation**: may be a bicycle, car, insurance, train or bus fare, etc.
- **Personal**: may be personal care supplies, clothes for a different climate, etc.
- **Health services/medical expenses**: may be charged for use of campus medical services

**Financial aid** may be available in the form of

- grants or tuition waivers (which do not have to be repaid)
- federal or college work study (which offers part-time jobs while attending school)
- loans (money that must be repaid)

**Scholarships** are also an excellent way to pay for college costs. It is the responsibility of the student to earn scholarships by maintaining grades and activities.

**Saving money for college** can be difficult, but the cost of taking out loans is unpredictable and may be burdensome. They should remain the last resort.

- A student who works should save a minimum of 10% of his/her earnings for college.
- Families should consult with their financial advisor regarding savings plans and other information. 529 college savings plans may be an option, especially if there are younger children in the home, but only the bank or financial advisor can give advice.

---

**Wise Thoughts:**

If you do not understand the information about what your student’s education will cost, **do not** sign anything.

This is the most expensive financial decision your student has made.

Loan contracts are legal documents and will be upheld in our courts.

---

**Average College Costs**

*published by The College Board, 2010, 2012*

Here are the **national** averages for published tuition and fees for **2010-11**:

- **Public** two-year colleges: $2,690
- **In-state students** at **public** four-year colleges and universities: $8,240
- **Out-of-state students** at **public** four-year colleges and universities: $20,770
- **Private** not-for-profit four-year colleges and universities: $28,500

Other costs for students include living expenses, books, transportation and personal expenses.

- Housing and food, averaging about $8,500 in 2009-10, are the largest expenses for public two- and four-year college students.
- In **2010-11**, books and supplies average about $1,137
Community College/University Cost Comparison Sheet

<table>
<thead>
<tr>
<th>Item</th>
<th>Choice 1</th>
<th>Choice 2</th>
<th>Choice 3</th>
<th>Choice 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>Fees</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>Room</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>Board/Meal Plan</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>Transportation</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>Personal</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>Health/Medical</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>Other</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td><strong>TOTAL COST</strong></td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

Once you have been accepted, you will get from the college a Financial Aid Award letter:

- Cost of attendance $________
- EFC $________
- College grants/aid $________
- Loans being offered $________ (You can refuse these.)
- Unmet need $________ (How will you pay these costs?)

Factors that will now affect my college decision:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Best Choice for Me: __________________________
Because: __________________________
Now I need to: __________________________
Scholarships

Scholarships are funds awarded to students who meet specific criteria set by the donor(s). Scholarships are competitive! Frequently-used criteria include: academic performance, ancestry, career goal, race, ethnicity, religion, gender, specialized skills (i.e. music, athletics, drama, dance, etc.). Scholarships are an excellent way to help pay for college costs and do not require re-payment.

Students should maintain a scholarship portfolio or keep this information in a folder, as this is information generally requested for scholarship applications:
• copies of college and scholarship applications with due dates (postmark or received) noted
• personal statement
• letters of recommendation
• current transcript with ACT/SAT test scores, if available
• a projected budget for the next school year
• samples of work from an essay or art contest

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 available 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.
• a student may also listen to daily school bulletins, speak with teachers, or create a portfolio through AZCIS and use the Financial Aid Sort or Scholarship Finder.

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 such as art, 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’s website. Colleges are huge sources of scholarships, but many have firm deadlines between December and March. Check the website and specific scholarships for dates!
• any number of websites, but students must be wary of where information will be going on the Internet.

Beware of Scams!

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 commonly-used scam is a way to get money out of parents’ or students’ accounts in the future without permission.
• “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.

ALWAYS ASK THE SCHOOL COUNSELOR QUESTIONS REGARDING INFORMATION RECEIVED IN THE MAIL!
Suggestions for Completing Scholarship Applications

Application Essays
Refer to the “Application Essays” section on the “Out-of-State Colleges” page for guidelines and suggestions about completing scholarship applications.

Personal Statements
A personal statement comes from the heart and is an expression of your dreams!
A personal statement is not a resumé of activities. It is a strong, clear, positive essay, which includes information on the student’s experiences and background, current activities and challenges, plus information regarding goals and aspirations.

• Do not wait until the last minute to write a personal statement. This is very obvious!
• Write the first draft of a personal statement. Write more drafts until the essay is perfect. Keep the essay on a computer so that it can be revised for future applications.
• Make corrections in sentence construction, grammar, punctuation and spelling.
• Ask a trusted English teacher to read and evaluate the personal statement, especially since this is an assignment in junior and/or senior English classes.
• Unless the scholarship-granting agency gives the student directions about what to include in the personal statement, the essay should generally include:
  - an introduction to the student and his/her family, including the members of the family, and any struggles or economic situations to be considered.
  - a discussion of what has been learned through school and community experiences, sports, activities, and positions of leadership.
  - a discussion of the reasons for attending college and studying the career chosen, including any family members, teachers, or others who have been an inspiration along the way.
  - a discussion of the student’s academic progress and challenges that have been overcome.

Short-Answer Templates
Write a short paragraph about each of the topics below; save electronically. Then each can be changed as needed for individual scholarship applications.

• Your family.
• Your future educational and career goals, particularly how your contributions will make America or the world better.
• Your financial need.
• How a class, activity, or sport has helped you grow and how you will use that in the future.
• A challenge you have overcome or important life lessons you have learned.
• An important world issue that is meaningful to you and about which you have constructive thoughts.
• The reasons a scholarship source should award you money—why you are unique and different from other applicants.
• Your personal characteristics that will ensure your success in college.
• Your definition of “leadership.”
• Your reasons for volunteering and serving your school and community and what you have learned about yourself.

Letters of Recommendation
It is not acceptable to submit a letter of recommendation from a family member.
• Give a completed copy of your “Scholarship Resumé”, Letter of Recommendation Request form and Student Self-Assessment to each recommendation writer.
• A letter may highlight strengths, abilities, goals, personality and may indicate financial need and potential for success. A student may ask a teacher in whose class hard work, excellence, and energy has been demonstrated.
• Some scholarships want to hear from a teacher in a particular subject area. A student would want a recommendation from a math or science teacher for an engineering scholarship, for example.
• If a character or personal reference is needed, it would be appropriate to also ask a former employer or faith-based leader who can speak to integrity and work habits.
• If addressed “To Whom it May Concern,” and the student is given a copy, it could be used for more than one application.
• Make sure the letter fits the application in terms of content, subject, and to whom it is addressed.
Getting Strong Letters of Recommendation

Consider these helpful tips to assist you in asking for letters of recommendation.

**Keep In Mind**

- It is a good idea to ask a variety of people (ex. boss, volunteer coordinator, teacher, counselor, coach, club sponsor). Ask each person to highlight different attributes. Consider having recommenders that can:
  - reflect on you intellectual growth
  - be able to tell a good story about you
  - describe who you are outside the classroom
  - provide specific attributes about you

- Plan to submit your application before the actual deadline. Giving yourself an early deadline allows you to prepare all of the required documents with ample time and helps minimize last-minute stress. Use the model below to prepare your deadline:

  ![Model](1)

  Your deadline should be at least 2 weeks prior.

- It is important that you make your request for a letter of recommendation early. Preferably, ask your recommender 1 month in advance but with at least a minimum of 2 full weeks to prepare your letter. List YOUR deadline (the date you prepared above) as the date needed on your request form. Once again, this will allow you to submit your documents ahead of time.

- Giving your recommenders a bit of guidance on what they should express about you on the letter will only make their job easier. Fill out the student self-assessment and tailor the answers about yourself a little different for each recommender. This will allow each recommender to target different qualities about you and avoid repeating the same areas.

**Tips**

- Provide your recommender with an organized folder that includes:
  - Your request form and self-assessment
  - A list of all the scholarships/colleges that need recommendations
  - Any required forms for those applications
  - Resume, transcripts, personal statement (as applicable)

- Double check the letter of recommendation guidelines for each application

- Send a “Thank You” note to your recommender

**Good luck!**
Letter of Recommendation Request Form

For Student: Please complete this front and back form and give it to your selected recommender at least two weeks in advance.

Recommender Name: ____________________________________________

Student Name: ________________________________________________

Date Requested: ______________________________________________

Date Needed: _________________________________________________

Name/Address of Scholarship/College to be listed on letter:
(List name/mailing address as shown on application)

_________________________________________________________________

_________________________________________________________________

Process for submitting letter of recommendation:

☐ return to student
☐ mail to address stated above
☐ submit online
☐ other: _______________________

Scholarship/College Application Criteria: ____________________________

_________________________________________________________________

_________________________________________________________________

Student’s Prospective College Major/Program: ________________________

Student should attach if available/applicable:

✔ Resume
✔ Transcripts
✔ Personal statement/essay
✔ A copy of the scholarship application or link to the application

COLLEGEdepot
Student Self-Assessment

For Recommender: Please use this information about the student to assist you in the process of completing the recommendation letter.

- What do you hope to accomplish in college and after? Consider your career goals and your broader goals.

- Academic Activities/School Activities: Any academic accomplishments (AP, Honors, AVID, etc.) or activities you are most proud of, the amount of time spent, and explain why you take pride in it. List any leadership positions you have held.

- Other Activities: What do you consider your most important activities outside of school? Highlight any leadership or volunteer work; jobs; positions held in community. Include the number of years and the amount of time you have dedicated to this activity.

- Awards/Honors/Miscellaneous: List any items that would help the recommender illustrate your success.

- List your three most distinguishing or most admirable qualities. Explain each.

- Explain why you need financial assistance.

- List any obstacles you have had to overcome.
Scholarship Resumé

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. 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. Write a thank-you note!

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 like the writer to mention a specific assignment, reading, or project on which you did well. Explain.

| 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 like the writer to mention a specific assignment, reading, or project on which you did well. Explain. |
The senior year process:
• Each senior and his parents need information from last year’s income tax return in order to complete the FAFSA.
• The form may be completed on paper or online at www.fafsa.ed.gov after January 1.
• Request a PIN (personal identification number) so that the information can be updated.
• Federal Student Aid Information Center at 1 (800) 433-3243 (TTY Users: for hearing impaired 1 (800) 730-8913) can be helpful for questions about corrections, status, etc.
• The student will receive back the information submitted for corrections. This is the Student Aid Report (SAR) and will include the Expected Family Contribution (EFC). Review this information carefully!
• If the student confirms that the information is correct, it will be sent to the colleges the student has said he/she wishes to attend. If the information is not correct, the student will need to submit corrected information.
• Submitting the FAFSA does not complete the process. Colleges may require verification of income and request signed copies of the federal tax forms.
• The college Financial Aid Office personnel determine the amount to be awarded based on the information provided.
  - The Financial Aid Office will send a letter to the student with the expected cost of attendance (COA).
  - The letter will offer a variety of amounts of aid subtracted from the expected cost of attendance.
  - Some of that aid may be grants or tuition waivers that do not have to be re-paid. College scholarships may also be included in this amount. Many tuition waivers have deadlines!
• Some of that aid may be Federal Work Study, where students work on campus about 20 hours per week. 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 Work Study and other positions are posted with the Financial Aid Office.
• Some of the aid offered may be in the form of parent and/or student loans. Consider these carefully, as these are legal documents, and the money must be re-paid if not deferred. A student who does not finish the program or year of college is still committed to the loans, and this will affect credit ratings.
• Anything left over is the unmet need. In other words, the college does not know how the student will pay for the costs. This might be $0 because the college assumes that loans will be taken out to cover costs.

Financial Aid PROFILE:
Complete this only if asked to do so.
• This is the financial aid application service of the College Board: this service is not free.
• 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. Helpful information can be obtained by calling (305) 829-9793.
• 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 in one week.
• Applicants completing the PROFILE after January are provided an online worksheet to help them complete the FAFSA.

Loans:
Loans are legal contracts, and colleges take the loan process very seriously. If a student takes out a loan and does not complete the relevant semester or program for which the loan has been taken, the student will still be responsible for the loan. Money may need to be re-paid immediately. However, the following are the most common loans available to college students:
• Federal Stafford Loan: a loan program in which an eligible (US citizen or eligible non-citizen) student 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.
• Direct or FFEL PLUS Loan: a loan program (not need-based) in which parents (US citizens or eligible non-citizens) can borrow from a lender through the new federal government process. Repayment of principal and interest begins within 60 days of loan disbursement.
• Perkins Loan: 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.
# My College Checklist

## Colleges Applied To

*Transcripts, Test Scores, Application, Fee if needed*

<table>
<thead>
<tr>
<th>College</th>
<th>Date Application Submitted</th>
<th>Transcript/Test Scores Sent</th>
<th>Application Fee</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>Date of Response</td>
<td>Date Accepted/Rejected Response</td>
<td>Tuition Waiver Accepted</td>
<td>☐yes ☐no</td>
<td>☐yes ☐no</td>
<td>☐yes ☐no</td>
<td>☐yes ☐no</td>
<td>☐yes ☐no</td>
<td>☐yes ☐no</td>
</tr>
<tr>
<td>Financial Aid Awarded</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housing</td>
<td>Advisement</td>
<td>Registration Completion Date</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Letters of Recommendation

<table>
<thead>
<tr>
<th>Scholarship Resumé given to</th>
<th>Date I need recommendation</th>
<th>Date I received letter</th>
<th>Made copies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>☐yes ☐no</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>☐yes ☐no</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>☐yes ☐no</td>
</tr>
</tbody>
</table>

## Scholarships

<table>
<thead>
<tr>
<th>Name of Scholarship</th>
<th>Application Complete</th>
<th>Letters of Rec.</th>
<th>Transcript</th>
<th>Due Date</th>
<th>Date Mailed</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐yes ☐no</td>
<td>☐yes ☐no</td>
<td>☐yes ☐no</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐yes ☐no</td>
<td>☐yes ☐no</td>
<td>☐yes ☐no</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐yes ☐no</td>
<td>☐yes ☐no</td>
<td>☐yes ☐no</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐yes ☐no</td>
<td>☐yes ☐no</td>
<td>☐yes ☐no</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐yes ☐no</td>
<td>☐yes ☐no</td>
<td>☐yes ☐no</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐yes ☐no</td>
<td>☐yes ☐no</td>
<td>☐yes ☐no</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐yes ☐no</td>
<td>☐yes ☐no</td>
<td>☐yes ☐no</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Financial Aid Checklist

<table>
<thead>
<tr>
<th>Item to Complete</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAFSA sent and PIN recorded below</td>
<td></td>
</tr>
<tr>
<td>Pin# for student: FAFSA password: Pin# for parent:</td>
<td></td>
</tr>
<tr>
<td>Student Aid Report received: What is my EFC?</td>
<td></td>
</tr>
<tr>
<td>Student Aid Report returned or confirmed</td>
<td></td>
</tr>
<tr>
<td>Due/Priority date for Financial Aid application to my college</td>
<td></td>
</tr>
<tr>
<td>Financial Aid letter received from college</td>
<td></td>
</tr>
<tr>
<td>Response to Financial Aid letter (accept or decline) sent to college</td>
<td></td>
</tr>
</tbody>
</table>
Military Opportunities

• The US Army, Navy, and Marine Corps each recruit on PUHSD campuses.

• Parents who opt to not have military recruiters speak with their students will be honored.

• Recruiters sometimes are housed in the JROTC area on campus and sometimes in the counseling area. They may be on campus during the lunch hours, depending on that school’s policy.

• Parents and students are welcome to visit any of the local military recruitment offices. There are several located throughout the Valley, so a family can choose the one closest to home or school.

• Some of our schools offer the ASVAB—the Armed Services Vocational Aptitude Battery. Although the test and results are given in military terms, the information is useful for many non-military career choices.

• Any student who is going to join the military may take the ASVAB at his/her school, if it is offered, or at the local recruitment office. These scores are essential for placement within the ranks of military employment.

• Students may also wish to join the Arizona National Guard upon graduation and may seek those opportunities.

• College opportunities include the following:
  - Appointment to a service academy:
    These appointments are made through a student’s member of the House of Representatives or through one of the two Arizona Senators. Competition is extremely competitive, and although enrollment in JROTC is not required, some appointees have found that the experience is helpful in preparing for a military environment. It is important to contact the Representative or Senator early in high school to begin the process of familiarity and application. Each has a place on his website for important information.

    Senator John McCain—(602) 952-2410
    http://mccain.senate.gov/public/ - The link for “Academy Nominations” is in the “Constituent Services” menu.

    Senator Jon Kyl—(602) 840-1891
    http://kyl.senate.gov/student_center/academy.cfm

    Congressman Ed Pastor—(602) 256-0551
    http://www.pastor.house.gov - Please seek the “Academy Nominations” information in the “Services” menu.

    Congressman Ben Quayle—(602) 263-5300
    http://quayle.house.gov - The link for “Academy Nominations” is in the “Constituent Services” menu.

    Congressman David Schweikert—(480) 946-2446
    http://schweikert.house.gov/ConstituentServices/ServiceAcademyNominations.htm

    Arizona has eight Representatives, but the three above should fit most, if not all, PUHSD students. It is important to contact the Representative for the congressional district in which the student resides.

  - ROTC Scholarships:
    These are available at all of our state universities; more information and application deadlines are on each university’s website.

    Northern Arizona University---Air Force, Army
    University of Arizona---Air Force, Army, Navy
    Arizona State University---Air Force, Army, Navy

    Students who receive ROTC scholarships should contact the individual program regarding any expected military service after graduation.
Phoenix Union High School District does not discriminate on the basis of race, color, religion, sex, age, national origin, disability or sexual orientation in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations. Phoenix Union High School District Career and Technical Education department does not discriminate in enrollment or access to any of the programs available. The lack of English language skills shall not be a barrier to admission or participation in the district’s activities and programs. The Phoenix Union High School District also does not discriminate in its hiring or employment practices.

This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the designated compliance coordinator: Mr. Juvenal Lopez, 4502 North Central, Phoenix, AZ  85012 (602) 764-1548.