

THE VIKING GUIDE COLLEGE & CAREER PLANNING



PALO ALTO HIGH SCHOOL
GUIDANCE RESOURCE CENTER
PAHS School Code 052-350
March 2021

For the Class of

2022



WHERE TO GO FOR HELP

<i>Help with meeting graduation/college/career requirements</i>	TEACHER ADVISOR
<i>Request transcripts (for applications/mid-year/final)</i>	ONLINE AT PALY.NET
<i>Correct transcripts/transcript questions</i>	REGISTRAR 329-3822
<i>Change name, address, phone #, etc.</i>	329-3823
<i>Appointments with College Advisor</i>	COLLEGE & CAREER CENTER – 329-3818
<i>College catalogs, viewbooks, and addresses</i>	COLLEGE & CAREER CENTER
<i>College representative visits</i>	COLLEGE & CAREER CENTER
<i>Information about college applications</i>	COLLEGE & CAREER CENTER
<i>SAT / SAT Subject Tests / ACT booklets and registration information</i>	COLLEGE & CAREER CENTER
<i>Scholarship information</i>	PALY.NET/COLLEGE & NAVIANCE
<i>Financial aid information</i>	PALY.NET/COLLEGE
<i>Naviance Registration</i>	329-3823
<i>Appointments with Career Advisor</i>	COLLEGE & CAREER CENTER
<i>Career Information</i>	COLLEGE & CAREER CENTER
<i>Work Permits & Exploratory Experience / Work Experience</i>	https://www.paly.net/campus-life/work-permits
<i>Help with college application forms</i>	TEACHER ADVISOR GUIDANCE OFFICE – 329-3814
<i>Help with college essay</i>	ENGLISH TEACHER COLLEGE ADVISOR – 329-3818
<i>Enrichment / Summer Programs</i>	NAVIANCE
<i>Gap Year Opportunities</i>	NAVIANCE

If you need assistance in Spanish or would like any portion of this guide translated, please contact Crystal Laguna, Outreach Counselor, at claguna@pausd.org #650-329-3719.

Si necesita asistencia en Español o desea cualquier parte de esta guía traducida, por favor, póngase en contacto con Crystal Laguna, Consejera de Divulgación, por correo electrónico a claguna@pausd.org #650-329-3719.

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Thank You PiE



YOUR CONTRIBUTIONS SUPPORT MANY OF THE UNIQUE SERVICES PALY PROVIDES:

- ✓ Teacher Advisor (TA) Program
- ✓ Science Staff
- ✓ Wellness Outreach Worker
- ✓ CASSY Therapist
- ✓ College and Career Advisor
- ✓ Counseling and Guidance Staff

INTRODUCTION

This Guide was prepared by the staff of the Palo Alto High School Guidance Department to serve as a resource for students during their last year and a half before graduation. The Guide is intended to serve all students, no matter what their post high school plans.

■ THE PRIMARY RESPONSIBILITY IS YOURS

The primary responsibility for planning your life after Paly rests with you, the student. You must conduct your own college and career search, arrange your schedule of tests, submit applications, arrange recommendations, and request to have transcripts sent when needed. Only in the area of applying for financial aid do your parents bear the primary obligation.

Rest assured, however, that there are many people and places at Paly to help you on your way. Several are mentioned below.

■ COLLEGE & CAREER CENTER

The College & Career Center should become the focal point of your planning activities. A full range of college and career information is available there.

College catalogs, scholarship information, visiting college representatives – to name a few, are found here. The college advisors, volunteers, and computer programs can provide the information you need to help you with your planning.

In addition to the college information, materials and information on career exploration, interest surveys, specific careers, technical schools, apprenticeship programs, and gap year opportunities are available. The Work and Exploratory Experience teacher is available to help. A job board is maintained in the hallway outside the College & Career Center to assist students in obtaining part-time employment.

■ YOUR TEACHER ADVISOR

Your TA is your primary source of information about the college application process. **All you need to know about what to do and when to do it will be given to you during advisories. You must attend them all to receive the information.**

On a more personal note, your TA will be writing your “school recommendation” for colleges that require it, and will be discussing your hopes and plans with you. In general, your teacher advisor is your guide for a smooth transition from high school to your post-secondary life.

■ CASE MANAGER

All students with IEP's are supported with their Individualized Post-Secondary Transition Plans through Paly's 3-Tiered Guidance System, in conjunction with their IEP supports and services. All students are assigned a Teacher Advisor (TA) and attend Paly's Advisory classes, with the exception of students who are on Certificate of Completion path. For all questions or concerns related to post-secondary planning for students with IEP's, students' case managers are the first point of contact as they coordinate all components of students' Individualized Education Programs, including their post-secondary plans and corresponding post-secondary goals.

■ GOOD LUCK

Your senior year and graduation are the culmination of many years of hard work. A wisely chosen career/education beyond high school can make the most of what you have gained during these years. You have our best wishes for success.

■ ONLINE RESOURCES

Everyday more information about preparing for college and career is posted online. It is difficult to keep up with all the available resources, but part of the fun of being online is searching for new and better sites. In the spring of 2020 several very good sites were:

ONLINE RESOURCES

http://www.paly.net	Paly Web site
https://www.paly.net/campus-life/guidance-department	Guidance Department
https://paly.net/counseling-wellness/college-and-career-center	College & Career Center
https://paly.net/counseling-wellness/college-and-career-center	Gap Year
https://paly.net/financial-aid-scholarships/scholarship-resources	Scholarship Resources
https://paly.net/campus-life/community-service	Community Service
http://www.collegeboard.org	College Board—including SAT testing, information on financial aid, and links to college Web sites
http://www.act.org	ACT testing program
https://admission.universityofcalifornia.edu/	University of California, includes application
http://www.calstate.edu	Home page for California State University system
https://www2.calstate.edu/apply/Pages/default.aspx	Admissions information and application for the California State University system
http://www.commonapp.org/	Access the Common Application online; also has links to its member colleges and to supplements that may be required
http://www.cccco.edu	Links to, and information on, California Community Colleges
http://www.cccapply.org	Online application center for all California Community Colleges
https://www.naviance.com	Naviance is a comprehensive Web site that can help make decisions about courses, colleges, and careers.
http://www.fafsa.ed.gov	Online version of the Free Application for Federal Student Aid, including federal school codes for colleges
http://www.studentaid.ed.gov	Information about federal financial aid, contains "Funding Education Beyond High School: The Guide to Federal Student Aid" and the federal school code list in English and Spanish
http://www.ftc.gov/scholarshipcams	Operated by the Federal Trade Commission, this site provides information about scholarship scams and how to identify/avoid/report them
http://www.finaid.org	Financial aid information – loans, scholarships, savings, and military aid including calculators to estimate future costs, savings growth, and Expected Family Contribution.
http://www.fastweb.com	Scholarship database
http://www.ldonline.org/indepth/transition	For students with learning disabilities, good for transitioning to college and to work
http://www.nationalservice.gov	Information about the Americorps program of National and Community service
http://www.ccc.ca.gov	Information about the California Conservation Corps
https://www.jobcorps.gov/	Information about Job Corps programs that offer educational and vocational training
http://www.bls.gov/ooh	Online version of the Occupational Outlook Handbook
http://www.scholarships.com	Free scholarship search engine

GRADUATION REQUIREMENTS

Students are required to have a minimum of 220 semester credits for graduation. Included in these credits are the subject requirements (160 credits) below. Ten credits are granted for successfully completing a course that meets each day for a school year; five credits are granted for a semester course.

SUBJECT REQUIREMENTS

PAUSD		CSU/UC () = RECOMMENDED	
Subject	Credits <i>D- or better</i>	Subject	Credits <i>C- or better</i>
English	40	English	40
Social Studies:		Social Studies:	
World History	10	<i>World History</i>	10
Cont. Wld./US Gov't	5/5	<i>US Hist./US Gov't</i>	10
US History	10		
Econ.	5		
Social Studies Elective	5		
Mathematics – Through Algebra 2 (must include Geometry)	30	Mathematics - Through Algebra 2	30 (40)
Laboratory Science		Laboratory Science	20 (30)
Biological Science	10		
Physical Science	10		
PE	20	PE	0
Visual & Performing Arts	10	Visual & Performing Arts (Same field for all 10 credits)	10
Career Technical Education	10	Career Technical Education	0
Living Skills	5	Living Skills	0
World Languages (through level 2)	20	World Languages Same language through level 2 (3)	20 (30)
Additional Credit for Graduation	25	Additional Credit for Graduation	10
Total Credits Required	220		N/A

In order to earn Paly credit for a course taken off campus, prior approval by the Assistant Principal of Student Services is necessary. Off-campus Prior Approval form is available in the Guidance Office.

For specific, detailed program and curriculum information see the Course Catalog on the Paly Web site – www.paly.net.

GRADE POINT AVERAGES

TO COMPUTE THE GPA (Grade Point Average)

Example

- 1) List each of the semester grades.
- 2) Convert the letter grades to numbers, as follows: A=4, B=3, C=2, D=1, F=0
- 3) Add all the numbers
- 4) Divide by the number of semester grades.

English	A = 4
Spanish	B = 3
Soc. Studies	C = 2
PE	A = 4
Math	B = 3
Science	F = 0
<hr/>	
$16/6 = 2.67$ GPA	16

District Unweighted (cumulative GPA): On your transcript, the "District Unw." in the GPA Summary section is the cumulative GPA, the average of all courses since the beginning of the 9th grade.

Weighted GPA (cumulative GPA): On your transcript, the "Weighted GPA" in the GPA Summary section is the cumulative GPA, the average of all courses since the beginning of the 10th grade giving extra weight to AP and Honors classes.

CSU/UC GPA: Compute Your Grade Point Average (GPA) for CSU/UC Eligibility

Use semester grades in all 10th and 11th grade CSU/UC approved courses. Summer school courses count, including the summer between 9th and 10th grade. For repeat courses, use the highest grade only.

CSU/UC approved honors/AP courses (*see UC-Approved Course List on page 36*) taken in the 10th, 11th, and 12th grades (maximum of 8 semester courses total, with no more than 2 courses taken in 10th grade) receive one additional grade point for each A, B, or C grade.

Step 1: Fill in the number of semester courses you have taken, next to the grade you earned.

Step 2: Multiply the number of courses by the grade points per grade to get the total grade points.

Step 3: Fill in the number of CSU/UC approved honors and AP courses (maximum as above) in which you received a C or better.

GRADE	NUMBER OF SEMESTER COURSES	GRADE POINTS PER GRADE	TOTAL GRADE POINTS
A		x4	
B		x3	
C		x2	
D		x1	
F		x0	
Honors/AP		x1	
SUBTOTAL			
TOTAL		TOTAL	

Step 4: GPA equals the total of Column 4 including honors line, divided by total of Column 2, *not including honors line*.

Your GPA =

For actual selection purposes, however, individual campuses may use a different GPA or GPAs during their evaluations. These GPAs may range from a fully weighted GPA that includes all UC-approved honors points to an unweighted GPA in which no honors points are included in the calculation.

Other Colleges: Many private and out-of-state public colleges consider your GPA from ninth grade on. For GPA requirements for admission to a specific college, visit the college's Web site, see the catalog, or look up the college in *The College Handbook* or other similar reference. Copies of these books are in the College & Career Center.

Weighted GPA: In college admission there is no standard "weighted GPA." Each institution establishes its own criteria for determining how many extra points may be given for which classes on an applicant's transcript.

Rank in Class: This is not reported to colleges by Palo Alto High School, but can be approximated for each class from the grade distribution chart on the *School Profile* published for that class.

POST HIGH SCHOOL OPTIONS

■ WHAT DO I WANT AS A CAREER?

What are the significant skills you possess? Are you good with your hands, good at problem solving, a motivator of people? Are you attentive to detail, fast with numbers, quick to catch on? What are your strong points? It is important to connect the things you know about yourself to the career areas you are considering. You can take an interest inventory on Naviance to explore careers and college majors based on your preferences. Do your plans for education after high school match your career hopes? You will need the help of your teacher advisor, parents, college and career advisors, and friends, but it is YOUR future. Talk with the Exploratory/Work Experience Coordinator in the College & Career Center to discuss employment possibilities. Summer jobs and/or internships will help you find out more about what you might consider for the future.

■ SHOULD I GO TO COLLEGE?

If your answer is “yes,” read *Choosing a College* – whether community, state, UC, or private. Continue to explore career opportunities at the same time.

If your answer is “maybe” or “no” look into the possibility of:

Vocational Schools/Correspondence Schools: These may be more appropriate than a public institution. For example, private conservatories of music permit a student to specialize more narrowly in the study of music than do public institutions. This is also true in the areas of art, business, modeling, court reporting, computer programming, drafting, fashion designing, etc.

Some courses can be completed in nine months, but do not offer the AA (Associate of Arts) degree that a two-year community college course offers. Always investigate the school you are considering to be sure that it is an accredited school that is operated ethically.

Armed Forces: They offer many training programs that prepare you for civilian jobs. The College & Career Center has information on the Armed Forces and can set up appointments for you to speak with representatives. www.military.com

On-the-Job Training: Frequently companies will train on the job and may require only a high school diploma. Check with individual companies. Apprenticeship programs are offered by trade unions such as the pipefitters, sheet metal and stonemasons unions.

US Job Corps: Offers programs that provide educational and vocational training. There are seven training centers in California, including in San Jose and at Treasure Island. There are also centers in Oregon, Nevada, Arizona, and Utah. For general information go to www.jobcorps.gov

CET (Center for Employment Training): Job training and placement programs. For information call 1-800-533-2519.

ROP (Regional Occupational Program): Obtain information from the ROP Coordinator.

Americorps NCCC (National Civilian Community Corps): Ten-month program. Offers young people the opportunity to gain experience in a number of areas while helping the environment and/or other people. While in service earn living stipend, health insurance, and education award of up to \$5,775. Some information is available in the College & Career Center. You may also go to <https://www.nationalservice.gov/programs/amicorps/amicorps-programs/amicorps-nccc> or call 1-800-942-2677.

California Conservation Corps (CCC): CCC hires young men and women, 18 to 23, to work for one year on a variety of environmental and community projects and to respond to such emergencies as forest fires and floods. California residents not on probation or parole are eligible. For information, go to www.ccc.ca.gov

COLLEGE & CAREER CENTER/ CAREER RESOURCES

Visit the College and Career Center as often as you can to seek information important to you in planning for your future, either work or college. Listed below are some of the career resources, activities, and services available.

Career Exploration: Career exploration opportunities for students are continually updated. You can find many information and interest surveys online. Start with Naviance.

Career Library: Books outlining career possibilities for specific fields of interest, the *Occupational Outlook Handbook* and career decision guides are available in the College & Career Center.

Santa Clara County Community Colleges: Descriptions of programs of study for two-year career programs.

Work Experience & Exploratory Experience: The Work and Exploratory Experience teacher can be found in Room 711 during brunch by scheduled appointment. Call for appointments.

Files:

- ✓ Summer: pre-college programs, specialty camps, travel/service programs
- ✓ Gap-Year ("year-off") programs, 13th year-post grad prep schools, service programs

NAVIANCE

Naviance Student is a Web-based service designed especially for students and parents. It is a comprehensive website that you can use to help make decisions about courses, colleges, and careers. Naviance Student also features up-to-date information that's specific to our school. And, it lets us share information with you about upcoming meetings, news, and events, as well as other Web resources for post high school planning.

With the Naviance Student mobile app, students can access post high school planning on the go! Once installed, the mobile-friendly app will periodically sync with the student's Family Connection account. The mobile app can be used online and offline; download it now from the App Store. (This app is not available for parentaccounts.)

■ ACTIVATE YOUR ACCOUNT

Use the personalized registration code to logon to <https://www.naviance.com> and set up your Naviance account as a new user (you can also access Naviance from www.paly.net). Remember to enter your email address to set a username and then create a password.

SELECTED FEATURES TO EXPLORE		
FEATURE	DESCRIPTION	HOW TO ACCESS
<i>Résumé</i>	<ul style="list-style-type: none"> Record your high school activities, awards, volunteer experience, etc. Rearrange your information into multiple printable versions of a résumé that you can use to present to potential employers or colleges in the future. 	<ol style="list-style-type: none"> Click the <i>About Me</i> tab in the top right navigation panel Click the <i>My Stuff</i> hyperlink Click the <i>Résumé</i> hyperlink under the <i>My Stuff</i> section
<i>Career Interest Profiler</i>	A career interest survey about interest in types of work activities. Use the results to explore suggested occupations; examine the education, training, and skills required [and where to obtain them], as well as wages typical for these occupations.	<ol style="list-style-type: none"> Click the <i>Careers</i> tab in the top right navigation panel Click on the <i>Explore</i> button Scroll to the <i>Career Interest Profiler</i> hyperlink under the <i>What are My Interests</i> section
<i>Do What You Are</i>	A personality survey. Use the results to explore suggested college majors and careers based on your preferences and strengths.	<ol style="list-style-type: none"> Click the <i>About Me</i> tab in the top right navigation panel Click the <i>My Assessments</i> hyperlink Click the <i>Do What You Are</i> hyperlink under the <i>My Assessment</i> section
<i>College Search</i>	<ul style="list-style-type: none"> Set search criteria to yield a list of colleges to explore. Save your search to access/modify later. Click on the various tabs of the college profile (<i>overview, studies, student life, admissions, and costs</i>) to learn more information. Click the heart next to the college name, to make it a favorite and add the college(s) you're interested in to your <i>My Colleges</i> list for future reference. 	<ol style="list-style-type: none"> Click the <i>Colleges</i> tab in the top right navigation panel Click on the <i>Find Your Fit</i> button Click the <i>Advanced College Search</i> hyperlink under the <i>Find Your Fit</i> section
<i>Maps</i>	Groups of types of colleges by location. Click on a college to view its profile.	<ol style="list-style-type: none"> Click the <i>Colleges</i> tab in the top right navigation panel Click on the <i>Research Colleges</i> button Click the <i>College Maps</i> hyperlink under the <i>Research Colleges</i> section
<i>Document Library</i>	<ol style="list-style-type: none"> CSU and UC (GPA calculation, min. reqs, etc.) Paly-specific information (e.g. school profile) Other college-related information (essays, College Tracking chart used to estimate chances of admission, etc.) 	From <i>Home</i> , scroll down to the <i>Resources to Get Ready</i> section and click the <i>Document Resources</i> hyperlink near the bottom of the home page.

<i>Scholarship List</i>	College and local organization-sponsored scholarship opportunities updated weekly. Database lists entries by name, deadline, award amount, merit or need-based, and application requirements; click on a column header to sort entries. You can also browse by category to yield a search list relevant to your interests.	<ol style="list-style-type: none"> 1. Click the <i>Colleges</i> tab in the top right navigation panel 2. Click the <i>Scholarships & Money</i> button 3. Click the <i>Scholarship List</i> hyperlink under the <i>Scholarships & Money</i> section
<i>Enrichment Opportunities</i>	This database not only lists entries by type (international, college-sponsored, high school-sponsored, & special interest) but also allows you to browse by special interest as well as search by keywords like the name, location, etc. Learn about program dates and costs (if available), any requirements, and the sponsor's Web site for more information and the application.	<ol style="list-style-type: none"> 1. Click the <i>Colleges</i> tab in the top right navigation panel 2. Click on the <i>Research Colleges</i> button 3. Click the <i>Enrichment Programs</i> hyperlink under the <i>Research Colleges</i> section
<i>Naviance Test Prep</i>	Naviance Test Prep for SAT and ACT is an adaptive learning platform that helps students build their math, reading, writing, and SAT/ACT test prep skill by identifying each student's individual strengths and weaknesses to create a customized study plan based on their needs and timelines. As students progress through the course, the program adapts to their needs. With Naviance Test Prep, students can take diagnostic pre-tests, work on targeted lessons, and take a full-length, timed practice test.	<p>From <i>Home</i>, scroll down to the <i>Resources to Get Ready</i> section and click the <i>Naviance Test Prep</i> hyperlink.</p> <p>Only students have access to this feature; parents will not see the link when logged in to their accounts..</p>

COLLEGE APPLICATION STATISTICS

College application statistics for the classes of 2016-2019 are available in Naviance. To protect student privacy, if fewer than 4 students applied to a college, the statistics are not available. NOTE: Self-report data collection about application outcomes for the class of 2020 is incomplete due to the COVID-19 pandemic.

FEATURE	DESCRIPTION	HOW TO ACCESS
<i>Application History</i>	Summary of Paly application results (total applicants, students accepted, and students enrolled), by year.	<ol style="list-style-type: none"> 1. Click the <i>Colleges</i> tab in the top right navigation panel 2. Click on the <i>Find Your Fit</i> button 3. Click on the <i>College Lookup</i> hyperlink 4. After looking up and selecting a college, click the <i>Admissions</i> tab beneath the college name and look at the <i>Applications from Your High School</i> section.
<i>Graph</i>	<p>Historical application results (accepted, denied, deferred) represented in a scattergram graph; applicant average GPA appears on the y-axis and applicant average SAT/ACT scores on the x-axis.</p> <p>N.B.: For an applicant to be represented on a scattergram for a given college, three things must be present:</p> <ol style="list-style-type: none"> 1. An application result (accepted or denied) 2. A GPA 3. A test score 	<ol style="list-style-type: none"> 1. Click the <i>Colleges</i> tab in the top right navigation panel 2. Click on the <i>Find Your Fit</i> button 3. Click on the <i>College Lookup</i> hyperlink 4. After looking up and selecting a college, click the <i>Admissions</i> tab beneath the college name, scroll down the page to the <i>Scattergrams</i> section 5. Select SAT or ACT scores from the <i>Comparing</i> dropdown menu <p>N.B. Weighted GPAs began with the class of 2018</p>
<i>College Compare</i>	Compare your GPA and test scores to the average GPA and test scores of Paly-admitted students for colleges you are considering. School averages are displayed in green when your academic profile is higher and in red when your academic profile is lower than those of past admitted students.	<ol style="list-style-type: none"> 1. Click the <i>Colleges</i> tab in the top right navigation panel 2. Click on the <i>Research Colleges</i> button 3. Click the <i>College Compare</i> hyperlink.

To view an online demonstration of how to the highlighted features and functions described above, please visit: www.youtube.com/palycce and choose: *Overview*, *About Me & Careers* tab, and/or *Colleges* tab.

We hope that you will find this resource helpful. If you have further questions about Naviance Student, please contact the College & Career Center.

E-MAIL

Registering e-mail in Naviance ensures you receive e-mail communications from the C&CC; information that is important but too lengthy for the bulletin.

If you add prospective colleges to your my Colleges I'm Thinking About list, when a college rep visit is scheduled for one of your prospective schools, you will receive an automatic e-mail reminder about the visit.

Your e-mail address is used to apply to college and how colleges will communicate with you about missing items, financial aid, and more. Plan to keep your e-mail address throughout your years at college.

I suggest an e-mail address that has your name in it to make it easier for the admissions office to match all your inquiries and materials easily. The name of your e-mail address and the way you communicate via e-mail creates a first impression.

E-MAIL & INTERNET TIPS

- ✓ Register your e-mail in Naviance
- ✓ Use a respectable sounding e-mail address on applications and when communicating with colleges; plan on keeping it while in college (~4 yrs.)
- ✓ Treat e-mail as formal correspondence; use legal name, date, salutation, greeting, signature
- ✓ Do not use instant messenger abbreviations
- ✓ Check e-mail regularly!
- ✓ Set Facebook and all other profiles to "private" status
- ✓ In a recent poll of college admissions personnel, 31% say they do use Google, Facebook and other sites to research students

We hope that you will find this resource helpful. If you have further questions about Naviance, please contact the College & Career Center.

Now is the perfect time to clean-up your digital footprint.

Here's a checklist with some tips to get you started:



SEARCH YOURSELF ONLINE

Do a quick Web search of your first and last name. Don't forget to try slightly different spellings, too. Find something about yourself you don't like? If it's posted by a friend, ask them to take it down. Or try contacting the site administrator and request they remove any unwanted content.



CHECK PRIVACY SETTINGS

The privacy settings on your favorite [website](#) or [social network](#) may have changed since you last checked. Take time to understand current settings so you know just what you're sharing, and update them if there are things you don't want public.



USE STRONG PASSWORDS

Whether email or banking, it's a good idea to have [different passwords for different sites](#). Change the passwords across your various accounts to a combination of words, numbers and symbols that are easy for you to remember but hard for others to guess.



UPDATE SOFTWARE

[Computer viruses](#) and [spyware](#) can wreak havoc on your computer. Check for software updates you may have previously ignored or download one of the many safe programs available online to ensure you have the most up-to-date security for your system. You can even schedule automatic updates and let your computer do the work for you!



THINK BEFORE YOU POST

Your digital footprint is more than the information available about you on the Web; it's about your interactions too. Before you put anything online, ask yourself if it's something you really want others to see or know about you.



MAINTAIN YOUR MOBILE DEVICE

Take time to [understand your mobile device settings](#) and set a password. It's also a good idea to review any apps you've downloaded and their information-sharing policies. Delete ones you just don't use.



BUILD A POSITIVE REPUTATION

Use your online presence to build a positive reputation for yourself and inspire others! Start a blog about the good things happening in your community, make a virtual fundraising campaign for a cause you're passionate about, or text a compliment to a friend.



EXPLORATORY EXPERIENCE, WORK EXPERIENCE

Any student interested in taking one of these courses should talk to the teacher in advance. In addition, the Job Board is posted in the office and Work Permits are available there. Any student under the age of 18 must have a work permit as required by law.

THE WORK EXPERIENCE EDUCATION PROGRAM

Additional information about work permits can be found at <https://www.pausd.org/student-services/work-permit>. Work Experience is a program where students can individualize their learning outcomes based on their work-based learning needs.

✓ Tier 1 = Work Permit

Students obtain a work permit through the WEEP program, but do not desire to pursue any additional support/guidance at this time. Students do not earn units for this tier.

✓ Tier 2 = Work Permit + Certifications

Students obtain a work permit through the WEEP program and can also complete online certifications to gain basic knowledge in certain fields (for example: CPR, Food safety, etc.). Students do not earn units for this tier.

✓ Tier 3 = Work Permit + Exploratory or Work Experience Course

Allows students to earn unit credit towards CTE requirements (or elective) and complete relevant certifications to enhance their personalized learning. In addition, students benefit from workplace oversight since the WEEP teacher makes quarterly visits to the student work sites.

The WEEP program combines classroom instruction with part-time student employment (internship or paid position). Students develop work habits, attitudes, self-confidence, job-related skills, and demonstrate their mastery through a portfolio. The course follows the California Department of Education guidelines and covers the following curriculum: career exploration, job/work cycle, labor law, economic awareness/financial literacy, and soft skills.

Students must have an appropriate* job/internship and obtain a valid work permit prior to attending class. If a student wishes to take the course and does not have a job/internship, the student must meet with the Work Experience Education Teacher to assist with finding a position prior to the beginning of the semester.

Class meets one time per Week as an 8th period (Gunn Monday after school, Paly Tuesday after school). Students work a minimum of 3 hours per week in addition to their time towards academic work. Students can earn a total of 5 units of credit per semester, but credit earned is variable based on the number of hours worked during the semester and on class attendance.

**All employers must comply with labor laws and regulations concerning Workers' Compensation Insurance, Social Security, and Income Taxes. An employer-employee relationship must exist and all employers must agree to work with the student and teacher in order for the student to successfully complete the class*

EXPLORATORY EXPERIENCE (unpaid job/internship)

Not UC-Approved

8421AS..... Expl Exp11 (after school).....First Semester9-12

8422AS..... Expl Exp11 (after school).....Second Semester9-12

WORK EXPERIENCE (paid job/internship)

Not UC-Approved

8484AS..... Gen WEEP11 (after school).....First Semester11-12

8486AS..... Gen WEEP11 (after school).....Second Semester11-12

THE WORK EXPERIENCE PROGRAM

Work Experience is a program that combines classroom instruction with part-time paid student employment. Students develop work habits, attitudes, self-confidence, job-related skills, and a portfolio. The course follows the California Department of Education guidelines and covers the following curriculum: career exploration, job/work cycle, labor law, economic awareness/financial literacy, and soft skills.

Students must have an appropriate* job and a valid work permit prior to attending class. If a student wishes to take the course and does not have a paid job, the student must meet with the Work Experience Teacher Coordinator the semester prior to the start of the class. The Teacher Coordinator will work with the student to help them find a position prior to the beginning of the semester. If a student is registering for the fall semester and does not have a job, the student must work with the Teacher Coordinator in May.

All employers must comply with labor laws and regulations concerning Workers' Compensation Insurance, Social Security, and Income Taxes. An employer-employer-employee relationship must exist. All employers must agree to work with the student and teacher coordinator in order for the student to successfully complete the class.

Class meets one period per week. Students work a minimum of 3 hours per week outside of class time. Students earn 5 units of credit that can be applied toward either Career Technical Education or Elective credits each semester.

- ✓ *Prerequisites:* None; open to grades 11-12
- ✓ *District SLOs Addressed in this Course:* 1, 2, 4, 6

WORK PERMITS

California work permits are required for students aged 14-18.

- ✓ Students ages 14-18 are not allowed to be employed without a permit.
- ✓ Work permits must be re-issued and updated five (5) days after the start of each school year.
- ✓ Consult back of work permit form for regulations and restrictions regarding minors and work.
- ✓ Work permits downloadable from paly.net

EMPLOYMENT

JOB NECESSITY

Sooner or later, everyone will seek employment. Over one-fourth of all high school students are already working at part-time jobs. About three-fourths of college students work during vacations and/or part-time while on campus. Almost all financial aid packages for college students expect the recipients to work for part of their total expenses. And, of course, some students choose to go to work full-time after graduating from high school.

LABOR MARKET

A very brief description of the labor market may be of help, not only in career planning, but also in seeking one's first job.

- ✓ **Unskilled:** Usually on the lowest end of the pay scale, requires no previous special training and affords little opportunity for advancement; includes such jobs as janitorial, food services, simple sales, simple clerical, etc.
- ✓ **Skilled:** Requires special training, usually pays more, and offers advancement; includes such jobs as typing and secretarial, bookkeeping, drafting, mechanical, electronic assembly, cooking, selective sales and services. Most of this training is available in high school business, industrial arts, homemaking, and ROP classes.
- ✓ **Semi-professional:** Requires advanced technical training provided in community colleges and private trade schools. Starting pay is usually quite good, and there are many opportunities for advancement; includes business and mechanical specialists, health care services, electronic and scientific specialists, data processing, building trades, and repair persons. Refer to "Occupational Programs" in community colleges.
- ✓ **Professional:** Requires a college degree and often an advanced degree from a graduate school, usually the highest-paying, and provides significant opportunities for advancement; includes doctors, lawyers, teachers, engineers, business administrators, scientists, architects, dentists, etc.

PREPARE

You can expand your work options by taking one or more classes in high school that offer skill training. Choose one that is most enjoyable. The value of good keyboarding skills should not be overlooked, both for personal use and employment.

WHERE TO LOOK FOR WORK

Listed below are suggestions for locating employment opportunities:

- ✓ Contact the Work Experience Coordinator in the College & Career Center. Students enrolled in the Work Experience class will be given priority for job placement.
- ✓ Job Board outside the College & Career Center.
- ✓ Student job boards at high schools, colleges, and universities.
- ✓ Talk with friends of your parents who are in the business community (networking).
- ✓ Go directly to the employment office of a company or business and ask to fill out an application. Leave a copy of your resume.
- ✓ Access a company's home page on the internet and look under "Job Opportunities" for high school students.
- ✓ Search online.

HOW TO APPLY FOR A JOB

Before applying for a job, prepare a resume (*see following pages*). If it is a business that has rush hours, such as a restaurant, go at a slow time. If the business is small, ask to see the manager. If it is a large company, go to the employment office (may be called "Human Services" or "Human Resources"). Whether or not there is an immediate

job opening, ask to fill out an application and leave a copy of your resume. Do not expect an immediate answer. Many employers say that they will call later. Thank them for their consideration and ask permission to call them in three or four days. It shows interest in the job.

■ HOW TO WIN IN AN INTERVIEW

In a way, a casual type of interview is taking place at the time one fills out the job application, but often a more formal interview will be requested by the employer. The two things the employer is seeking to learn in an interview are assurance that the applicant can do the job effectively and confidence that the applicant has desirable work habits. Hints for a good interview:

- 1) Be on time. Look your best. "Clean and Neat" is the rule. Don't over-dress or be too casual.
- 2) Go alone. Take a pen.
- 3) Present a firm, enthusiastic handshake and keep good eye contact with the interviewer.
- 4) Sit with good posture and listen carefully.
- 5) Be prepared to answer such questions as the following:
 - a) How did you become interested in this type of work?
 - b) How good is your school attendance record?
 - c) What is your best subject in school?
 - d) What are your personal and work goals?
 - e) What do you think qualifies you for this job?
 - f) How well do you get along with people?
- 6) Following are some questions you, the applicant, might ask:
 - a) For whom and with whom will I work on the job?
 - b) What are the tasks required on the job?
 - c) Are there opportunities for advancement?
 - d) What will the hours and wages be?
- 7) When the interview is closed, thank the interviewer. Ask when applicants will be notified. Ask if it is all right to call in a few days, and do so if possible. This demonstrates interest.
- 8) Follow up with a thank-you note to the interviewer.

■ HOW TO KEEP A JOB

To succeed on the job is simple. Just do the following:

- 1) Follow all directions thoroughly and cheerfully.
- 2) Do not loaf. When a task is completed, seek more to do.
- 3) Be honest. Be completely reliable. Be prompt. Don't leave early.
- 4) When the time comes to terminate the job, give two weeks' notice.

RESUME WRITING

The resume often is your first contact with an employer. Its purpose is to provide the prospective employer with important facts. You want to sell him or her on the idea of hiring you. It is your opportunity to emphasize your strong points. Not only may the employer decide to take the time to interview you after reading the resume, but also, if you are hired, the data may be referred to later by a supervisor when a promotion or change of job assignment is under consideration.

The resume may be attached to a letter requesting an interview, or it may be presented at the time of the interview. Keep it short – no more than one page. Do not try to give your entire life history but briefly highlight your best selling points. The neatness of the paper tells the interviewer more about you than you realize. Look your best!

The organization and style give you a chance to present yourself in your own way. However, it should include the essentials as indicated on the sample attached. Following are some general instructions and explanations about specific details:

- ✓ **Identification:** Include requested statistics.
- ✓ **Experience:** List all of the jobs you have held. Items to mention include baby-sitting, yard work, newspaper routes, exploratory experience, work experience, volunteer work, community service, and any significant tasks or projects you may have done without pay for parents or friends.
- ✓ **Educational Background:** In addition to your present and most recent schools, list any courses you have taken that relate to the kind of work for which you are applying.
- ✓ **Activities:** List extracurricular activities at school and in the community. Include organizations you belong to, offices held, and honors you have received. Identify your hobbies and interests.
- ✓ **Future Plans:** Tell only about the ones that relate to the job for which you are applying.
- ✓ **References:** "Available on request" is acceptable on a resume, but do arrange for references. Remember to ask permission to use a person as a reference, and be sure your references are informed about your work skills.

A sample resume for a high school student appears on the following page. Further resource materials are available in the College & Career Center and from the Work/Exploratory Experience Coordinator.

RESUME BUILDER FEATURE IN NAVIANCE

Record your high school activities, awards, volunteer experience, etc.

Rearrange your information into multiple printable versions of a resume that you can use to present to potential employers or colleges in the future.

- 1) Click the *About Me* tab.
- 2) Click the *Résumé* link under the *Interesting My Stuff* section.

SAMPLE RESUME

John Robert Doe
200 South Third Avenue } *Use of address optional*
Palo Alto, CA 94303
myemail@address.com
(650) 555-3814

Objective To obtain a job with the technical department of a manufacturing company.

Experience **Technical Design**

- Designed and built solar-powered car (one-person).
- Designed multi-media, computer-directed light and sound presentation.
- Developed model for automated, solar-powered home.
- Completed two years of design and technology program.

Engine Mechanics

- Built motor for solar-powered car.
- Assisted with engine rebuilding on two Volkswagens.
- Assisted in engine repair on riding and other lawn mowers.

Work History **Grounds Crew/Maintenance, June 2018- present**
Bayview Apartments
Palo Alto, California

- Duties: landscape maintenance, some plumbing, carpentry, general repair.

Library Page, 2016-2018
Palo Alto Main Library
Palo Alto, California

- Duties: audio-visual equipment repair, office work, reshelving, data entry.

Education Palo Alto High School, Class of 2020

References Available on request

COLLEGE & CAREER CENTER/ COLLEGE RESOURCES

The College & Career Center is located in the Library Building, next to the Guidance Office. The Center is open every school day and is available for students and parents to use as a resource center for information about post high school programs and careers. Student appointments may be made with a college advisor and/or the career advisor for individual guidance. The College & Career Center offers the following college-related resources:

Reference Guides: College selection, Financial Aid, Special Needs, Summer Programs, Internship, College essay, Campus visit information, athletics.

College Catalogs, Research Books, Guide Books: May be checked out for one week. Guide book categories include: art and design, performing arts, foreign universities, books about college admissions process, collegiate athletic recruiting, financial aid, interviews, and majors.

Files:

- ✓ College Files: contain notes from College rep visits and brochures
- ✓ Enrichment Files: pre-college programs, specialty camps, travel/service programs
- ✓ Gap-Year ("year-off") programs, 13th year-post grad prep schools, community service programs
- ✓ Scholarship Files: local and national scholarship opportunities
- ✓ List of colleges with recent Paly graduates attending each

College Viewbooks: Filed by state – an introduction to a college with photos of campus life.

College & Specialty School Rep Visits: Meetings during the fall with college and specialty school representatives open to all juniors and seniors (and parents). These visits are announced in the *In Focus*, listed on www.paly.net/college. When a presentation conflicts with a class, students must obtain permission in advance from the teacher whose class will be missed. At least one day in advance, pick up the necessary form in the College & Career Center and get your teacher's signature. At the rep visit one of the college advisors will sign the form to serve as your admit to class.

Visits with college representatives are a great way for students to get questions answered and to establish relationships with regional admissions officers (or staff of higher status!) who are often responsible for reading/advocating for our students' applications. Some colleges track students' "demonstrated interest", so attending a visit could be beneficial. Of course, it's not always feasible for students to miss class to meet with college representatives. If students can't meet with the reps of colleges they are especially interested in, they are encouraged to leave a note with a college advisor to pass on to the reps.

Computer Resources:

- ✓ Two computers with internet access available for student and parent use.
- ✓ <https://www.naviance.com>
- ✓ www.paly.net/college for enrichment opportunities, scholarships, college-bound athletes, gap year, learning disabilities.

Military/ROTC: Information supplied by all branches of the armed services including ROTC scholarships.

Test Preparation & Registration: SAT, PSAT, ACT, AP test study guides. Registration information and materials for SAT and ACT.

Forms:

- ✓ College Rep visit forms - to be signed by teacher prior to meeting

CALENDAR: WHAT TO DO, WHEN

JUNIORS

If you haven't already done so, explore Naviance. Many important emails and reminders will be sent via Naviance. Check email often. Use the folder given at the College and Career Center orientation to keep all important papers.

Attend all Advisories! From now until the end of your senior year, your teacher advisor will be giving you the information you need to move on after Paly. It is **critical** for you to attend advisories.

FALL OF YOUR JUNIOR YEAR

- ✓ Start your year off right by attending all advisories.
- ✓ Attend College Fair in October.
- ✓ Start developing a resume – a record of your accomplishments, activities, and work experiences. This will be an important part of your college application. Use “Resume Builder” on Naviance.
- ✓ If you haven't participated in many activities outside of class, now is the time to sign up. Consider clubs at schools, team sports, leadership roles, or involvement in your religious or civic community group.
- ✓ Take the PSAT. Paly juniors take the PSAT in October which will qualify you for some scholarship consideration and identify you to colleges as a potential applicant. When you receive the results (usually in December), review them to learn more about your strengths and weaknesses. Discuss the results with your family.

January/February

- ✓ Be sure to listen for test dates for the PSAT, ACT, and SAT. Register for a spring offering of the SAT and/or ACT.
- ✓ Begin to prepare for the ACT or SAT. Free test preparation is available on Naviance. You should plan to take at least one of those tests in the spring and again next fall during your senior year. Ask Ms. Cernobori, the College Advisor, if you qualify for a fee waiver. You'll need to register up to six weeks ahead of time.
- ✓ Meet with a college advisor after your introduction to the C&CC. Make sure that you will be enrolled in the most challenging courses for which you are qualified.
- ✓ Search Naviance Enrichment Database for summer opportunities on college campuses. These can be a great way to find out what college life is all about and make you a more attractive candidate for admission to colleges.

SPRING OF YOUR JUNIOR YEAR

Admissions Tests to Colleges: Most public and private colleges require one or more college admissions tests. There are two groups of college admissions tests: SAT and ACT with or without the Writing Test. As you explore which colleges to apply to, note which tests they require.

- ✓ For the Class of 2022, a majority of colleges are test optional due to the pandemic; review list at www.fairtest.org
- ✓ CSUs are test blind (won't accept scores)
- ✓ UCs are test optional (but some campuses are test-blind)
- ✓ Military academy and public universities in Florida and some international universities still requiring scores

March/April

- ✓ Military Academies: Applications should be initiated during your junior year if you are interested in a military academy. Look for information on the academy's Web site.
- ✓ Begin taking a more serious look at colleges and universities. Make a file for each college in which you are interested and gather information about academics, financial aid, and campus life. Go to college fairs and open houses and learn as much as you can about colleges online.
- ✓ Visit colleges. A good time visit is when the college is in session and during our Spring break. Include a large, medium size, and small campus with a variety of selectivity. Check with the admissions offices, college visit guide, and/or college Web sites for tour schedules and information. If you will have to miss a school day, get a permission form from the Attendance Office a minimum of 3 days before leaving. It takes three days to process via parents, administrators, and teachers. A maximum of five school days per year are excused for college visits.
- ✓ Develop a preliminary list of colleges that interest you and research on Naviance and college Web sites.
- ✓ Think about lining up a summer job, job shadowing opportunity, volunteering or information interview.
- ✓ Fill out the various forms of the Senior Profile. Ask your parents to fill out the parent assessment form. All forms are found on <http://www.paly.net>. Read, discuss, and sign the "contract" regarding family discussions.

May

- ✓ If needed, ask teachers if they will write recommendations for you. Distribute Supplemental Information Forms (SIF) to other teachers, coaches, employers, etc.
- ✓ Consider college majors, remembering your interests and strengths revealed by visiting Naviance.
- ✓ Take college admissions tests.
- ✓ Register with NCAA Clearinghouse if you are interested in intercollegiate sports at the Division I or II level. Go to the Web site, <http://www.ncaa.org/student-athletes/future/how-register> to register online. Arrange for a transcript to be sent to the Clearinghouse at the end of junior year. Arrange with the testing agency (College Board or ACT) to send your SAT or ACT scores directly to the Clearinghouse.
- ✓ Take a look at some college applications and consider all of the different pieces of information you will need to compile.
- ✓ Make a list of teachers, counselors, employers, and other adults whom you might ask to write letters of recommendation for your college applications.

SUMMER

- ✓ Continue investigating colleges.
- ✓ Begin thinking about your applications. Generally, colleges will have their applications online by the beginning of August. Work on the essay before you return to school!

SENIORS

AUGUST / SEPTEMBER

August 1: UC application opens. Submit UC applications between November 1 and November 30.

Requirements: Make certain that you will fulfill all subject and credit requirements for high school graduation and for college entrance. If necessary, change your high school program to meet specific college requirements.

Early Graduation: If you are thinking of graduating at the end of the first semester, talk to your teacher advisor. Forms are available in the Guidance Office.

Transcript: Check the accuracy of your transcript when you receive it in advisory. Take corrections to the Registrar immediately.

Information File: Keep all information you accumulate in your own file.

Advisories: You will receive a packet of college application instructions, procedures, and deadlines from your teacher advisors.

Application Requirements & Deadlines: Use the Application Tracking Chart given in advisory.

- ✓ Standardized test dates, registration deadlines, and fees
- ✓ College application due dates
- ✓ Financial aid application forms and deadlines
- ✓ Other materials you'll need for college applications (recommendations, transcripts, essays, etc.)
- ✓ Your high school's application processing deadlines

College Choice: Narrow it down. Meet again with college advisor. Check college Web sites, Naviance, and guidebooks to make sure your list is balanced and decide which colleges are the best fit for you and to determine that you meet entrance requirements. Continue to visit colleges.

College Applications – Private: You may be able to use the **Common Application**, available online at www.commonapp.org. If you do use the Common Application, you must also complete all applicable supplemental forms for each college.

Careers: The College & Career Center has much career information for you to explore: two-year programs, special schools, career training programs, and community service.

Recommendations: Recommendations are required for most private colleges, for some out-of-state public colleges, and for many scholarships. **Recommendations are not required for UC and CSU at the time of application, although UC scholarships and certain other circumstances may require a letter later.** If you need a teacher advisor recommendation, update your Senior Profile. Arrange for teacher recommendations if you haven't already done so.

Admissions Tests: If you need to take or retake admissions tests, go online or pick up new test bulletins for the SAT and ACT. Note the testing deadlines carefully. Register for the tests required for the colleges to which you will apply. Unless applying early, the December test date is the last possible date for most colleges.

Scholarship Offerings: Many scholarships are available from colleges, organizations, special training programs, ROTC, and Armed Services. Look on Paly.net/college for more information under "Scholarship Resources". Scholarships are listed in Naviance and the Paly Link.

College/Career Representatives (Reps): Go to see the college reps and people representing careers and vocations in the College & Career Center. Dates are listed in the *Daily Bulletin*, on www.paly.net/college and in the College & Career Center. You will need to get teacher permission slips from the College & Career Center and your teacher's signature in advance if you have a class at the same time.

Financial Aid: This is the time to check Financial Aid deadlines. They vary by college. Check to see if any of your colleges require that you submit the CSS/Financial Aid PROFILE application available at www.collegeboard.com. It is required by most private colleges.

Early Decision/Early Action: If you are considering applying to a college under an "Early" program, talk to the college advisor and your teacher advisor to be sure that such a program (especially if it is a binding "Early Decision" program) is right for you. Get all your application materials **now** and begin to work on them. Be sure you understand and comply with all the particular requirements and restrictions of the college to which you are applying early.

OCTOBER

October 1: FAFSA opens.

College Visits: Continue to visit colleges. If you cannot travel far, visit the many campuses in our area and check out the virtual tours colleges have posted on their Web sites.

Free Application for Federal Student Aid (FAFSA): You are very strongly encouraged to submit the FAFSA online. Submit by March 2 or earliest college deadline for California public colleges.

UC & CSU Application Forms: You do not need to send for them; the forms will be available online in the fall. UC and CSU are asking all applicants to apply electronically. UC and CSU **do not require a transcript or recommendations at the time of application.** Some campuses may ask for a transcript after receiving your application.

CSU Priority Filing Period: Applications are accepted for priority filing for specific CSU campuses and programs. Each year more and more campuses and programs are impacted and require priority filing October 1 - November 30.

SAT and ACT Tests: Check on college Web sites or in the College & Career Center for which tests are required for your colleges. **You may be required to take the tests now.** The registration fee includes sending the results to four colleges. Additional reports may be requested then, or later online or by phone, for a fee.

For some CSU campuses, October is the latest SAT/ACT test date accepted.

Early in October – Check your application procedures and deadlines: Applications to the UC and CSU are filed directly online by the student. Paly's involvement is only required if a particular campus requests a transcript. Most private and out-of-state public colleges do require transcripts and other official information from Palo Alto High School. For those colleges, you'll need Paly to submit information including a form called "Secondary School Report", "School Report", "SSR", or "Counselor's Recommendation."

- ✓ Each student must use a cover sheet. Please list every college to which you apply.
- ✓ If your school uses the Common Application – only the cover sheet is submitted to Paly. The SSR and transcripts will be submitted electronically online along with the TA letter of recommendation.
- ✓ Some non-Common Application colleges will have forms of their own to submit.
- ✓ More information about each application process will be shared in the Fall.

Transcripts, for non-Common Application colleges that require them, are requested online (*see directions on page 55*). The Cover Sheet and any application materials are due *approximately* a month (but see the exact due date on Paly Deadlines) before the college's due date. PLEASE adhere to the Paly Deadlines found on the back of the Viking Guide or we cannot guarantee your information will arrive at your college on time.

■ NOVEMBER

UC and CSU Applications: Due November 30. Continue to submit CSU applications for priority filing before November 30.

"Early" Grades: If applying Early Decision/Action, only ask the Registrar to send your first quarter grades if specifically requested by the college.

Scholarships & Financial Aid: If you are interested in scholarships and financial aid from California public institutions, be sure to check the appropriate item on the application form. Apply to the Financial Aid Office of your private college choices. You may be required to file the *CSS/Profile* form. WATCH DEADLINES!!

Career Programs at Community Colleges: Make an appointment to meet with a community college counselor if you are interested in special career programs such as Dental Assisting and Ultrasound Technology. Many courses of study have prerequisites and special requirements.

■ DECEMBER

College & Career Meetings: Attend college and career meetings in the College & Career Center. Listen to the *Daily Bulletin* and watch the bulletin board for announcements.

Financial Aid: If you will be filing the FAFSA online, create a FASID at www.fafsa.ed.gov.

JANUARY / FEBRUARY

Graduation: Make certain that, with your spring semester courses, you will complete all high school graduation and college entrance subject requirements by June.

Mid-year Transcript: Order your mid-year transcripts to be sent to your colleges, if required, online at paly.net. Regular transcript fees apply.

Applications Completed? Continually check your application status on each college's portal to insure completeness.

GPA Verification: Your GPA verification is now handled electronically. You do not need to do anything other than submit your FAFSA.

CSS Profile: Often due in February for colleges requiring it.

Financial Aid Workshop: Time and place to be announced (in January).

Paly Community Scholarships: Applications will be announced in advisory.

Early Graduation: If you are an early graduate, return to Paly to check the February to June listings in the College & Career Center to be sure that you don't miss out on any scholarships.

MARCH / APRIL / MAY

Community Colleges: Attend the Community College Fair to learn about opportunities available at local campuses. Apply online at www.cccapply.org.

April 1: The latest date by which students will learn their application results from regular action.

May 1: The date when the college you plan to attend requires a commitment and deposit. When you've made your college decision, notify your TA and the colleges. Send in your deposit by the postmark date of May 1. If you've been offered financial aid, accept the offer and follow the instructions given. Also notify schools you will not attend of your decision.

May – Advanced Placement Tests: Take Advanced Placement tests in May to be eligible for college credit. (*Read Advanced Placement [AP], page 64 in this handbook.*)

Final Transcript: Must be sent to the college you will attend and should be ordered online before graduation. If you will be participating in Division I or Division II college sports, you must also send a final transcript to the NCAA Clearinghouse. All Final Transcripts must be requested online at paly.net.

Wait Listed: If you are "wait listed" by a college you really want to attend, talk with a college advisor.

College Selection: When you have decided which college you will attend, write to the other colleges that accepted you and let them know you will not be attending. Your teacher advisor and college advisor are very much interested in knowing what you have decided to do after graduation. Drop in and report, please. Also, complete the Senior Survey of your plans. It is required for graduation.

JUNE – GRADUATION AT LAST! CONGRATULATIONS!

Please make sure you complete the Graduation Survey on Naviance (time given during advisory).

PALY DEADLINES 2021-2022

The Paly deadline indicates the latest date to **order your transcripts online, assign recommenders in the Common App, and submit your Cover Sheet for College Applications.**

If your application is due to the college by:	Order your transcripts online, assign recommenders in the Common App, and turn in school forms to the Guidance Office by:
October 15	September 13, Monday
November 1	September 27, Monday
November 15	October 11, Monday
Nov. 30 / Dec. 1	October 27, Wednesday
January 1	November 8, Monday
January 10	November 19, Friday
January 15	November 29, Monday
February 15	January 13, Thursday
March 1	January 31, Monday

**If you miss these deadlines,
we will not be able to send Paly's part
of your application by the college due date.
THIS WILL JEOPARDIZE YOUR APPLICATION.**

Students applying to colleges face a myriad of deadlines: Paly deadlines, college deadlines, test registration deadlines, scholarship deadlines, and financial aid deadlines, to name a few. All of these serve a purpose and should be taken seriously; e.g., if you try to apply for financial aid at UC after the designated deadline, it is unlikely you will be offered aid.

Please adhere strictly to the deadlines. The Paly deadline dates are earlier than the corresponding college deadline dates. We need that much time to process the large volume of requests by the college deadlines. The teacher advisors, especially, need time to gather information and to incorporate it into the best letter of recommendation possible for each student. There are many letters to write and each takes time to prepare the kind of recommendation that students, parents, and colleges are seeking.

Following these deadlines is imperative. Consider it a warm-up for college.

**Do NOT give any application forms
directly to your Teacher Advisor!!!**

In order to give the Teacher Advisors adequate time to write letters of recommendation and the Guidance staff time to prepare students' forms, it is necessary that we establish "Paly Deadlines." The Paly deadline indicates the latest date to order your transcripts online, assign recommenders in the Common App, and turn in your Cover Sheet for College Applications with any needed packets.

Please make sure you know each of your campuses deadlines! Verify all dates on each college Web site and understand if the date means "postmarked by" or "delivered by."

CHOOSING A COLLEGE

ACADEMICS

- ✓ More than anything else, you go to college to get an education.
- ✓ What colleges offer the kind of education or training I am interested in?
- ✓ How academically challenging is the school? Will I be happy with the challenge?
- ✓ Are my GPA and test scores in line with other students from Paly who were accepted at these colleges? See information on Naviance.

SIZE

Colleges range in size from 150 - 80,000 students. Size does make a difference.

- ✓ Will I feel closed in and trapped at a small college?
- ✓ Will I welcome the personal, friendly atmosphere a small college affords?
- ✓ Will I feel lost and overwhelmed at a large institution?
- ✓ Will I feel more independent and free at large university?
- ✓ Will I want large or small classes?

ATMOSPHERE / STUDENT BODY

Colleges, just like any group working and living together, create their own atmosphere.

- ✓ How do students at the university approach responsibility? Is it an academic or less serious mood?
- ✓ Is the school single sex or coeducational?

COST

A major factor to be considered is the cost of attending college. Ask: How much can my family and I afford for an education? The total cost for a year as computed by the college financial aid office, includes tuition, fees, room and board, books, supplies, transportation, and personal expenses. While cost is important, don't limit your choice of colleges to only those you can afford without financial assistance. Many of the more expensive private schools have solid financial aid programs, which may cover anywhere from 20% to the full cost, depending on your need.

LOCATION OF THE COLLEGE

The decision of a location and campus setting for your college should ultimately include those schools where you would be most comfortable living for the next two or four years of your life.

- ✓ Do I want to go away to college?
- ✓ How far away?
- ✓ Do I want independence or would I like to stay closer to my family?
- ✓ How expensive will my travel costs be?
- ✓ How important is the climate and the weather?
- ✓ Do I want to live in a big city or in a more rural setting?

SOCIAL STRUCTURE & CAMPUS LIFESTYLE

- ✓ What are the types of dorms? (Coed, shared facilities, student-controlled, etc.)
- ✓ Are housing accommodations readily available on or near campus?
- ✓ Are there sororities and fraternities?
- ✓ What is the weekend social life like, both on and off campus?
- ✓ What are the extracurricular opportunities?
- ✓ Are the athletic facilities important to me?

STEPS YOU CAN TAKE TO HELP MAKE DECISIONS

- 1) Talk to your parents, your teachers, and your friends. Meet with one of Paly's college advisors to review your choices.
- 2) Look at college viewbooks, catalogs and handbooks in the CC&C.
- 3) Use Naviance to create lists and visit college Web sites. Check requirements for admission (grades, courses, college entrance tests).
- 4) Visit the College and Career Center Web site: www.paly.net/college.
- 5) Investigate the costs of attending the colleges. Find out about financial aid, part-time work, loans, scholarships, etc., if you will need financial help to go to college.
- 6) Attend college representative meetings in the CC&C. Dates are published in the *Daily Bulletin* and on the Paly home page (www.paly.net/college). Reminder emails in Naviance about these visits will be sent if you have a particular college on your list in Naviance.
- 7) Visit as many campuses as possible – either in person or virtually. Colleges are happy to make arrangements for such visits. Students may be excused for a maximum of five school days per year for college visits as long as the permission forms are submitted in advance. Remember that these visits should not affect the satisfactory completion of your senior year courses or jeopardize your offer of admission.

EARLY DECISION, EARLY ACTION, ROLLING, ETC.... & WHAT IT MEANS FOR FINANCIAL AID

RESTRICTIVE

Early Decision (ED1): Early decision plans require careful consideration, because they are binding. When you choose this option, you are telling a school that they are your top choice. If accepted, you will attend, if financial considerations make it possible. You can only make one school this choice.

Many schools that offer ED will allow you to apply Rolling or Early Action elsewhere, as long as you do not make a commitment to attend another school.

If accepted ED after reviewing your financial aid award, you must immediately withdraw applications you have submitted to other schools or you must forfeit your ED admission.

Please remember the world of college admissions is "small." Admissions Reps know each other. In fact, selective liberal arts colleges routinely share lists of admitted ED students with each other. Students who do not withdraw soon after ED risk being rescinded. In fact, the ED agreement form for Common App (and some other institutions) includes a note beneath the student signature line saying the student agreed, if admitted, the institution could share the student's name and the ED agreement with other institutions. Early decision is an agreement in which a student gives up their right to compete fairly at other places in order to gain a perceived benefit of leverage at a particular institution. If a student signs the agreement, they also agree to be checked up on to make sure they are living up to their end of the agreement.

Chances of receiving non-need-based aid decreases during ED because the school doesn't need to use award money to entice the student.

If finances are a big factor in your college choice, you should think seriously about applying ED. If need-based aid is required, you should fill out a preliminary form (a pre-FAFSA or other form) found on the college's Web site. You should also consult the college's Web site for their NetAid calculator. Some colleges provide an estimated financial award when admitted in mid-December; others wait until March when all financial aid applications are processed. But, when applying ED, there will be no opportunity to receive or compare aid packages from other colleges; so, either you'll accept that college's financial offer or forfeit your admission if you can't afford it.

Early Decision II (EDII): When you apply ED II you are also bound to attend the college if accepted. The difference between ED I and ED II is the due date is much closer to (and sometimes the same as) regular decision. This gives more time to prepare your application, but still let the school know they are your first choice. This is great if you do not get into your first choice or are waiting for first semester grades or test results to strengthen your application.

Restrictive Early Action or Single Choice Early Action – Through using this choice, you imply this school is the top choice, but you are not bound to attend. You can still (and should) apply to other schools Regular Decision and Rolling. You then have until May 1st to make a final decision.

■ NON-RESTRICTIVE

Early Action I & Early Action II: This is a way to apply early, and hear early, without legally binding yourself to a school. You can apply to as many Early Action schools as you like. Early Action I deadlines are in early November for notification in December. For Early Action II, due dates are late December with notification in February to late March.

Rolling Admissions: Colleges with rolling admissions usually respond within 6 weeks of a completed application. As soon as they receive an application for a student they believe to be a match for their campus, they will offer admission. You should apply as early as possible to a school that offers rolling admission to ensure greater chance of admission.

Regular Decision: Students submit an application by a specified date and receive a decision in a clearly stated period of time. Non-binding commitment.

SELECTING COLLEGES / BUILDING A COLLEGE LIST

“Building a solid college list is a lot like building a house. Begin by constructing the foundation: the colleges that you truly like and where you are likely to have a strong chance of admission. With those in place, you can build the structure of your list by choosing colleges that are a good match for your grades, test scores, and other characteristics, but which are not necessarily sure bets for admission. Finally, after you've cemented the foundation and built the walls, you can turn your attention to the roof – those colleges that may be just out of reach, or which are extremely selective. Remember this: A house built from the roof down is seldom stable.”

– Carolyn Z. Lawrence, AdmissionsAdvice.com

Do you know that less than 15% of U.S. colleges admit fewer than 50% of applicants? That means there are 2300+ four year colleges to choose from that admit more applicants than they reject; in fact, **65% of 4-yr colleges admit 75% or more of their applicants.**

If you want to end up with lots of options in April, you should **create a balanced list with at least 2 likely-s, perhaps 2 reaches, but mostly targets. Apply to 8-10 colleges** (the UCs and CSUs all count as 1 because the application is easier but there should be a range of selectivity among those colleges too) in order to do a quality job on your applications. **If possible, your college list should include at least one non-binding early admissions or rolling admissions college that is either a safe target or a likely.** I'm talking about a college where applying early in rolling admissions or early in terms of EA is a pretty safe bet that you will be admitted. And, it also must be to a college that you would be happy to attend. Locking in a likely early in the game will help you relax a bit while you wait for results from other colleges in April. The reaches (possible stretches and/or statistical long-shots) should never constitute more than half your list!

Often, the decisions about which colleges make it to your list will come down to values. I challenge you to consider schools that will be a good fit—academically, socially, and financially; all colleges on the list should be ones that you'd be happy to attend—whether they are your “likely” or “reach” colleges.

■ HOW CAN I DETERMINE IF A COLLEGE IS TRULY A LIKELY, TARGET, OR REACH?

Use the College Tracking Chart to collect the following national admission data for last year's graduating class (current college freshmen) for each college you are considering:

- ✓ The SAT or ACT score range for the middle 50% of accepted freshmen
- ✓ The percentage of admitted students with your GPA and below or the average GPA of the admitted students
- ✓ The admit rate (the percentage of applicants admitted)

You can get this info on most colleges' Web sites, through their Common Data Sets, as well as other sources like the college profiles on the College Board and Naviance, as well as US News and World Report (the latter for a modest fee).

You should also collect the data above for Paly applicants by looking at the Scattergram graphs in Naviance to note Paly trends.

In terms of grades, don't consider a weighted GPA. Selective colleges might recalculate GPAs but you should look at your un-weighted grades in core courses. That's also going to be the GPA used most frequently in awarding merit scholarships. If a college recalculates your GPA, a weighted GPA might be used, and some schools will only use that, but **more than the actual GPA, colleges will be looking at course selection (the number of years of math/science/foreign language, etc.), the number of honors and AP courses taken, and other signs that this student has challenged himself or herself within our school context.**

NOW THAT YOU HAVE THIS DATA, COMPARE IT TO YOUR ACADEMIC PROFILE & CONSIDER THE FOLLOWING DEFINITIONS:

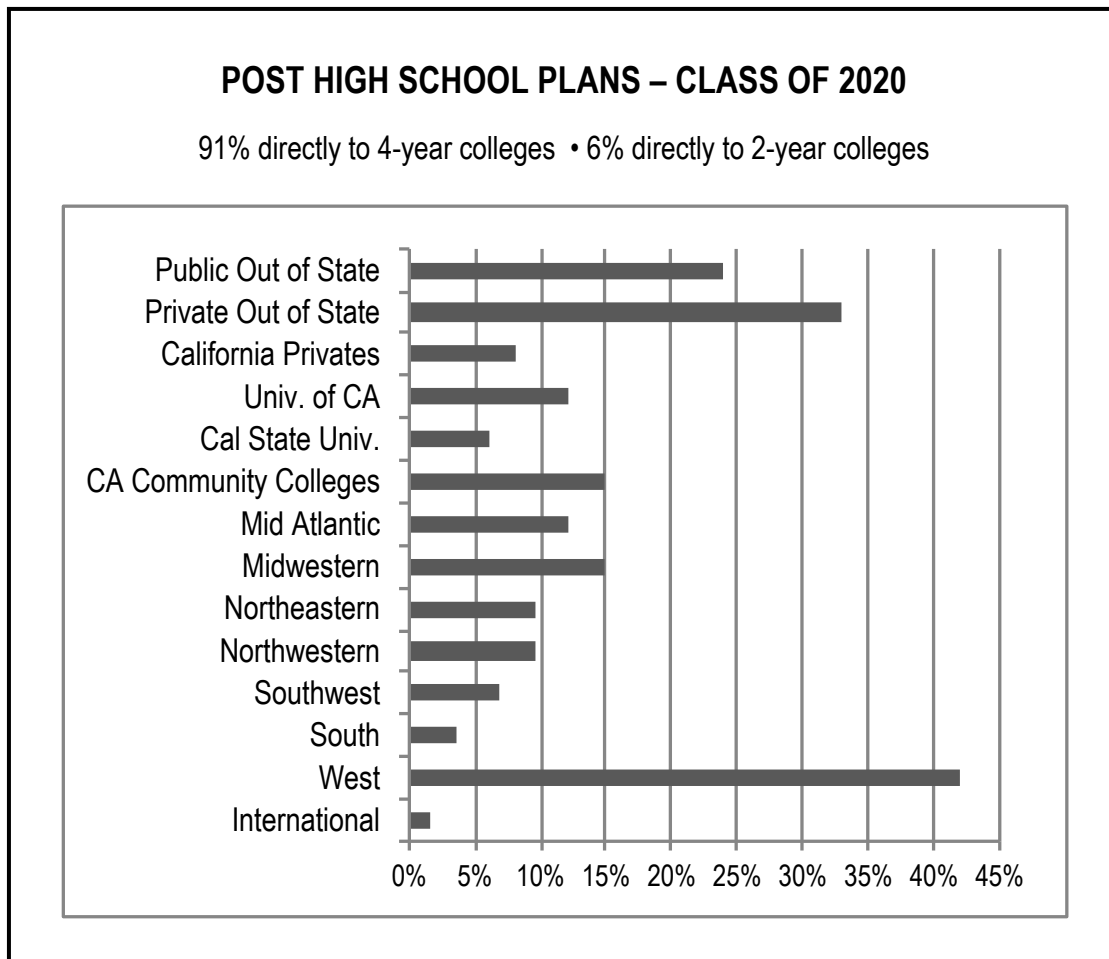
- ✓ If, for a particular college, an applicant's scores exceed the midrange of scores and GPA for the prior year's freshman class AND the college's admission rate was 50% or more, the college can be considered a **LIKELY**; this kind of school usually accepts candidates with your credentials and is a **solid** choice.
- ✓ There are a couple of ways to determine if a college is a **TARGET**
 - It can be a college where an applicant's grades and scores place him/her in the middle 50% range of last year's admitted class AND where the college's overall admission rate is more than 50%.
 - It can be a college where an applicant's grades and scores exceed the middle 50% range of admitted students AND where the admissions rate is less than 50%. The higher your stats are compared to those of the average freshman, the lower the admissions rate can be to still call the school a target.
 - This is a school where your chances of being accepted are better than your chances of being rejected; your admission is **probable**.
- ✓ There are a couple of ways to determine if a college is a **REACH**:
 - An applicant's grades and scores are below the middle 50% range of admitted students AND where the admissions rate is less than 50%. **This is a school where your chances of being rejected are higher than your chances of being accepted but it is possible** because some students with credentials like yours have been admitted.
 - **Even for students with perfect grades and test scores, a college with admission rates of 20% or less is considered a reach.** This might be a school you would like to attend but **your chances of acceptance are a statistical reach and seem slim** because no one's chance of admission at these schools is high.

Test scores alone don't tell you whether a college is likely to be a likely, a target, or a reach. No college in the country makes admissions decisions on test scores alone. If you're interested in test-optional colleges, check out www.fairtest.org.

And, selectivity is used to describe the level of difficulty of admission—not a mark of quality or fit nor the predictor of success. The college that is best for you may not be the place that is the hardest to get into.

■ WHERE DO PALO ALTO HIGH SCHOOL GRADUATES GO?

Due to distance learning second semester of last year, we were unable to collect complete data. The following information reflects 404 students from a class of 525.



STATEMENT OF STUDENT'S RIGHTS & RESPONSIBILITIES

■ WHEN YOU APPLY TO COLLEGES & UNIVERSITIES, YOU HAVE RIGHTS

Before You Apply

- ✓ You have the right to receive factual and comprehensive information from colleges and universities about their admission, financial costs, aid opportunities, practices and packaging policies, and housing policies. If you consider applying under an early admission plan, you have the right to complete information from the college about its process and policies.
- ✓ You have the right to be free from high-pressure sales tactics.

When You Are Offered Admission

- ✓ You have the right to wait until May 1 to respond to an offer of admission and/or financial aid.
- ✓ Colleges that request commitments to offers of admission and/or financial assistance prior to May 1 must clearly offer you the opportunity to request (in writing) an extension until May 1. They must grant you this extension and your request may not jeopardize your status from admission and/or financial aid.
- ✓ Candidates admitted under early decision programs are a recognized exception to the May deadline.

If You Are Placed on a Wait/Alternate List

- ✓ The letter that notifies you of that placement should provide a history that describes the number of students on the wait list, the number offered admission, and the availability of financial aid and housing.
- ✓ Colleges may require neither a deposit nor a written commitment as a condition of remaining on a wait list.
- ✓ Colleges are expected to notify you of the resolution of your wait list status by August 1 at the latest.

■ WHEN YOU APPLY TO COLLEGES & UNIVERSITIES, YOU HAVE RESPONSIBILITIES

Before You Apply

- ✓ You have a responsibility to research and to understand and comply with the policies and procedures of each college or university regarding application fees, financial aid, scholarships, and housing. You should also be sure you understand the policies of each college or university regarding deposits you may be required to make before you enroll.

As You Apply

- ✓ You must complete all material required for application and submit your application on or before the published deadlines. You should be the sole author of your applications.
- ✓ You should seek the assistance of your high school counselor early and throughout the application period. Follow the process recommended by your high school for filing college applications.
- ✓ It is your responsibility to arrange, if appropriate, for visits to and/or interviews at colleges of your choice.

After You Receive Your Admission Decisions

- ✓ You must notify each college or university that accepts you whether you are accepting or rejecting its offer. You should make these notifications as soon as you have made a final decision as to the college you wish to attend, but no later than May 1. It is understood that May 1 will be the postmark date.
- ✓ You may confirm your intention to enroll and, if required, submit a deposit to only one college or university. The exception to this arises if you are put on a wait list by a college or university and are later admitted to that institution. You may accept the offer and send a deposit. However, you must immediately notify a college or university at which you previously indicated your intention to enroll.
- ✓ If you are accepted under an early decision plan, you must promptly withdraw the applications submitted to other colleges and universities and make no additional applications. If you are an early decision candidate and are seeking financial aid, you need not withdraw other applications until you have received notification about financial aid.

COMMUNITY COLLEGES IN CALIFORNIA

www.cccco.edu and www.cccapply.org

ADMISSION REQUIREMENTS FOR THE PUBLIC COMMUNITY COLLEGE SYSTEM

- You need to be:** ➤ a high school graduate
- Or have passed:** ➤ the GED (General Educational Development) test or California High School Proficiency Test
- Or be:** ➤ at least 18 years of age
- There are special requirements for certain two-year career programs. Testing and personal interviews are the prerequisites for programs such as dental assisting, marketing management, nursing, auto mechanics, etc.

***If you meet the requirements above,
you are eligible to attend any of the 115 community colleges in California.***

COMMUNITY COLLEGE IS A GOOD CHOICE IF:

- ✓ You wish to attend, for one or two years, a college that will give you training needed to enter a vocation.
- ✓ You wish to begin college while remaining in your home community.
- ✓ You are not sure of the academic field you wish to pursue. You want to explore various subject areas.
- ✓ You plan to complete a four-year college program; however, for financial or other reasons you plan to live at home for the first two years.
- ✓ You want to attend a four-year college, but your grades and/or subjects you took in high school do not qualify you for admission without further preparation.

TRANSFER PROGRAMS

Community colleges offer a full range of academic courses, covering the first two years of college, that enable a student to prepare for transfer to a UC or CSU campus or to a private college. A transfer student who plans carefully can enter a four-year college as a junior. Each community college has Transfer Admission Agreements with specific UC and CSU campuses and private colleges. Check with community college counseling offices to determine which have such programs for your desired campus. Otherwise, a community college counselor will help you organize your program so that it will be accepted, especially by a UC or CSU campus, and you will not lose any credits when you transfer. Information about California community college courses that do receive transfer credit is available at www.assist.org.

When applying to UC and CSU, students from California community colleges have admissions priority over all other prospective transfer students, including those from four-year colleges.

VOCATIONAL-TECHNICAL

- ✓ An Associate of Arts (AA) degree is awarded in many two-year, vocational-technical programs. A one-year certificate program is also available in certain fields. Students receive training in skills that qualify them for employment in semi-professional and technical areas.
- ✓ Examples of vocational-technical programs leading to the AA degree are accounting, automotive mechanics, banking and finance, data processing, electronics, technology, real estate, travel industry, etc. For a complete list, consult references in the College & Career Center.

ADMISSION TESTS

No college admission tests (SAT, SAT Subject Tests, ACT, etc.) are required. If, however, you are thinking of transferring to a four-year college, it is recommended that you take your SAT tests in high school.

ONLINE INFORMATION

Learn more about the California Community College system at www.cccco.edu

SANTA CLARA COUNTY COMMUNITY COLLEGES

De Anza College, 21250 Stevens Creek Blvd., Cupertino 95014; (408) 864-5678; www.deanza.edu
Evergreen Valley College, 3095 Yerba Buena Road, San José 95135; (408) 274-7900; www.evc.edu
Foothill College, 12345 El Monte Road, Los Altos Hills 94022; (650) 949-7777; www.foothill.edu
Gavilan College, 5055 Santa Teresa Blvd., Gilroy 95020; (408) 847-1400; www.gavilan.edu
Mission College, 3000 Mission College Blvd., Santa Clara 95054; (408) 988-2200; www.missioncollege.org
San José City College, 2100 Moorpark Avenue, San José 95128; (408) 298-2181; www.sjcc.edu
West Valley College, 14000 Fruitvale Avenue, Saratoga 95070; (408) 867-2200; www.westvalley.edu

NEARBY COMMUNITY COLLEGES

Cabrillo College, 6500 Soquel Drive, Aptos 95003; (831) 479-6100; www.cabrillo.edu
Cañada College, 4200 Farm Hill Blvd., Redwood City 94061; (650) 306-3100; www.canadacollege.edu
College of San Mateo, 1700 West Hillsdale Blvd., San Mateo 94402; (650) 574-6161; www.collegeofsanmateo.edu
Hartnell College, 156 Homestead Avenue, Salinas 93901; (831) 755-6700; www.hartnell.edu
Monterey Peninsula College, 980 Fremont Street, Monterey 93940; (831) 646-4000; www.mpc.edu
Ohlone College, 43600 Mission Blvd., Fremont 94539; (510) 659-6000; www.ohlone.edu
Skyline College, 3300 College Drive, San Bruno 94066; (650) 738-4100; www.skylinecollege.edu

APPLICATIONS TO COMMUNITY COLLEGES

Application Date: March/April onwards for summer or fall entry

Applications for admission to community colleges are available online at www.cccapply.org. California residents may attend any community college in the state. (See *list of community colleges with residence facilities on following page*.) All California community colleges are open to all students who are at least 18 or have a high school diploma or a GED. Foothill counselors come in March or April to explain registration procedures. One of the requirements of all entering students is a course called Counseling 5. For fall entry it is possible to take the short course before September and then pre-register for the courses you wish to take in the fall. Otherwise, you have to register with all other students. (Many classes fill up quickly.)

If you wish to enter a special career program, there are special requirements and earlier application dates. Make an appointment in November of your senior year to see a community college counselor if you are interested in two-year programs, such as dental assisting, marketing management, nursing, X-ray technology, law enforcement, auto mechanics, etc.

Financial aid is available at the community college level. You must complete the FAFSA (the federal government form) and the GPA verification form available in the College & Career Center in January. (See *Financial Aid/Scholarships, page 79*.) Check with the Financial Aid Office of the community college in which you are interested for further information.

Other Steps:

- 1) Take placement tests before registering for Math, English, English as a Second Language, and Chemistry 1A courses at the Community College.
- 2) Enroll in required orientation class for priority registration for fall

LOCATIONS OF TWO-YEAR COLLEGES WITH RESIDENCE FACILITIES



2. **COLLEGE OF THE REDWOODS**
7351 Tompkins Hill Road
Eureka, CA 95501
(707) 476-4100
www.redwoods.edu

3. **COLLEGE OF THE SISKIYOU**
800 College Avenue
Weed, CA 96094
(530) 938-4461
www.siskiyous.edu

4. **COLUMBIA COLLEGE ***
11600 Columbia College Drive
Sonora, CA 95370
(209) 588-5100
www.qocolumbia.edu

5. **CALIFORNIA CHRISTIAN COLLEGE**
5364 E. Belmont Avenue
Fresno, CA 93727
(559) 251-4215
www.calchristiancollege.edu

6. **FEATHER RIVER COLLEGE ***
570 Golden Eagle Avenue
Quincy, CA 95971
(530) 283-0202
www.frc.edu
(Dorms owned by college foundation)

7. **LASSEN COLLEGE ***
Highway 139, P. O. Box 3000
Susanville, CA 96130
(530) 257-6181
www.lassencollege.edu

8. **MARYMOUNT COLLEGE ****
30800 Palos Verdes Drive East
Rancho Palos Verdes, CA 90275
(310) 377-5501
www.marymountcalifornia.edu

9. **REEDLEY COLLEGE**
995 N. Reed Ave.
Reedley, CA 93654
(559) 638-5040
www.reedleycollege.edu

10. **SHASTA COLLEGE**
11555 Old Oregon Trail
Redding, CA 96049
(530) 225-4600
www.shastacollege.edu

11. **SIERRA COLLEGE**
5000 Rocklin Road
Rocklin, CA 95677
(916) 781-0430
www.sierracollege.edu

12. **TAFT COLLEGE**
29 Emmons Park Drive
Taft, CA 93268
(661) 763-7700
www.taftcollege.edu

13. **WEST HILLS COLLEGE**
300 Cherry Lane
Coalinga, CA 93210
(559) 934-2000
www.westhillscollege.com

14. **PACIFIC UNION COLLEGE**
1 Angwin Avenue
Angwin, CA 94508
(800) 862-7080
www.puc.edu

* = No meal plans available

** = Private two-year college, not a community college.

California Community Colleges FAST FACTS 2020

STUDENT ENROLLMENT BY INSTITUTION

CCCs	2,157,551	Unduplicated headcount (all students)
	1,114,293	FTEs, credit
	68,608	FTEs, non-credit
CSUs	481,210	Headcount
UCs	256,907	Headcount
Private*	338,000	Headcount

*80 AICCU WASC-accredited 4-year institutions.



FUNDS PER FTE

(includes General Fund, local property tax, student fees, and lottery revenues)

	2018-19	2019-20
K-12 Education	\$11,574	\$12,018
California Community Colleges	\$8,099	\$8,306
California State University	\$17,784	\$18,445
University of California	\$32,593	\$33,569

DEGREES AND CERTIFICATES AWARDED

Associate in Science for Transfer (AS-T) Degree	26,435
Associate in Arts for Transfer (AA-T) Degree	32,365
AA degree	90,054
AS degree	38,742
Credit certificate, 6 to < 18 units	22,332
Credit certificate, 18 to < 30 units	13,995
Credit certificate, 30 to < 60 units	67,596
Baccalaureate Degrees	263



Students who earn a California
Community College degree or certificate
**nearly double their
earnings within 3 years**



STUDENT ENROLLMENT STATUS (2018-19)

Full-Time: 28.6%
Part-Time: 62.3%
Noncredit: 9.08%



COMMUNITY COLLEGE
LEAGUE OF CALIFORNIA

COMPARISON OF COLLEGES (2019-20)



CA Community Colleges
115 colleges, 73 districts
78 off-campus centers



CSUs
23 colleges



UCs
10 colleges

UNDERGRADUATE FEES (2019-20) COST OF ATTENDANCE



	Tuition	Non-Tuition + Tuition Costs	Average Grant Aid
CCC	\$1,380	\$20,776	\$5,800
CSU**	\$7,303*	\$26,689	\$10,600
UC**	\$14,000	\$33,286	\$27,500

*2019-20 Average. **Includes campus-based fees.

CCC STUDENTS BY GENDER (2018-19)



Male
44.52%



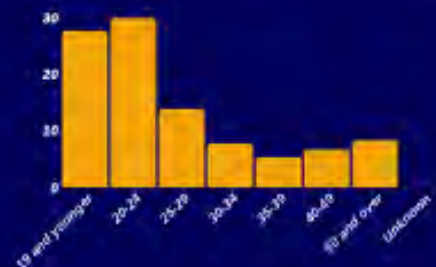
Female
54.10%



Non-Identifying
1.38%

CCC STUDENTS BY AGE (2017-18)

19 and younger	664,003	27.75%
20 - 24	718,433	30.02%
25 - 29	332,760	13.9%
30 - 34	186,117	7.78%
35 - 39	127,757	5.34%
40 - 49	164,176	6.66%
50 and over	199,536	8.34%
Unknown	415	0.02%

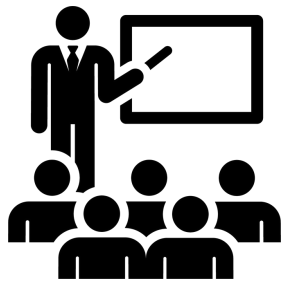


(All data are for 2018-19 unless otherwise stated)

NUMBER OF STUDENT TRANSFERS TO FOUR-YEAR PUBLIC AND PRIVATE INSTITUTIONS

	2016-17	2017-18
Community Colleges to University of California	18,134	18,703
Community Colleges to California State University	49,737	49,910
Community Colleges to In-State Private Colleges/Universities	8,118	9,590
Community Colleges to Out of State Colleges/Universities	16,950	15,731
Transfer Rate, 2009-10 to 2015-16, 2010-11 to 2016-17	38%	40%

(The transfer rate is based on a six-year enrollment period.)



25

Median Course
Section Size

California taxpayers receive \$4.50 for every \$1 invested in students who graduate from a California Community College.

CCC STUDENTS BY ETHNICITY (2017-18)

African-American	141,308	5.9%
American Indian/Alaska Native	10,216	0.43%
Asian	276,648	11.56%
Filipino	64,403	2.69%
Hispanic	1,065,863	44.54%
Multi-Ethnicity	91,337	3.82%
Pacific Islander	9,772	0.41%
Unknown	114,351	4.78%
White	619,297	25.88%

2/3

of Students Receive a
Tuition Waiver and/or
Financial Aid

**Percentage of Public Institution
Graduates Who Started at a
California Community College**

51%
California State
University

29%
University of
California



**More than 1/2 of
California veterans**

receiving G.I. educational benefits,
attend a community college

The average lifetime
earnings of a graduate with
an associate's degree
(\$400,000 more than for a
high school graduate)



\$1.6M

**43% of CCC
students**

are first-generation

APPROVED A-G COURSES

**FOR UNIVERSITY OF CALIFORNIA
&
CALIFORNIA STATE UNIVERSITY**

<https://doorways.ucop.edu/list/>

Please go to the above link and choose "Search approved A-G Lists" then type Palo Alto Senior High School in the text box. When Palo Alto Senior High School appears, choose it, then click on "View Course List" for a list of approved courses for each year. The list is year specific so check for the year you were enrolled in the course.

CALIFORNIA STATE UNIVERSITIES

REQUIRED COURSES

Weighted GPA must be in all 10th and 11th grade-level a-g courses completed with a grade of C or higher, and include the required 15-course pattern as follows:

- ✓ A = 1 year of World History and either 1 year of US History or ½ year US History plus ½ year Am. Gov't
- ✓ B = 4 years of English
- ✓ C = 3 years of Math (algebra, geometry & algebra 2)
- ✓ D = 2 years of Laboratory Science (1 biology; 1 other from the "D" or "G" subject areas)
- ✓ E = 2 years (completion through level 2) in the same foreign language
- ✓ F = 1 year in the same Visual or Performing Arts in sequence
- ✓ G = 1 year of an elective from the "G" subject areas or any listed above

For the Paly's CSU-approved high school a-g course lists see:

<https://hs-articulation.ucop.edu/agcourselist#/list/search/all>

To calculate your CSU GPA, use the calculator on this Web page:

<https://www2.calstate.edu/apply/eligibility-index>

Minimum Eligibility: California residents must have a minimum index of 2950 using any combination of the Evidence-Based Reading and Writing and Math scores from the SAT or 694 using the ACT Composite score.

A minimum GPA of 2.0 will require a 1350 with any combination of Evidence-Based Reading and Writing and Math scores on the SAT. A minimum GPA of 2.0 will require a Composite score of 30 on the ACT Test.

Eligibility Index: See <https://www2.calstate.edu/apply/eligibility-index> for the CSU Eligibility Index sliding scale.

The CSU eligibility index will not be used for the class of 2021 or 2022 due to testing limitations stemming from the pandemic; as a result, a 2.5 minimum CSU GPA was required but no test scores were considered. For more info see: <https://www2.calstate.edu/apply/freshman/Pages/first-time-freshman-guidance.aspx>

The CSUs will also include a review of supplemental factors, in lieu of test scores; for more info, see: <https://www2.calstate.edu/apply/freshman/Pages/2021-2022-first-time-freshman-supplemental-factors-by-campus.asp>

Impaction: Some CSU campuses and/or undergraduate majors are "impacted," meaning there are more applications from qualified applicants than there are available spaces. In this case, applicants who exceed the minimum eligibility are more competitive for admission; in some cases (e.g. Cal Poly SLO), additional, supplemental criteria is also reviewed.

To learn more about campus and major impaction, see: <https://www2.calstate.edu/attend/impaction-at-the-csu>

For 2019 GPA and test scores admission averages (2020 data not available at this time), please see: <https://www2.calstate.edu/attend/counselor-resources/Documents/freshmen-2019-admission-impaction-chart.pdf>

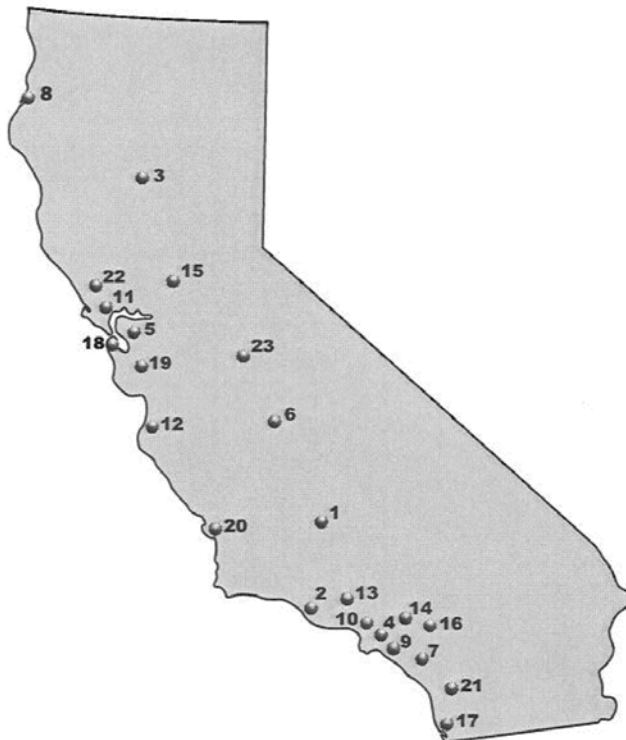
December is the last test date scores are accepted by CSU campuses – except at San Diego and Cal Poly SLO which require you complete testing by November (November is the last test dates scores will be accepted). October is the last test date scores are accepted for Early Action at the Maritime Academy.

Application Fee – \$70 per campus. Four application fee waivers are available whose income information qualifies them.

CALIFORNIA STATE UNIVERSITY CAMPUSES

A world of information is just a click away.

Check out the website for the entire California State University: **www.csumentor.edu**. You will find helpful hints, frequently asked questions, campus tours, and general information about all 23 campuses.



- 1 California State University, Bakersfield**
9001 Stockdale Highway, Bakersfield, CA 93311-1099
(661) 654-3036 • www.csubak.edu
- 2 California State University, Channel Islands**
One University Drive, Camarillo, CA 93012
(805) 437-8500 • www.csuci.edu
- 3 California State University, Chico**
400 W. First Street, Chico, CA 95929-0722
(530) 898-6321 • www.csuchico.edu
- 4 California State University, Dominguez Hills**
1000 East Victoria Street, Carson, CA 90747
(310) 243-3696 • www.csudh.edu
- 5 California State University, East Bay**
25800 Carlos Bee Blvd., Hayward, CA 94542-3035
(510) 885-2624 • www.csueastbay.edu
- 6 California State University, Fresno**
5150 North Maple Avenue, Fresno, CA 93740-0057
(559) 278-2261 • www.csufresno.edu
- 7 California State University, Fullerton**
800 N. State College Blvd., Fullerton, CA 92834-9480
(714) 278-2300 • www.fullerton.edu
- 8 Humboldt State University**
1 Harpst Street, Arcata, CA 95521-4957
(707) 826-4402 • (866) 850-9556 • www.humboldt.edu

- 9 California State University, Long Beach**
1250 Bellflower Blvd., Long Beach, CA 90840-0106
(562) 985-5471 • www.csulb.edu
- 10 California State University, Los Angeles**
5151 State University Drive, Los Angeles, CA 90032-8530
(323) 343-3901 • www.calstatela.edu
- 11 California Maritime Academy**
200 Maritime Academy Drive, Vallejo, CA 94590
(800) 561-1945 • www.csum.edu
- 12 California State University, Monterey Bay**
100 Campus Center Drive, Seaside, CA 93955-8001
(831) 582-3518 • www.csUMB.edu
- 13 California State University, Northridge**
18111 Nordhoff Street, Northridge, CA 91330-8207
(818) 677-3700 • www.csun.edu
- 14 California State Polytechnic University, Pomona**
3801 West Temple Avenue, Pomona, CA 91768-4003
(909) 869-3210 • www.csupomona.edu
- 15 California State University, Sacramento**
6000 J Street, Sacramento, CA 95819-6112
(916) 278-3901 • www.csus.edu
- 16 California State University, San Bernardino**
5500 University Parkway, San Bernardino, CA 92407-2397
(909) 537-5188 • www.csusb.edu
- 17 San Diego State University**
5500 Campanile Drive, San Diego, CA 92182-7455
(619) 594-6336 • www.sdsu.edu
- 18 San Francisco State University**
1600 Holloway Avenue, San Francisco, CA 94132-4002
(415) 338-1113 • www.sfsu.edu
- 19 San José State University**
One Washington Square, San José, CA 95192-0009
(408) 283-7500 • www.sjsu.edu
- 20 California Polytechnic State University, San Luis Obispo**
San Luis Obispo, CA 93407
(805) 756-2311 • www.calpoly.edu
- 21 California State University, San Marcos**
Office of Admissions, 333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001
(760) 750-4848 • www.csusm.edu
- 22 Sonoma State University**
1801 East Cotati Avenue, Rohnert Park, CA 94928
(707) 664-2778 • www.sonoma.edu
- 23 California State University, Stanislaus**
801 West Monte Vista Avenue, Turlock, CA 95382

ADMISSION SUMMARY/CAMPUS IMPACTION INFORMATION*

Fall 2019 First-Time Freshman Applicants

Instructions: For the impaction information, please follow the item order as listed. This chart is intended to provide general impaction information specific to your campus. Other more specific information should not be included as that information will be included in the the impaction links you provide (STEM, Nursing, etc.).

Note: Enrolled numbers will be as of August 2019.

CSU CAMPUS	APPLIED	ADMITTED	ENROLLED	AVERAGE GPA	AVERAGE SAT	AVERAGE ACT	IMPACTION	CAMPUS LINKS
Bakersfield	11,949	9,493	1,522	3.2	912	19	Program Impaction	Impacted Major: Nursing http://www.csub.edu/nursing/
Channel Islands	11,444	9,841	9,890	3.27	1033	19	Program Impaction	Nursing: https://nursing.csuci.edu/programs/track1.htm Mechatronics Engineering: https://compsci.csuci.edu/degrees/bsme.htm
Chico	25,724	18,653	2,591	3.45	1032	22	Campus Impaction	http://www.csuchico.edu/admissions/apply/first-time-freshmen/admission-requirements.shtml
Dominguez Hills	20,865	15,998	2,594	3.15	954	18	N/A	https://www.csudh.edu/future-students/apply/freshmen/admissions-requirements/
East Bay	16,021	12,197	1,483	3.23	899	19	Campus & Program Impaction	http://www.csueastbay.edu/admissions/after-youre-accepted/east-bay-enrollment-plan.html
Fresno	17,892	10,327	3,290	3.39	1028	20	Fully impacted campus	http://www.fresnostate.edu/studentaffairs/are/futurestudent/freshmen/freshmen-selection.html
Fullerton	50,105	26,403	4,599	3.68	1127	22	Fully impacted campus	http://admissions.fullerton.edu/prospectivestudent/freshmenlocaladmissionarea.php
Humboldt	10,302	8,817	826	3.26	1089	23	Program Impaction	https://admissions.humboldt.edu/apply/impaction
Long Beach	69,803	21,725	4926	3.5	1130	23	Campus & Program Impaction	http://web.csulb.edu/depts/enrollment/admissions/freshmen.html#anchor1
Los Angeles	33,641	16,077	3,264	3.6	1078	21	Fully Impacted Campus	http://www.calstatela.edu/admissions/freshman-application-and-admission
Maritime Academy	1,091	748	198	3.49	1190	25	Major Impaction	https://www.csum.edu/web/admissions/future-impaction
Monterey Bay	12,332	9,655	1,069	3.41	1075	21	Campus and Program Impaction	https://csumb.edu/admissions/impaction
Northridge	30,931	18,173	4,196	3.58	1085	21	Campus and Program Impaction	http://www.csun.edu/admissions-records/freshman-impaction#criteria
Pomona	39,725	21,886	3,532	3.83	1225	26	Campus and Program Impaction	https://www.cpp.edu/~admissions/freshmen/impacted-majors.shtml
Sacramento	27,273	21,166	4,260	3.33	1,081	23	Campus and Program Impaction	https://www.csus.edu/apply/admissions/application-process/impaction.html
San Bernardino	16,307	11,465	3,206	3.4	1000	18	Campus and Program Impaction	https://www.csusb.edu/admissions/impaction-information
San Diego	69,739	23,697	5,350	3.97	1283	27	Fully impacted campus	http://arweb.sdsu.edu/es/advising/impaction.html
San Francisco	34,635	26,371	3,691	3.36	1080	22	Program Impaction	http://future.sfsu.edu/impaction
San José	35,380	22,340	4,163	3.45	1082	23	Fully impacted campus	http://www.sjsu.edu/admissions/impaction/index.html
San Luis Obispo	54,072	15,364	4,593	4.09	1402	31	Fully impacted campus	https://admissions.calpoly.edu/applicants/freshman/criteria.html
San Marcos	17,360	11,062	2,849	3.39	1070	21.79	Campus and Program Impaction	http://www.csusm.edu/admissions/how-to-apply/impaction/index.html
Sonoma	15,093	13,784	1,584	3.2	1070	22	Campus and Program Impaction	http://admissions.sonoma.edu/how-apply/impacted-majors/first-time-freshman-impacted-major-criteria
Stanislaus	7,798	6,892	1,603	3.4	1022	19	Program Impaction	Impacted Major: Nursing https://www.csustan.edu/nursing

*Note: The admission summary pertains to students that applied for the fall 2019 academic year. Information will change from year to year.

EOP APPLICATION QUESTIONS

Answers to the following questions will help us determine your motivation and preparation to undertake college work. Please answer as precisely and honestly as possible. Use complete sentences and avoid responses such as "yes" or "no."

- 1) Briefly describe your family's economic background. Include information about your financial challenges.
- 2) Why would you like to attend college? Discuss your career and personal goals. Are there any particular circumstances, school experiences, or persons that influenced your preparation or motivation to attend college (e.g., cultural/financial background, family, teachers, schools you attended)? Please explain.
- 3) Briefly discuss your academic background. Did you utilize any additional support at your high school, such as tutoring? Do your grades in high school and/or college reflect your academic ability or potential?
- 4) List any volunteer, extracurricular activities, or work experience in which you are or have been involved in the past two years.
- 5) Is there any additional information you would like EOP to consider in determining your admission to the program?

FAMILY INCOME GUIDELINES*

DEPENDENT STUDENTS	
Family Maximum Size	Maximum Total Parental Income
2	\$38,300
3	\$43,800
4	\$51,600
5	\$59,000
6	\$67,300
7	\$73,700
8	\$80,200

**Income eligibility is based on the 2021-2022 Expected Family Contribution (EFC) formulas for federal student aid.*

INDEPENDENT** STUDENTS	
Family Maximum Size	Income
1	\$16,500
2 (Married)	\$28,700
2 (Dependent, Other)	\$49,400
3	\$57,500
4	\$68,600
5	\$79,100
6	\$90,700
7	\$99,900
8	\$109,800

***Single, No Dependents or Married, No Dependents Other Than Spouse or With Dependents Other Than a Spouse*

These guidelines reflect an income level that will generate an Expected Family Contribution (EFC) of approximately \$1,500 on the FAFSA. For dependent applicants, this contribution is based solely on the parental income and does not take into account any parental assets nor does it assume any contribution from the student's income or assets. Moreover, this is based on having only one student enrolled in college at the time. For independent applicants, the EFC contribution is based strictly on income with no consideration of available savings or other assets.

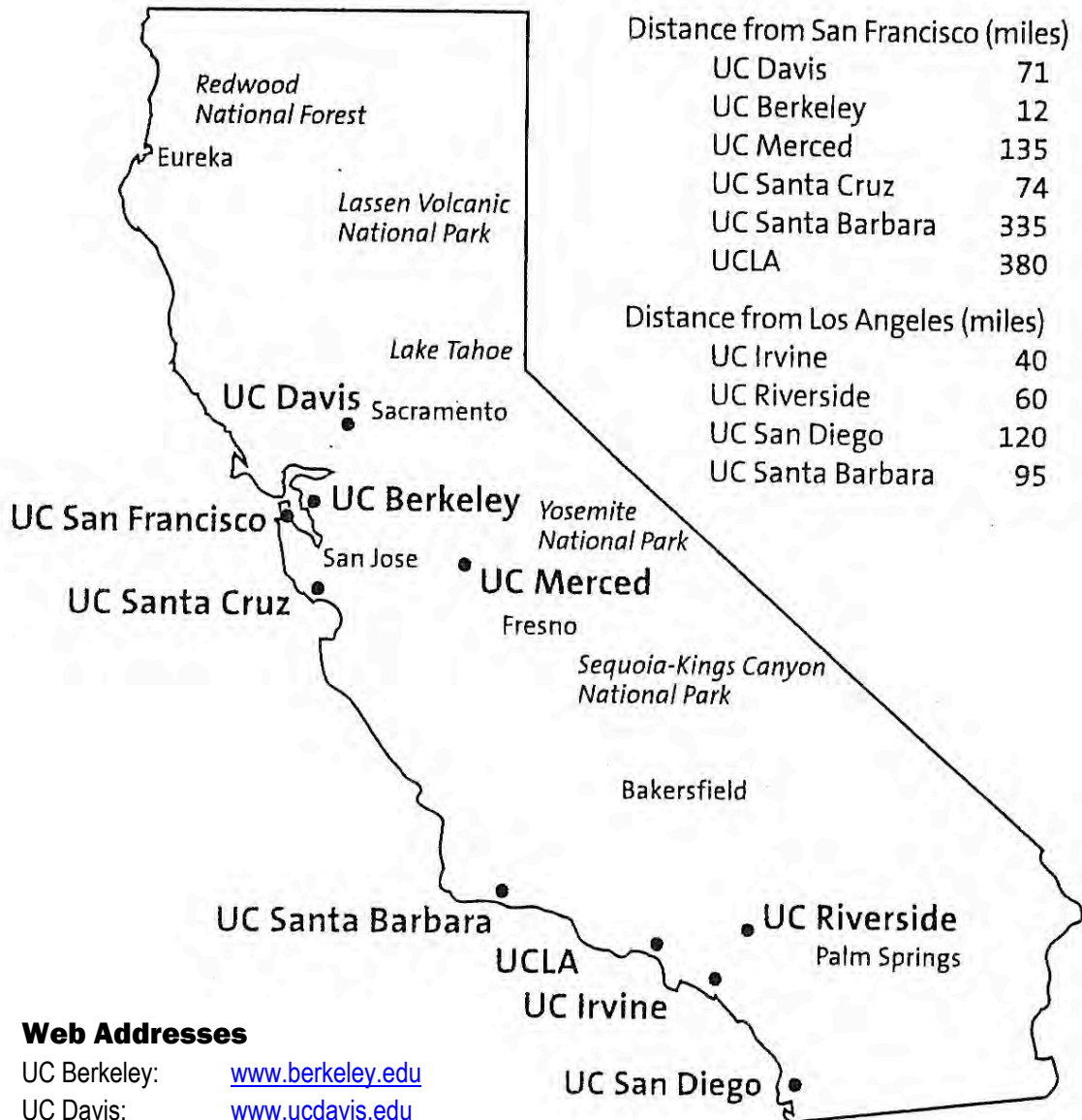
However, the income levels and EFC amounts above are "guidelines" only and not limits. Some campuses consider all Pell-grant eligible EOP applicants while others rely more on the FAFSA EFC. So, if you're close, still apply. In addition, because of the simplified nature of the income guidelines, it is possible that applicants who satisfy the preliminary income screening for EOP may not demonstrate need for purposes of student financial aid program eligibility

UNIVERSITY OF CALIFORNIA

www.universityofcalifornia.edu/admissions

LOCATIONS

Undergraduate Campuses: Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz. (UC San Francisco is devoted to the health sciences and is not open to freshmen.)



Web Addresses

UC Berkeley: www.berkeley.edu
UC Davis: www.ucdavis.edu
UC Irvine: www.uci.edu
UC Los Angeles: www.ucla.edu
UC Merced: www.ucmerced.edu
UC Riverside: www.ucr.edu
UC San Diego: www.ucsd.edu
UC Santa Barbara: www.ucsb.edu
UC Santa Cruz: www.ucsc.edu

PATHS TO UC ELIGIBILITY FOR FRESHMEN

There are two paths to UC eligibility for prospective freshmen: (1) superior academic performance in a statewide context; and (2) superior academic performance in the local context. Both paths require a high school diploma, or a California Certificate of Proficiency (awarded upon successful completion of the California High School Proficiency Examination), or a certificate of proficiency from another state, or the General Education Development Certificate (GED).

The first path includes the subject and scholarship requirements. The second path confers UC eligibility upon the top 9 percent of students at individual California high schools. ***Students who fulfill these eligibility criteria will be entitled to a comprehensive review of their UC application(s). Both of these admission practices are under review by the UC Academic Senate:*** <https://www.universityofcalifornia.edu/press-room/university-california-board-regents-approves-changes-standardized-testing-requirement>

The major elements of the paths are outlined below.

PATH I – ELIGIBLE IN THE STATEWIDE CONTEXT

This is the path that most prospective freshmen follow to attain UC eligibility. Students must satisfy specific course pattern, scholarship, and test requirements.

Subject Requirement: You must have taken at least 15 units of CSU/UC approved courses with at least 11 of the units earned in the first three years of high school. A unit is equal to an academic year (two semesters) of study. The a-g requirements are distributed by discipline as indicated below.

Courses – a-g Required Subjects: These must be completed with a grade of C- or better.

- a) **History/Social Science:** Two years required; one year of United States History OR one-half year of United States History and one-half year of Civics or American Government AND one year of World History.
- b) **English Composition, Literature, etc.:** Four years required; maximum of one year in the 9th grade allowed.
- c) **Mathematics:** Three years of mathematics (algebra, geometry, and intermediate algebra required); four recommended.
- d) **Laboratory Science:** Biology, chemistry, physics, environmental science (AP only), and geology. Two years required; three years recommended.
- e) **Foreign Language:** Two years of one foreign language required; three in same language highly recommended. "Years" refers to level of competency completed (e.g. Spanish 2).
- f) **Visual/Performing Arts:** One yearlong course of art, theatre, music, or dance. If semesters are taken in separate years, semester one must precede semester two.
- g) **College Preparatory Elective Courses:** One year required, in addition to those required in "A-F" above, chosen from the following areas: history, English, advanced mathematics, laboratory science, foreign language (a third year in the foreign language used for the "e" requirement above, or two years of another foreign language), social science, and visual and performing arts.

It may be possible to satisfy portions of the a-g requirements by earning an appropriate score on AP tests. See the college advisor for further information.

Scholarship Requirement: Applicants must earn at least a 3.0 GPA in the CSU/UC approved courses in grades 10-12.

■ PATH 2 – ELIGIBLE IN THE LOCAL CONTEXT (ELC)

Students will be identified in the top 9 percent based on GPA in UC-approved coursework completed in the 10th and 11th grades. To be considered for ELC, you must have a minimum GPA of 3.0 and complete 11 of 15 "a-g" courses prior to your senior year.

Following junior year, high schools will identify the top 9 percent of students in the class and may be asked to forward a copy of their transcripts to the UC for evaluation. As an applicant from California, your application will be automatically screened for ELC eligibility when you apply. There's no extra paperwork.

After submitting your application, you can return to the *My UC Application* page to see whether or not you've been designated as being in the top 9 percent of your class.

Minimum Eligibility for Review vs. Selection: Students who fulfill at least one of the two paths to UC eligibility will be entitled to a comprehensive review of their UC application(s). Most UC campuses use criteria that exceed the minimum to select students. Therefore, meeting the minimum eligibility criteria is not a guarantee of admission. The comprehensive review process varies by campus. Be sure to review how it's applied (i.e. campus-specific selection criteria) on the University of California Web site.

For more information, see:

<https://admission.universityofcalifornia.edu/how-to-apply/applying-as-a-freshman/how-applications-are-reviewed.html>

■ ADMISSIONS TESTS

(See *Tests* page 57.) **SAT and ACT scores are not required for eligibility**; the UC is test optional for the freshman class of 2022 and is moving to test-free admission by 2023 (but could be sooner). However, test scores can be used for statewide eligibility to meet the admission guarantee (see Admission Index info, below).

If you plan to take the ACT or the SAT Reasoning Test by December of your senior year. The writing section of the ACT isn't used by UC.

Students whose native language is not English and whose secondary/high school or college/university education was in a country where English is not the language of instruction must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and must arrange to have the scores reported to the Admissions Office at each campus to which they apply. The Admissions Office must receive the test results from the testing agency no later than January for students applying for the fall term.

■ APPLICATIONS TO THE UNIVERSITY OF CALIFORNIA

Application Dates: August 1 to November 30

The application, including an item to check if you are interested in financial aid and scholarships, will be available at UC's Web site, www.universityofcalifornia.edu/admissions in the fall. Students seeking admission as undergraduates to any of the nine general campuses of the University of California will be able to have their applications considered simultaneously at more than one campus. Each student will submit one application to the University of California indicating the campus or campuses at which he or she wishes to be considered and paying a fee for each campus. The applications will then be sent to the appropriate campuses. Students may have their applications considered at as many campuses as they wish. The open filing period for applications is from August 1 to November 30. FILE YOUR APPLICATION AS SOON AS POSSIBLE DURING THE OPEN FILING PERIOD. The system is always overloaded during the last few days of November. See additional information on UC in this Guide, including the pages on Grade Point Averages and UC Grade Point Average, and on writing an autobiographical essay. No recommendation or official transcripts are required.

UC Freshman Application Data CA Residents

This quick glance at Campus Application Data on freshmen is intended for use by California high school counselors in advising students to apply. Numbers may change without notice.

Campus		Fall 2018*	Fall 2019*	Fall 2020*	Fall 2020 Admit Rate	GPA of middle 25-75% of students admitted in fall 2020	Middle 25%-75% of freshmen admitted in fall 2020*
Berkeley	Applications:	51,924	50,148	50,260	20%	4.14 - 4.30	ACT: 27 - 34 SAT: 1280 - 1510 A-G Semesters: 46 - 55 Honors Semesters: 17 - 26
	Admits:	8,761	9,336	10,154			
	Enrolls:	4,306	4,634				
Davis	Applications:	56,747	55,375	54,602	40%	4.07 - 4.28	ACT: 25 - 33 SAT: 1190 - 1460 A-G Semesters: 45 - 53 Honors Semesters: 14 - 22
	Admits:	19,416	19,608	21,660			
	Enrolls:	4,849	4,871				
Irvine	Applications:	71,270	70,570	72,425	23%	4.03 - 4.29	ACT: 26 - 34 SAT: 1250 - 1480 A-G Semesters: 45 - 53 Honors Semesters: 14 - 24
	Admits:	17,901	14,995	16,447			
	Enrolls:	4,538	4,712				
Los Angeles	Applications:	71,570	69,613	67,912	14%	4.21 - 4.32	ACT: 29 - 35 SAT: 1300 - 1530 A-G Semesters: 46 - 55 Honors Semesters: 18 - 26
	Admits:	8,726	8,354	9,208			
	Enrolls:	4,367	4,433				
Merced	Applications:	23,445	23,467	23,709	88%	3.39 - 3.96	ACT: 18 - 26 SAT: 980 - 1240 A-G Semesters: 43 - 50 Honors Semesters: 6 - 16
	Admits:	15,826	17,256	20,849			
	Enrolls:	2,202	2,091				
Riverside	Applications:	43,954	43,148	43,176	65%	3.68 - 4.12	ACT: 21 - 31 SAT: 1110 - 1360 A-G Semesters: 44 - 51 Honors Semesters: 10 - 20
	Admits:	22,072	24,219	28,226			
	Enrolls:	4,362	4,588				
San Diego	Applications:	65,735	66,056	66,376	34%	4.11 - 4.29	ACT: 27 - 34 SAT: 1280 - 1500 A-G Semesters: 46 - 54 Honors Semesters: 16 - 24
	Admits:	17,426	17,849	22,658			
	Enrolls:	5,123	4,359				
Santa Barbara	Applications:	66,652	65,817	63,291	35%	4.08 - 4.29	ACT: 27 - 34 SAT: 1260 - 1490 A-G Semesters: 45 - 53 Honors Semesters: 15 - 23
	Admits:	19,714	17,689	22,406			
	Enrolls:	3,991	3,636				
Santa Cruz	Applications:	45,854	44,311	43,903	62%	3.76 - 4.18	ACT: 24 - 32 SAT: 1160 - 1420 A-G Semesters: 45 - 52 Honors Semesters: 11 - 20
	Admits:	18,657	19,989	27,197			
	Enrolls:	3,017	3,024				

***Notes:**

Beginning fall 2021, freshman applicants are not required to submit ACT/SAT test scores.

Data sources: University of California, Office of the President, Undergraduate Admissions. Data for 2018 and 2019 applications, admits, and enrolls are from the UC Information Center. Data for Fall 2020 applications, admits, admit rates, and academic indicators are an in-progress snapshot as of 6/23/20. Fall 2020 enrollment data is not yet available.

GUARANTEED ADMISSION

Two groups of California-resident students will be guaranteed admission to a UC campus:

- 1) Those who rank in the top 9 percent of all high school graduates statewide.
- 2) Those who rank in the top 9 percent of their own high school graduating class at the end of the 11th grade.

It's important to understand, however, that these students are not guaranteed admission to the UC campus or campuses to which they apply. Some campuses and majors are extremely competitive and aren't able to accommodate every qualified student who wishes to attend. In those instances, students will be offered admission to a UC campus with available space.

Students must complete the UC's course and test-taking requirements by the end of their senior year in high school to be considered fully qualified to enroll.

Statewide Context: To determine whether California students rank in the top 9 percent statewide, UC uses an admission index. For more information, go to:

<https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/california-residents/statewide-guarantee/>

Local Context: Students must sign and turn in an ELC form to authorize release of their transcripts should they be identified as in the top 9 percent. Students must submit UC's undergraduate application during the filing period and complete remaining subject and examination requirements as noted above.

Again, both of the admission practices above are under review by UC Academic Senate:

<https://www.universityofcalifornia.edu/press-room/university-california-board-regents-approves-changes-standardized-testing-requirement>

CALCULATE YOUR GRADE POINT AVERAGE (GPA):

- ✓ Convert the grades earned in all college-preparatory courses ("a-g" courses) taken in 10th and 11th grades, including summer sessions: A=4, B=3, C=2, D=1. (Pluses and minuses don't count.)
- ✓ Give yourself an extra point for each honors-level course, up to eight semesters. Honors courses are Advanced Placement courses, Higher Level and designated Standard Level International Baccalaureate courses, transferable community college courses and UC-certified honors courses that appear on your school's course list. A grade of D in an honors course does not earn an extra point. No more than two yearlong UC-approved honors-level courses taken in the 10th grade may be given extra points.

FRESHMAN SELECTION

CAMPUS POLICIES AND PROCEDURES FOR REVIEWING FRESHMAN APPLICANTS			
Campus	Does applying Undeclared improve or detract from an applicant's chances of admission?	Does the campus admit students to a specific major or into a college/school?	Does the campus allow students to apply to an alternate major?
Berkeley	Applying Undeclared does not affect an admission decision but offers an opportunity for students to explore before declaring a major.	To a specific major only in the colleges of Chemistry, Engineering, Environmental Design and Natural Resources . In the College of Letters and Science , students are admitted into the college and must officially declare a major before their junior year.	No
Davis	Applying Undeclared or Undeclared/Exploratory does not affect an admission decision but offers an opportunity for students to explore before declaring a major.	To the major	Yes. Applicants are encouraged to list an alternate major, but not in the same area as the primary major (e.g., Computer Science Engineering with alternate Computer Science in the College of L&S). Occasionally, we admit to the alternate major.
Irvine	Applying Undeclared does not affect an admission decision but offers an opportunity for students to explore before declaring a major.	To the major	Yes. Applicants may be considered for admission to their alternate major if they are not selected for their first-choice major.
Los Angeles	Applying Undeclared in the College of Letters and Science does not affect an admission decision but offers an opportunity for students to explore before declaring a major. However, selecting Undeclared-Engineering does impact admission due to space limitations.	To the major Students admitted as Undeclared or Pre-major must officially declare a major before their junior year.	UCLA only guarantees review of an applicant's first-choice major. We typically do not admit to the alternate major.
Merced	Applying Undeclared does not affect an admission decision but offers an opportunity for students to explore before declaring a major.	To the major	Yes. Applicants are considered for their alternate major if they are not selected for their first-choice major.
Riverside	Applying Undeclared does not affect an admission decision but offers an opportunity for students to explore before declaring a major. Note: Undeclared is not an option for the Bourns College of Engineering .	To the major	Yes. Applicants are considered for their alternate major if they are not selected for their first-choice major.
San Diego	Applying Undeclared does not affect an admission decision but offers an opportunity for students to explore before declaring a major. However, applicants interested in highly selective/capped majors are advised to apply directly to the major. For a list of selective/capped majors see: ucal.us/dnWwFq .	To the major and to one of our seven colleges (colleges.ucsd.edu)	Yes. Applicants to a capped major are encouraged to select an alternate, uncapped major. We will consider the applicant's alternate major if unable to admit to the first choice.

FRESHMAN SELECTION

CAMPUS POLICIES AND PROCEDURES FOR REVIEWING FRESHMAN APPLICANTS			
Campus	Does applying Undeclared Improve or detract from an applicant's chances of admission?	Does the campus admit students to a specific major or into a college/school?	Does the campus allow students to apply to an alternate major?
Santa Barbara	Undeclared is an option only in the College of Letters and Science. It does not affect an admission decision but offers an opportunity for students to explore before declaring a major.	In the College of Creative Studies and the College of Engineering, students are admitted to a specific major. In the College of Letters and Science, students are admitted to a major or a pre-major. If admitted to a pre-major, the student must meet additional requirements at UCSB prior to being in the full major. The Dance BA and Music BM programs require an audition, and direct admission is granted to students who pass the audition. Students interested in the Dance BFA program can audition in their sophomore year. Students interested in the Theater BFA program can be admitted directly to Theater BA and can audition for the Theater BFA program at the end of their freshman year.	Yes. We recommend that students applying for Engineering and Creative Studies choose an alternate major in a different college than their first-choice major.
Santa Cruz	Applying Undeclared/Undecided does not affect an admission decision but offers an opportunity for students to explore before declaring a major. However, the Computer Engineering and Computer Science majors are selective. Students interested in one of these majors must apply to the major.	To the campus, except in Computer Engineering and Computer Science, in which case students are admitted to the major.	Yes. Students wishing to pursue Computer Engineering and Computer Science are encouraged to choose an alternate major.
UC Campus	Which of the campus's majors require an audition or submission of a portfolio?	Which colleges/schools or majors are most selective at the freshman level?	What method of comprehensive review does your campus utilize? *
Berkeley	None	Majors in the colleges of Engineering and Chemistry are the most selective.	Holistic review incorporating the 14 faculty-approved comprehensive review factors with no fixed weight on any factor. Every achievement, academic or non-academic, is considered within the context of opportunities available to the applicant.
Davis	Students who wish to major in Landscape Architecture must apply in Pre-Landscape Architecture major. After students have enrolled at UC Davis they will be required to submit a separate major application to the department in February to be considered for formal acceptance to the Landscape Architecture major. For more information visit: humanecology.ucdavis.edu/landscape-architecture-major .	Majors in the College of Engineering and Computer Science in the College of Letters and Science are the most selective. For more information, visit: ucdavis.edu/admissions/undergraduate/freshman/selectionprocess .	Holistic review incorporating the 14 faculty-approved comprehensive review factors with no fixed weight on any factor. Every achievement, academic or non-academic, is considered within the context of opportunities available to the applicant.
Irvine	Dance and Music	The following majors are the most selective: Business Administration, Dance, Music, Nursing Science and all majors in The Henry Samueli School of Engineering and The Donald Bren School of Information and Computer Science.	Holistic review incorporating the 14 faculty-approved comprehensive review factors with no fixed weight on any factor. Every achievement, academic or non-academic, is considered within the context of opportunities available to the applicant.

* "Holistic" means that no single factor carries a specific weight consistently across all applications in the admission review; instead, the review incorporates an individual's circumstances, educational context and what each individual has presented on the application. "Fixed weight" means that various factors are weighted (e.g., could be 50/50, 75/25, etc.) in the admission review and the weighting is consistent across all applications.

FRESHMAN SELECTION

CAMPUS POLICIES AND PROCEDURES FOR REVIEWING FRESHMAN APPLICANTS			
Campus	Which of the campus's majors require an audition or submission of a portfolio?	Which colleges/schools or majors are most selective at the freshman level?	What method of comprehensive review does your campus utilize?*
Los Angeles	<p>All majors in the following professional schools require submission of additional materials, including but not limited to a supplemental application, portfolio or audition:</p> <ul style="list-style-type: none"> • School of Arts and Architecture • School of Music • School of Nursing • School of Theater, Film and Television <p>See our professional schools' websites for details and deadlines.</p>	<p>Majors in our professional schools are most selective. For detailed information about the freshman admission process, refer to www.admission.ucla.edu/prospect/Adm_fr.htm.</p>	<p>Holistic review incorporating the 14 faculty-approved comprehensive review factors with no fixed weight on any factor. Every achievement, academic or non-academic, is considered within the context of opportunities available to the applicant.</p>
Merced	None	<p>Majors in the School of Natural Sciences and the School of Engineering are the most selective. Students are encouraged to complete pre-calculus or higher before applying.</p>	<p>Fixed weight incorporating the 14 faculty-approved comprehensive review factors considering both academic factors weighted at 75% and non-academic factors weighted at 25%.</p>
Riverside	None	<p>Majors in the Bourns College of Engineering and the College of Natural and Agricultural Sciences.</p>	<p>Fixed weight incorporating the 14 faculty-approved comprehensive review criteria that are used to calculate an Academic Index Score.</p>
San Diego	<p>Students applying to Music, Theatre & Dance or Visual Arts may submit an optional portfolio/audition video.</p>	<p>All Engineering majors and Biological Sciences, Data Science, Economics, Mathematics, Physics and Public Health</p>	<p>Holistic review incorporating the 14 faculty-approved comprehensive review factors with no fixed weight on any factor. Every achievement, academic or non-academic, is considered within the context of opportunities available to the applicant.</p>
Santa Barbara	<p>Auditions are required for Dance BA and Music BM. Students interested in Dance BFA can audition in their sophomore year. Students interested in Theater BFA can audition at the end of their freshman year.</p> <p>College of Creative Studies requires submission of Work in Evidence of Talent for the Art, Music Composition, and Writing and Literature majors.</p>	<p>The College of Engineering is generally the most competitive; however the College of Creative Studies requires faculty review and can be highly selective.</p>	<p>A hybrid of holistic and fixed-weight review incorporating the 14 faculty-approved comprehensive review factors with limited fixed-weight factors. Achievements, academic or non-academic, are considered within the context of opportunities available to the applicant.</p>
Santa Cruz	None	<p>The Computer Engineering and Computer Science majors are highly selective.</p>	<p>Holistic review. Every achievement, academic or non-academic, is considered within the context of opportunities available to the applicant.</p>

* "Holistic" means that no single factor carries a specific weight consistently across all applications in the admission review; instead, the review incorporates an individual's circumstances, educational context and what each individual has presented on the application. "Fixed weight" means that various factors are weighted (e.g., could be 50/50, 75/25, etc.) in the admission review and the weighting is consistent across all applications.

PERSONAL INSIGHT QUESTIONS: GUIDE FOR FRESHMAN APPLICANTS

UNIVERSITY
OF
CALIFORNIA

Getting started

This worksheet is designed to help freshman applicants start the writing process for the personal insight questions in the undergraduate admissions application. Additional hints and suggestions can be found on UC's admissions website at ucal.us/personalquestions.

What are the personal insight questions?

These questions are about getting to know you better — your life experience, interests, ambitions and inspirations. Think of it as your interview with the admissions office. Be open. Be reflective. Find your individual voice and express it.

While this section of the application is just one part we consider when making our admission decision, it helps provide context for the rest of your application.

The basics

- You will have 8 questions to choose from. You must respond to any 4 of the 8 questions.
- Each response is limited to a maximum of 350 words.
- Which questions you choose to answer is entirely up to you: But you should select questions that are most relevant to your experience and that best reflect your individual circumstances.
- All questions are equal: All questions are given equal consideration in the application review process, which means there is no advantage or disadvantage to choosing certain questions over others.

Freshman questions & brainstorm exercise

The following exercises are suggestions to help you get started. Remember, you don't have to answer all eight questions — you only need to answer four. So if some questions aren't the right fit for you, that's OK. The important thing is expressing who you are, what matters to you and what you want to share with UC.

1. Describe an example of your leadership experience in which you have positively influenced others, helped resolve disputes, or contributed to group efforts over time.

How do you define "leader"? List three words that you think describe what a leader is:

- 1.
- 2.
- 3.

Do any of these words apply to you? How? Is there a time in your life when you displayed any of these traits?

2. Every person has a creative side, and it can be expressed in many ways: problem solving, original and innovative thinking, and artistically, to name a few. Describe how you express your creative side.

Can you think of a time your viewpoint was unique compared to others? What was the issue or problem from your perspective? Now think of the same situation from the perspective of another person who was there with you. How was your approach different from that other person's?

Was there ever a problem where your imagination and intuition guided you to the solution?

Do you have a passion for music, theater, visual art, dance, etc.? What have you gained from it that has affected other parts of your life?

3. What would you say is your greatest talent or skill? How have you developed and demonstrated that talent over time?

List three of your talents or skills:

- 1.
- 2.
- 3.

Were these talents or skills the same a few years ago? What changed? What improved?

Which one of the three talents or skills you listed is the most meaningful or important to you and why? Does the talent come naturally or have you worked hard to develop this skill or talent?

PERSONAL INSIGHT QUESTIONS: GUIDE FOR FRESHMAN APPLICANTS

UNIVERSITY
OF
CALIFORNIA

4. Describe how you have taken advantage of a significant educational opportunity or worked to overcome an educational barrier you have faced.

Feel free to speak about either an opportunity or a barrier. It's OK if you've experienced one and not the other.

EDUCATIONAL OPPORTUNITIES:

List any programs or additional classes that have better prepared you for college:

- 1.
- 2.
- 3.

How did you find out about these programs or classes? How did you take what you learned and apply it to your schoolwork or other aspects of your life?

EDUCATIONAL BARRIERS:

Have you faced any barriers or challenges related to school and/or your schoolwork? How did you overcome or strive to overcome them? List three personal characteristics or skills you had to call on to overcome this challenge:

- 1.
- 2.
- 3.

5. Describe the most significant challenge you have faced and the steps you have taken to overcome this challenge. How has this challenge affected your academic achievement?

Have you had a difficult experience in your life? How did you get through it? What did you learn going through this experience? If you're currently working your way through a challenge, what are you doing now and does that affect different aspects of your life? For example, ask yourself, "How has my life changed at home, at my school, with my friends, or with my family?"

6. Describe your favorite academic subject and explain how it has influenced you.

Think about all of your classes. Now fill in the blank:

I would go to [class name] even if I didn't have to.

It doesn't have to be a class in which you've earned good grades – the important thing is you enjoyed the subject and it impacted you in some way.

7. What have you done to make your school or your community a better place?

Did you contribute to a positive change at your school or in your community? What steps have you taken to accomplish this? Remember, even small changes can have a big impact. Why were you inspired to act? What did you learn from your effort?

8. What is the one thing that you think sets you apart from other candidates applying to the University of California?

Don't be afraid to brag a little. Even if you don't think you're unique, you are — remember, there's only one of you in the world. Lots of things can influence who you are, such as your experiences, family, interests and values. Here are a few lists to help you get started.

List three of your personality traits (if you need help, ask your friends or family how they would describe you):

- 1.
- 2.
- 3.

What do you value in your life? What's important to you? List three of them here:

- 1.
- 2.
- 3.

What are you passionate about?

- 1.
- 2.
- 3.

What items or possessions do you cherish? List them here and think about why they're meaningful to you:

- 1.
- 2.
- 3.

Does anything overlap? Is there one thing that stands out? Are there any that you would want to share more information about?

Next steps

As you filled out the worksheet, were there any topics that seemed particularly interesting? You might consider answering those questions as part of your application. But the choice is yours! Take your time in selecting which questions to answer and how to answer them. For more information, visit our website at ucal.us/personalquestions.

PRIVATE COLLEGES & UNIVERSITIES

INFORMATION & LOCATION

Search the Internet. All colleges now have Web sites with admissions information. Most have an online application, or use the Common Application, or coalition application.

View DVDs and reference books that are in the College & Career Center.

Write for information. Private colleges are usually prompt in answering emails from interested students. Or you may be able to request written information on the Web site.

See a Paly college advisor. Sign up for an appointment to discuss your choices in the spring of your junior year and fall of senior year.

See the college representatives (reps) who visit the College & Career Center. Look for dates and times of visits listed on Paly's Web page, and on bulletin boards outside the College & Career Center. If you have a conflicting class, get your teacher's permission the day before on forms available in the center.

APPLICATION TO PRIVATE COLLEGES

Virtually all private colleges strongly encourage online applications. Check college Web sites (easily found on Google and through Naviance) no later than September/October for application instructions.

The Common Application may be used for hundreds of private colleges. Fill in one application and send copies to all of your schools that are listed at the top of the application. The Common Application is available on the Web at www.commonapp.org. *Most colleges, however, also require supplemental forms. Be sure to check the Common Application or College Web site for those forms.*

- ✓ If applying online, be sure to follow all instructions carefully.
- ✓ For all applications, include a written explanation of anything appearing on your transcript for credit which needs explaining, e.g., Exploratory Experience.
- ✓ Fill in **ALL** information requested.
- ✓ Check that your **signature** is there if requested.
- ✓ Be sure that the application fee is paid, usually by check or credit card.

There are many similarities between the Common App and the Coalition App. While colleges don't "prefer" one over the other, more colleges and universities utilize the Common App. The only university that uses the Coalition App, exclusively, is the U WA – Seattle.

We recommend that students use the Common App, switching over to the Coalition App only when absolutely necessary for the following reasons:

- ✓ You don't want to spend too much time duplicating your efforts between the two platforms.
- ✓ The user interface is less intuitive in the Coalition App.
- ✓ You will need to order transcripts from Parchment for any Coalition App colleges requiring one; this is true for all colleges using non-Common App application platforms. Your Teacher Advisor will automatically upload your transcript to the Common App, only.
 - Your first two transcript orders are free but any thereafter cost \$10 each
 - U WA – Seattle doesn't require a transcript

RECOMMENDATIONS

Teacher and teacher advisor recommendations are a most important part of your private college application. Check college deadlines. Read *Recommendations for Private Colleges and Scholarships* (pages 89-92).

ADMISSIONS TESTS (See *Tests* page 57)

College admissions examinations are required by most colleges. Consult the college Web site or college reference books in the College & Career Center to determine which entrance examinations, if any, are required and when they should be taken. Registration information is available on the SAT and ACT Web sites. The College & Career Center also has information, instruction booklets, and the current college admission test schedules for the SAT and ACT.

- ✓ Register online or mail in the test registration form in time to avoid paying penalty fees.
- ✓ When you register for the test, indicate colleges that are to receive test scores.

DUAL ENROLLMENT–FOOTHILL COLLEGE

FOOTHILL COLLEGE & COLLEGE APPLICATIONS

The Course Catalog lists the Dual Enrollment (DE) courses Paly offers in partnership with Foothill College. When reporting DE courses on your college applications, please keep the following in mind:

- ✓ Dual enrollment courses are college-level courses
- ✓ You are enrolled both at Paly and Foothill College. This means if you decide to drop the class, you will need to consider the deadlines/consequences for doing so at both institutions.
- ✓ On your Paly transcript, current/planned courses for the current year will show as “works in progress” and the course code will end in “D”
- ✓ Upon completion of dual enrollment course(s):
 - You will earn both high school credits on your high school transcript and college credits on your Foothill College transcript for each term
 - The grade you earn will be recorded on both your high school transcript and your Foothill College transcript

The most important thing to remember about reporting dual enrollment courses to ANY college: For the purpose of college admissions, your dual enrollment course(s) are NOT high school classes and you should NOT report them as high school classes.

The second most important thing about dual enrollment courses for college admission purposes: You are responsible for ordering Foothill transcripts and having them sent from Foothill directly to each college that asks for transcripts, once you have earned Foothill course grades.

- ✓ For college applications, most private (and some out-of-state public) colleges will request a copy of your transcript as part of the application process. While your TA will upload your Paly transcript to the Common App, you will need to order an official Foothill College transcript for each 4-year college that asks for or requires one. The transcript must be sent from Foothill directly to the college admissions office (i.e. it doesn't get uploaded to the Common App or other apps).
 - For grades already earned, you'll order a Foothill transcript to arrive by your application deadline
 - For courses in progress, you'll order a Foothill transcript once grades are earned in your first-semester courses for colleges requiring Mid-Year transcripts,
- ✓ At the end of the school year, you will need to order an official Foothill College final transcript to be sent to the college to which you will matriculate.

You will receive an email at the beginning of senior year with all the pertinent DE course information (i.e. Foothill credits, course dates, etc.) you'll need to complete your college applications. Specific directions for how to enter that information on your college applications (Common App, UC, and CSU) can be found, here: <https://bit.ly/2J1wmun>

COMMON APPLICATION ESSAY

INSTRUCTIONS

The essay demonstrates your ability to write clearly and concisely on a selected topic and helps you distinguish yourself in your own voice. What do you want the readers of your application to know about you apart from courses, grades, and test scores? Choose the 1 option that best helps you answer that question and write an essay of no more than 650 words, using the prompt to inspire and structure your response. Remember: 650 words is your limit, not your goal. Use the full range if you need it, but don't feel obligated to do so. (The application won't accept a response shorter than 250 words.)

- 1) Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
- 2) The lesson we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
- 3) Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
- 4) Reflect on something that someone has done for you that has made you happy or thankful in a surprising way. How has this gratitude affected or motivated you?
- 5) Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
- 6) Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
- 7) Share an essay on any topic of your choice. It can be one you've already written, one that respond to a different prompt, or one of your own design.

EXPECTATIONS FOR NEXT YEAR

Here is what you and your students can expect next year with respect to essay requirements and the submission process:

- ✓ Member colleges and universities can choose to require or not require the Personal Essay as part of the application.
- ✓ Applicants will always have the option to submit the Personal Essay if they wish to do so.
- ✓ If the Personal Essay is required for a particular college, that requirement will be enforced during the submission process. In other words, students will not be able to submit an application without this required element.
- ✓ Individual Member writing requirements (i.e. supplements) will be reflected in multiple places within the application.
- ✓ Like all other parts of the application, the essay will remain editable for all applicants, at any time.

TRANSCRIPTS

No transcripts are required for CSU, UC, and some colleges. Common Application transcripts will be included with the paperwork the TA submits. For all other schools requiring a transcript, Paly uses an online process. Thanks to a service called *Parchment*, you can request transcripts online, and have them sent directly to colleges. All you have to do is look on paly.net > Campus Life > Guidance Department > Transcripts, create an account, login, and make your requests and pay. The cost for each transcript is \$10 (after the first two which are free). If you believe you qualify for a fee waiver, please see a college advisor.

Parchment is provided by Docufide, Inc. We will deliver your official school verified and approved transcript, to the college and scholarship funds you choose. Please know that the School Profile and Grading Key are available to the colleges with each transcript sent. To view these documents yourself: go to <http://paly.net> > About Us > School Reports.

Transcripts include semester grades only (quarter grades are not included on student transcripts). If students wish, they may self-report quarter grades in the "Additional Information" section of their applications. For colleges requiring transcripts, students will request a current transcript (with semester grades through junior year) by the Paly deadline and then another mid-year transcript after Fall semester's grades are posted. Some colleges might be interested in 1st semester senior year quarter grades if a student is applying early (EA, ED). Most colleges don't have a set policy on requiring quarter grades for early applicants; instead, colleges reach out to high schools when they want more information about quarter grades for an early application by contacting the TA or registrar, on a case-by-case basis. Signing the release on the NACAC form and School Report give Paly permission to share these quarter grades with colleges, when requested.

PLEASE ORDER YOUR TRANSCRIPTS AT THE SAME TIME YOU SUBMIT YOUR SCHOOL PAPERWORK TO THE GUIDANCE OFFICE, ADHERING TO THE PALY DEADLINES. These are not transmitted automatically. They need to be reviewed and released by Paly.

INTERNATIONAL TRANSCRIPTS

For students who have attended school abroad, please note that PAUSD policy dictates that we only submit our own transcript to colleges. If you attended school elsewhere, YOU are responsible for having those transcripts sent to each college requiring them. Please allow yourself plenty of time to order and have them sent.

All Spring 2020 coursework will receive Credit/No Credit grades only, in accordance with PAUSD policy. If international transcripts do not include A-F letter grades, a Pass (P) or Fail (F) grade will be listed on the Paly transcript. Families will need to arrange for the previous high school to send official transcripts to colleges during the application process. Allow processing time. International college admissions evaluators will want to see original language and translation transcripts. In addition, if students are enrolled fewer than two years at a US high school, they should prepare to take the TOEFL exam (or approved equivalent) to demonstrate English proficiency for college applications.

SUSPENSIONS

The following outlines the role of suspensions in the college application process--from a student, high school, and college perspective.

Students: Students must report suspensions on their college applications, if the college explicitly asks about such disciplinary action. The UCs and CSUs do not ask this question but the Common Application does; some other private colleges and a few out of state college ask as well. It is important that students are honest on their applications; they sign their name to the authenticity of information presented in their application so should they be found to have misrepresented the information at some point in the future, the college has grounds for rescinding admission or expulsion if the student has already matriculated.

Those colleges that ask the students to report such information usually provide an opportunity for students to offer explanation. It is not necessary to retell the details of the event but more important for the student to express remorse for their actions, explain that this is not typical behavior but rather a regrettable mistake, and perhaps offer a lesson learned. It is advised that they do not comment or complain about the high school's consequences (i.e. suspension) in this explanation which can be perceived as bitter and potentially undermine an expression of remorse.

High School: Paly is a member of NACAC; as such, the school has a responsibility to follow the Statement of Principles of Good Practice for Members of the National Association of College Admission Counselors. More importantly, since the students must report suspensions in their college applications, Paly would lose credibility with college admission offices if our school doesn't also report suspensions for those colleges that ask the question on their (or on the Common Application's) Secondary School Report form. This is a form counselors (TAs) complete; when there is a student who has a suspension on their record, that portion of the form is completed by our Assistant Principal in charge of discipline. He writes a brief, factual statement about such incidents, letting colleges learn more by what the student reports in their statements on the college application.

In the letter that TAs write that accompanies this college form, the TA has an opportunity to comment on the situation from a counseling perspective if he/she feels additional information might be warranted to explain the context of the incident and/or how it has impacted the student.

If a student is suspended after the Paly college application materials have been sent to the colleges, or a student has been admitted, Paly is responsible for sending follow-up notification to amend the school report.

Colleges: The topic of student discipline and college admission was the topic of an educational session at a NACAC National Conference. Colleges reported that they have admitted students who have reported disciplinary action on their college applications. In fact, former Paly applicants with suspensions on their record have been admitted to private colleges. The admissions office reads both the student statement and counselor (TA) report in the context of the entire application.

Of particular concern to colleges are students who were disciplined for committing crimes and/or academic dishonesty, as well as students who might have psychological or emotional problems that potentially pose a risk to other students and/or him/herself, and/or students with repeated offenses. Experience suggests that incidents considered a lapse in judgment or adolescent experimentation (e.g. drinking alcohol at a school dance) do not necessarily have a negative effect in the admissions process when the student expresses regret in his/her statement of explanation.

Since the colleges that ask students and high schools to report discipline often perform a holistic review of applicants, it is difficult to determine if a suspension can "tip the scale" against an applicant, which is why it's best if students are informed about Paly's discipline policy and try to avoid being subject to being disciplined in this way.

TESTS

College admissions tests are required by many colleges as part of the application process. They are also used as a criterion for financial aid and scholarships. These tests are useful to the student in demonstrating strength in academic areas when college and career decisions are being made. Grade point average (GPA) and test scores in SAT and ACT are important in determining admissibility. ***With recent changes in the SAT and ACT testing programs, it is critical that you check the requirements of each specific college to which you may apply.***

IMPORTANT GENERAL TEST INFORMATION

- 1) The school code number for Palo Alto High School is 052-350. Be sure to include that code number whenever asked so that Paly will get a copy of your scores.
- 2) You may register online at www.collegeboard.com or www.act.org. Information about and registration forms for SAT and ACT are also available in the College & Career Center.
- 3) The dates for registration, late registration (penalty fee), and test days are on the following pages and in the places listed in #2.
- 4) Registration for AP exams begins early. Watch for the dates in Schoology and announced in Focus.
- 5) A social security number is helpful, but not required for taking the tests.
- 6) A separate registration is needed for each test date.
- 7) Bring two or more #2 pencils to the test.
- 8) At time of registration or on test day, select four of your college choices to receive the scores directly (included in fee). Code numbers are in the registration bulletin. If you have not made your selection by the time of taking the tests, this can be done later when, for additional fees, you may make online or phone requests for new colleges directly to the testing service.
- 9) Arrive at the test center by 7:45 a.m.
- 10) See the College Advisor for fee waiver eligibility requirements if you think you might qualify.
- 11) **Always** use the same name on all forms that you fill out. No nicknames!
- 12) **Read all instructions carefully!**

Students who may be eligible for testing accommodations should speak with their special education teacher or the 504 coordinator at least three months before a test's regular registration deadline.

■ PSAT/NMSQT

PSAT Test: <https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10>

The PSAT is a pre-SAT, a practice SAT test; it is given only in October. This test doesn't count for college admission.

The College Board indicates that students will be able to access their scores online December 12 via: <http://studentscores.collegeboard.org>. Students who listed an email address on their PSAT score sheet (about 50% of students who took the test did that) were emailed an access code (email from the College Board). However, students without access codes should still be able to access their PSAT scores by logging in to a previously initiated account created with the College Board (from AP/SAT test registration) or creating an account and then clicking "add scores" and "verify personal info now". If this doesn't work, you'll need to call the PSAT line and get help: 1-888-477-PSAT. This information from the College Board helps you interpret PSAT scores:

<https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10/scores/understanding-scores>

PSAT test booklets will be returned during junior advisory so students can review them when they access their score reports, as a learning tool. PSAT scores aren't sent to colleges. Once received, Paly will upload PSAT scores into Naviance which will help you begin to use college admission Scattergrams. In keeping with the guidelines of the PSAT, Paly doesn't release PSAT scores (nor any other test scores) to colleges.

The PSAT taken in junior year is also used as the qualifying exam for the National Merit scholarship program. In the Fall of senior year, National Merit Corp. will announce students whose scores have earned semifinalist status in the scholarship program.

The PSAT will be administered to all Paly juniors in October.

■ ACT & SAT

Typically, many colleges require students submit SAT or ACT test scores as part of the college application process in senior year; however, testing availability has been severely limited nationwide due to the COVID-19 pandemic so most colleges have waived testing requirements for the class of 2022 (and often beyond). March, May, and June are optimum testing months for juniors. Students should register well in advance in order to secure availability at a local testing center. When registering for these tests, use Paly's school code: **052350**. If you qualify for the Federal Free or Reduced Lunch Program, ask your College Advisor for a **fee-waiver to register for the SAT and ACT**.

SAT Test vs. ACT Test – Content:

ACT http://www.act.org/content/act/en/products-and-services/the-act.html			
SUBJECT	SCORE	TIME	CONTENT
English 75 questions (1 section)	1 – 36	45 minutes	<ul style="list-style-type: none"> • Production of writing <ul style="list-style-type: none"> ○ Topic development ○ Organization, unity & cohesion • Knowledge of language <ul style="list-style-type: none"> ○ Word choice ○ Style ○ Tone • Conventions of standard English <ul style="list-style-type: none"> ○ Sentence structure ○ Punctuation ○ Usage
Math 60 questions (1 section)	1 – 36	60 minutes	<ul style="list-style-type: none"> • Preparing for higher math <ul style="list-style-type: none"> ○ Number and quantity ○ Algebra ○ Functions ○ Geometry ○ Statistics & probability • Integrating Essential Skills • Modeling
Reading 40 questions (1 section)	1 – 36	35 minutes	<ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge and ideas
Science (reasoning) 40 questions	1 – 36	35 minutes	<ul style="list-style-type: none"> • Interpretation of data • Scientific investigation • Evaluation of modes, inferences & experimental results
Writing (optional)	Subscore 2–12; will count for 1/3 of the English /Writing score	40 minutes	<ul style="list-style-type: none"> • Essay—analyze and evaluate perspectives given, state and develop your own perspective and explain the relationship between your perspective and those given • At end of ACT

SAT https://collegereadiness.collegeboard.org/sat			
SUBJECT	SCORE *	TIME **	CONTENT
Evidence-Based Reading and Writing Reading 52 questions Writing and Language 44 questions	200 – 800	65 minutes 35 minutes	<ul style="list-style-type: none"> • Reading passages <ul style="list-style-type: none"> ○ Passages: social science, science, class/contemporary work, US founding documents of inspired work • Examine hypotheses, interpret data, consider implications • Command of evidence <ul style="list-style-type: none"> ○ Support an answer or basis for conclusion ○ How used to support claims ○ Interpret data in info graphic or understand relationship between graphic and passage • Words in context <ul style="list-style-type: none"> ○ Meaning ○ How word choice shapes meaning, style, tone
Math 58 questions	200 – 800	80 minutes	<ul style="list-style-type: none"> • Problem solving • Data analysis • Algebra • Advanced Math Calculators only allowed sometimes

For information about converting SAT scores to ACT scores, see:

1. <https://collegereadiness.collegeboard.org/pdf/guide-2018-act-sat-concordance.pdf>
2. <https://www.act.org/content/act/en/products-and-services/the-act/scores/act-sat-concordance.html>

SAT VS. ACT

You should consider the kind of test that best suits you – your academic strengths and learning (testing) style.

Here are some other things to consider:

- ✓ **All** colleges and universities accept *either* test. Some colleges prefer the ACT (e.g. Cal Poly SLO).
- ✓ Some colleges are test-optional (www.fairtest.org). However, we suggest students take either the SAT or ACT in order to be eligible for many colleges; if you apply to a college that doesn't require test scores, don't send them.
- ✓ The UCs, CSUs (and many private colleges) don't require or consider the Writing portion of the ACT.

2018 ACT/SAT CONCORDANCE TABLES



Table A1: SAT Total to ACT Composite.

SAT	ACT	SAT	ACT	SAT	ACT
1600	36	1250	26	910	16
*1590	36	*1240	26	900	16
1580	36	1230	26	*890	16
1570	36	1220	25	880	16
1560	35	*1210	25	870	15
1550	35	1200	25	860	15
*1540	35	1190	24	*850	15
1530	35	*1180	24	840	15
1520	34	1170	24	830	15
1510	34	1160	24	820	14
*1500	34	1150	23	810	14
1490	34	*1140	23	*800	14
1480	33	1130	23	790	14
1470	33	1120	22	780	14
*1460	33	*1110	22	770	13
1450	33	1100	22	*760	13
1440	32	1090	21	750	13
*1430	32	*1080	21	740	13
1420	32	1070	21	730	13
1410	31	1060	21	720	12
*1400	31	1050	20	*710	12
1390	31	*1040	20	700	12
1380	30	1030	20	690	12
*1370	30	1020	19	680	11
1360	30	*1010	19	*670	11
1350	29	1000	19	660	11
*1340	29	990	19	650	11
1330	29	980	18	640	10
1320	28	*970	18	*630	10
*1310	28	960	18	620	10
1300	28	950	17	610	9
1290	27	940	17	600	9
*1280	27	*930	17	*590	9
1270	27	920	17		
1260	27				

*Use this SAT score when a single score point comparison is needed.

Note: Concordance tables for the ACT Composite were derived from concordances of the ACT sum score.

Table A2 : ACT Composite to SAT Total.

ACT	SAT	SAT Range
36	1590	1570-1600
35	1540	1530-1560
34	1500	1490-1520
33	1460	1450-1480
32	1430	1420-1440
31	1400	1390-1410
30	1370	1360-1380
29	1340	1330-1350
28	1310	1300-1320
27	1280	1260-1290
26	1240	1230-1250
25	1210	1200-1220
24	1180	1160-1190
23	1140	1130-1150
22	1110	1100-1120
21	1080	1060-1090
20	1040	1030-1050
19	1010	990-1020
18	970	960-980
17	930	920-950
16	890	880-910
15	850	830-870
14	800	780-820
13	760	730-770
12	710	690-720
11	670	650-680
10	630	620-640
9	590	590-610

Table B1: SAT Math to ACT Math.

SAT	ACT	SAT	ACT
800	36	*500	18
790	35	490	18
*780	35	480	17
770	35	*470	17
760	34	460	17
750	33	450	16
*740	33	440	16
730	32	*430	16
*720	32	420	16
710	31	410	15
*700	30	*400	15
690	30	390	15
680	29	380	15
670	28	370	14
*660	28	*360	14
650	27	350	14
*640	27	340	13
630	27	*330	13
620	26	320	13
*610	26	*310	12
600	25	300	12
*590	25	290	11
*580	24	*280	11
570	24	270	10
*560	23	*260	10
550	23		
540	22		
530	21		
520	20		
510	19		

Table B2 : ACT Math to SAT Math.

ACT	SAT
36	800
35	780
34	760
33	740
32	720
31	710
30	700
29	680
28	660
27	640
26	610
25	590
24	580
23	560
22	540
21	530
20	520
19	510
18	500
17	470
16	430
15	400
14	360
13	330
12	310
11	280
10	260

*Use this SAT score when a single score point comparison is needed.

Table C1: SAT ERW to ACT English+Reading.

SAT	ACT	SAT	ACT
800	72	500	37
*790	72	490	35
780	71	480	34
*770	71	470	33
760	70	460	32
*750	70	450	31
740	69	440	30
730	68	430	29
720	67	420	28
710	66	410	27
700	64	400	26
690	63	390	25
680	61	380	24
670	60	370	23
660	58	360	22
650	57	350	21
640	55	340	20
630	54	330	19
620	52	320	18
610	51	310	17
600	49	300	16
590	48	290	15
580	46	280	14
570	45		
560	44		
550	43		
540	42		
530	40		
520	39		
510	38		

Note: ERW = Evidence-Based Reading and Writing.**Note:** ACT English + Reading scores range from 2 to 72

*Use this SAT score when a single score point comparison is needed.

Table C2 : ACT English+Reading to SAT ERW.

ACT	SAT	ACT	SAT
72	790	*42	540
71	770	41	540
70	750	40	520
69	740	39	520
68	730	38	510
67	720	*37	500
66	710	36	500
65	700	35	490
*64	700	34	480
63	690	33	470
62	680	32	460
*61	680	31	450
60	670	30	440
59	660	29	430
*58	660	28	420
57	650	27	410
56	640	26	400
*55	640	25	390
*54	630	24	380
53	630	23	370
52	620	22	360
*51	610	21	350
50	610	20	340
49	600	19	330
48	590	18	320
47	580	17	310
*46	580	16	300
45	570	15	290
44	560	14	280
43	550		

Note: ERW = Evidence-Based Reading and Writing.**Note:** ACT English + Reading scores range from 2 to 72

*Use this ACT score when a single score point comparison is needed.

SAT SUBJECT TESTS (a.k.a. SAT IIs)

College Board announced the elimination of the optional essay section of the SAT and all SAT Subject Tests in January 2021: <https://blog.collegeboard.org/January-2021-sat-subject-test-and-essay-faq>

INFORMATION ABOUT SCORE REPORTING

- ✓ Paly doesn't report test scores to colleges. Students need to order official test scores from the testing agencies (i.e. College Board or ACT) to send to colleges or scholarships requiring them, as well as the NCAA. Note: official AP test scores are not required as part of the college application process; after students are admitted and choose where to matriculate, they will order official AP scores to be sent to that college.
- ✓ While both the SAT and ACT have a **Score Choice** reporting policy allowing students to choose which scores from which test administration, some colleges require students to report scores from all tests taken. Check the colleges' Web sites for their requirements or see:
 - <https://collegereadiness.collegeboard.org/sat/scores/sending-scores/score-choice>
 - <https://secure-media.collegeboard.org/digitalServices/pdf/professionals/sat-score-use-practices-participating-institutions.pdf>
- ✓ Tips for Saving Money when Sending SAT and/or ACT Test Scores
 - **UCs**
When preparing to submit the UC application, authorize the release of your application information with all UC campuses (it's the first release on the screen with the affidavits). If you do so, then the official test scores sent to any one UC campus will be shared with the UC Office of the President and accessible to all of the UC campuses systemwide. This can save you money!
 - **CSUs**
Send scores to multiple campuses for free or the price of one campus! Select the Chancellor's Office to receive scores during test registration and it's free or, request a score report to the Chancellor's office after you take the test (for a modest fee). The Chancellor's office will release scores to additional campuses for free.
 - **SAT:** Use school code **3594**. This code will send your SAT scores to the Chancellor's Office in Long Beach (i.e. all of the CSU campuses for the price of one).
- ✓ At the time of registration, the testing companies offer you 4 free score reports to send to colleges; you can request scores to be sent later, at the time of application, for a per-college fee. Please note that if, on your SAT/ACT registration, you list colleges where you want your scores sent, the UCs and CSUs will keep the scores for 2 years.
- ✓ If you qualify for the Federal Free or Reduced Lunch Program, ask your College Advisor for a **fee-waiver to register for the SAT or ACT**. Registering for the test with a fee waiver entitles you to unlimited, SAT free score reports and 20 ACT free score reports, to complete your college applications. In addition, having used a registration fee waiver entitles you college-application fee waivers, as well.

SAT & ACT TEST PREP

Both the College Board and ACT provide free test prep; you will find sample questions on their Web sites. You can also pick up a full-length practice test brochure in the College Center. In addition, you can borrow an SAT, ACT or AP test-prep book from the C&CC for a week at a time.

There is also free test prep available in Naviance. Naviance Test Prep for SAT and ACT is an adaptive learning platform that helps students build their math, reading, writing, and SAT/ACT test prep skills by identifying each student's individual strengths and weaknesses to create a customized study plan based on their needs and timelines. With Naviance Test Prep, students can take diagnostic pre-tests, work on targeted lessons, and take a full-length, timed practice test. Students can listen to a professional tutor explain the concepts and questions that they are struggling with, as well as get immediate feedback and a complete explanation for every practice question. From the Naviance *Home* page, scroll down to the *Resources to Get Ready* section and click the *Naviance Test Prep* hyperlink.

Personalized SAT practice is also available through Khan Academy. After receiving PSAT scores in December, students login to the College Board Web site and select to send their PSAT score report from the College Board to Khan Academy; Khan Academy will analyze the score report to create a personalized road map to help improve your skills and then offer practice tests. The practice test assessments are dynamic and change as students acquire skills. ACT offers similar, customized practice via ACT Academy.

■ AP (ADVANCED PLACEMENT) TESTS

<https://apstudent.collegeboard.org/home>

AP tests (and courses) are not required for college admission in the U.S. However, AP test scores can sometimes be used to satisfy college eligibility subject requirements; they can also demonstrate academic achievement when reviewed as part of a college application. In addition, many colleges award students advanced college course placement, as well as college course credit, for earning passing scores on AP exams; each college determines its own policies. Note: if enrolled in an AP class while in high school, some colleges may ask for the correlating AP test scores when students apply to college – and consider them in the application review.

AP tests are given at Paly, during the school day, in May. Interested students will register in February; there is a fee per test (fee waivers are available for eligible students). Students should listen for announcements from InFocus and look for an email in Schoology from the overseeing Assistant Principal, for instructions how to do so.

Official AP test scores are not required as part of the college application process; after students are admitted and choose where to matriculate, they will order official AP scores to be sent to that college.

■ 10 BRIEF TEST-TAKING TIPS FOR STANDARDIZED TESTS

- 1) Be sure to read and pay careful attention to all directions.
- 2) Read every possible answer because the best one could be the last one.
- 3) Work as rapidly as possible, but don't work carelessly.
- 4) Eliminate answers that you are certain are incorrect.
- 5) Don't spend too long on any one question. Instead, skip difficult questions and move on. Mark the questions in the test booklet to which you need to return. Be careful to skip that same question on the answer sheet. Return to these questions if time permits.
- 6) Make sure to record every answer in the correct place on the answer sheet. If you change an answer, be sure to erase changes completely.
- 7) Because the ACT test and SAT do *not* subtract points for incorrect answers, you should make an "educated guess" and not leave questions blank.
- 8) Use every minute of the time given for the test. If you finish early, go back and complete questions skipped, make you sure have not mismarked the answer sheet, and check your work.
- 9) Being familiar with the testing format and procedures will help you do your best. Best sure to take some practice tests prior to test day.
- 10) Don't forget to bring your ID, pencil, calculator, and Admission Ticket (be sure you've uploaded your photo by the deadline!) to the test!

PLAYNAIA

THE NAIA ELIGIBILITY CENTER



Dear Prospective Student-Athletes,

Welcome to the National Association of Intercollegiate Athletics, an association that boasts a proud tradition of intercollegiate athletics, academic excellence and character values.



The National Association of Intercollegiate Athletics (NAIA), headquartered in Kansas City, Mo., is a governing body of small athletics programs dedicated to character-driven intercollegiate athletics. Since 1937, the NAIA has administered programs and championships in balance with the overall college educational experience. The student-athlete is the center of all NAIA initiatives. Each year more than 65,000 student-athletes have the opportunity to play college sports, earn over \$600 million in scholarships and compete for a chance to participate in 25 national championships.

Today, the NAIA is an association that, above all other things, cares about and is focused on student-athlete success – helping you to attain your education and athletic goals. Our members utilize athletics as a vehicle to transform lives to build better futures.

The NAIA is ready to assist you in taking that important first step in your college sports career. We invite you to register with the NAIA Eligibility Center at PlayNAIA.org. Once there, you'll learn more about the opportunities that await you.

Since the NAIA's founding in 1937, we are proud of the many accomplishments of our current and former student-athletes and we look forward to the legacy you will establish in the NAIA. Visit us at: www.naia.org.

Jim Carr, NAIA President



25 National Championships

The NAIA offers both student-athletes the opportunity to compete at the highest level in these sports.

Fall sports

Men's Cross Country
Women's Cross Country
Football
Men's Soccer
Women's Soccer
Volleyball

Winter sports

Men's Basketball (Divisions I & II)
Women's Basketball (Divisions I & II)
Competitive Cheer
Competitive Dance
Men's Swimming & Diving
Women's Swimming & Diving
Men's Indoor Track & Field
Women's Indoor Track & Field
Wrestling

Spring sports

Baseball
Men's Golf
Women's Golf
Softball
Men's Tennis
Women's Tennis
Men's Outdoor Track & Field
Women's Outdoor Track & Field

Invitational sports

Men's Lacrosse
Women's Lacrosse
Men's Volleyball
Men's Bowling
Women's Bowling

Find NAIA schools that offer your sport at PlayNAIA.org.

Do I meet the freshman eligibility requirements?

If you will graduate from a U.S. high school this spring and enroll in college this coming fall, the requirements are simple. An entering freshman must:

- Be a graduate of an accredited high school.
- Meet **two of the three** following requirements. If as an entering freshman you do not meet at least two of the three standards, you cannot participate in athletics for the first full year of attendance (2 semesters, 3 quarters, or equivalent).

MUST MEET TWO OF THE THREE

1. TEST SCORE REQUIREMENT	2. HIGH SCHOOL GPA REQUIREMENT	3. CLASS RANK REQUIREMENT
Achieve a minimum of 16 on the ACT or 860 on the SAT.	Achieve a minimum overall high school grade point average of 2.0 on a 4.0 scale.	Graduate in the top half of your high school class.
Tests must be taken on a national testing date; score must be achieved on a single test. The SAT must be achieved on the Evidence-Based Reading and Writing & Math section only; the Writing score cannot be used. You must meet the score requirement on a test date prior to the start of the term in which you intend to participate in athletics. *These minimum ACT and SAT score are in place for 2017-18 and are subject to change moving forward.	The NAIA accepts the grade point average determined by the high school, provided it is recorded and awarded in the same manner as for every other student at the school.	If a student's class rank does not appear on the transcript, a signed letter from the principal or headmaster, vice principal or guidance counselor written on the school's letterhead and with the school's official seal, stating the student's final class rank position or percent may be submitted.

Learning disabilities. Students with diagnosed learning disabilities, who do not meet the freshman eligibility requirements, may have their academic profiles reviewed by the NAIA National Eligibility Committee at the request of an NAIA institution.

What if I didn't attend a U.S. high school?

The criteria for alternative high school experiences and those outside of the U.S. are determined as follows:

GED Students — must meet two of the three

1. TEST SCORE REQUIREMENT	2. HIGH SCHOOL GPA REQUIREMENT	3. CLASS RANK REQUIREMENT
Achieve a minimum of 16 on the ACT or 860 on the SAT*	GED students are recognized as having met the GPA requirement.	(Not applicable)

Home Schooled Students

TEST SCORE REQUIREMENT — Home school students who have an 18 on the ACT or 950 on the SAT are considered to have met the freshman eligibility requirement.

If a home schooled student completes a home schooling program conducted in accordance with the laws of the student's state of residence, but does not meet the test score requirement, a home school waiver may be requested from the NAIA Home School Committee.

International Students — must meet two of the three

Graduates of high schools outside of the United States or one of the U.S. territories.

1. TEST SCORE REQUIREMENT	2. HIGH SCHOOL GPA REQUIREMENT	3. CLASS RANK REQUIREMENT
Achieve a minimum of 16 on the ACT or 860 on the SAT.	Achieve a minimum overall high school grade point average of 2.0 on a 4.0 scale.	Graduate in the top half of your high school class.
	International students must provide their academic records in both the language of issue as well as word-for-word English translation.	

Note: For detailed information about the process for international students, please see the [NAIA Guide for the International Student-Athlete](#).

ONE OPPORTUNITY.
LIMITLESS
POSSIBILITIES.



More than
480,000 college athletes
from **1,121** colleges and universities
make up the **19,000** teams
that send more than
54,000 participants
to compete each year in the NCAA's
90 championships
in **24** sports
across **3** divisions.



GRADE 9

Plan

- Start planning now! Take the right courses and earn the best grades you can.
- Ask your counselor for a list of your high school's NCAA core courses to make sure you take the right classes. Or, find your high school's list of NCAA core courses at eligibilitycenter.org.

GRADE 10

Register

- Register with the NCAA Eligibility Center at eligibilitycenter.org.
- If you fall behind on courses, don't take shortcuts to catch up. Ask your counselor for help with finding approved courses or programs you can take.

GRADE 11

Study

- Check with your counselor to make sure you are on track to graduate on time.
- Take the ACT or SAT and make sure we get your scores by using code 9999.
- At the end of the year, ask your counselor to upload your official transcript.

GRADE 12

Graduate

- Take the ACT or SAT again, if necessary, and make sure we get your scores by using code 9999.
- Request your final amateurism certification after April 1.
- After you graduate, ask your counselor to upload your final official transcript with proof of graduation.



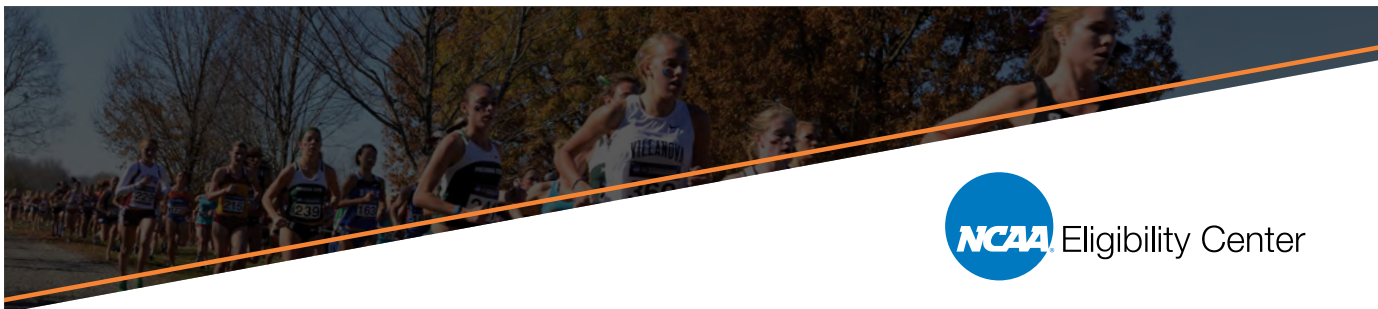
FOLLOW
YOUR
PATH

For more information:
eligibilitycenter.org
NCAA.org/playcollegesports

Search Frequently Asked Questions:
NCAA.org/studentfaq

Follow us on Twitter:
[@ncaa_ec](https://twitter.com/ncaa_ec)





DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletics scholarships, and/or compete during their first year.

For information about flexibility in initial eligibility requirements resulting from the impact of the COVID-19 pandemic, please see: http://fs.ncaa.org/Docs/eligibility_center/EC_COVID_Comm.pdf?fbclid=IwAR0rGLn4bs9OXZCxiPt1aPMGv3mxd5dJ_JtXfN1cv2y_agKJw9mW_P5x3DA

Core-Course Requirement

Complete 16 core courses in the following areas:



Full Qualifier

- Complete 16 core courses.
 - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
 - Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

Academic Redshirt

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division I school.

Academic Redshirt:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

Nonqualifier:

College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.

International Students: Please visit ncaa.org/international for information and academic requirements specific to international student-athletes.

Test Scores

NCAA has suspended SAT/ACT test score requirement from eligibility for class of 2022

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of **9999** so his or her scores are sent directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts will **NOT** be used in his or her academic certification.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

If you took the SAT in March 2016 or after, and plan to attend an NCAA Division I college or university in the 2018-19 or 2019-20 academic years, use the following charts to understand the core-course GPA you need to meet NCAA Division I requirements.

For more information on the SAT, click [here](#) to visit the College Board's website.

DIVISION I FULL QUALIFIER SLIDING SCALE				DIVISION I FULL QUALIFIER SLIDING SCALE			
Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum	Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.550	400	400	37	2.750	810	720	59
3.525	410	410	38	2.725	820	730	60
3.500	430	420	39	2.700	830	740	61
3.475	440	430	40	2.675	840	750	61
3.450	460	440	41	2.650	850	760	62
3.425	470	450	41	2.625	860	770	63
3.400	490	460	42	2.600	860	780	64
3.375	500	470	42	2.575	870	790	65
3.350	520	480	43	2.550	880	800	66
3.325	530	490	44	2.525	890	810	67
3.300	550	500	44	2.500	900	820	68
3.275	560	510	45	2.475	910	830	69
3.250	580	520	46	2.450	920	840	70
3.225	590	530	46	2.425	930	850	70
3.200	600	540	47	2.400	940	860	71
3.175	620	550	47	2.375	950	870	72
3.150	630	560	48	2.350	960	880	73
3.125	650	570	49	2.325	970	890	74
3.100	660	580	49	2.300	980	900	75
3.075	680	590	50	2.299	990	910	76
3.050	690	600	50	2.275	990	910	76
3.025	710	610	51	2.250	1000	920	77
3.000	720	620	52	2.225	1010	930	78
2.975	730	630	52	2.200	1020	940	79
2.950	740	640	53	2.175	1030	950	80
2.925	750	650	53	2.150	1040	960	81
2.900	750	660	54	2.125	1050	970	82
2.875	760	670	55	2.100	1060	980	83
2.850	770	680	56	2.075	1070	990	84
2.825	780	690	56	2.050	1080	1000	85
2.800	790	700	57	2.025	1090	1010	86
2.775	800	710	58	2.000	1100	1020	86

ACADEMIC REDSHIRT

*Final concordance research between the new SAT and ACT is ongoing.

NCAA is a trademark of the National Collegiate Athletic Association.



DIVISION II NEW ACADEMIC REQUIREMENTS

College-bound student-athletes first enrolling at an NCAA Division II school on or after August 1, 2018, need to meet new academic rules to practice, compete and receive athletics scholarships during their first year.

Core-Course Requirement

Complete 16 core courses in the following areas:



Full Qualifier

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale (see back page).
- Graduate high school.

Partial Qualifier

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division II partial qualifier sliding scale (see back page).
- Graduate high school.

Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

Partial Qualifier:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

Nonqualifier:

College-bound student-athletes may not practice, compete or receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

Test Scores

If a student took the SAT before March 2016 and then took the redesigned SAT at a later date, the NCAA Eligibility Center will not combine section scores from the former and redesigned SAT when determining his or her initial eligibility. The NCAA Eligibility Center will only combine section scores from the same version of the test. Because the redesigned SAT varies in design and measures different academic concepts than the former SAT, the Eligibility Center will apply the College Board's concordance tables when performing academic certifications for students with redesigned SAT scores.

*To compare SAT scores, click [here](#) for a comparison table, or click [here](#) to visit the College Board's website.

DIVISION II FULL QUALIFIER SLIDING SCALE		
USE FOR DIVISION II BEGINNING AUGUST 2018		
CORE GPA	SAT* READING/MATH	ACT SUM
3.300 & above	400	37
3.275	410	38
3.250	420	39
3.225	430	40
3.200	440	41
3.175	450	41
3.150	460	42
3.125	470	42
3.100	480	43
3.075	490	44
3.050	500	44
3.025	510	45
3.000	520	46
2.975	530	46
2.950	540	47
2.925	550	47
2.900	560	48
2.875	570	49
2.850	580	49
2.825	590	50
2.800	600	50
2.775	610	51
2.750	620	52
2.725	630	52
2.700	640	53
2.675	650	53
2.650	660	54
2.625	670	55
2.600	680	56
2.575	690	56
2.550	700	57
2.525	710	58
2.500	720	59
2.475	730	60
2.450	740	61
2.425	750	61
2.400	760	62
2.375	770	63
2.350	780	64
2.325	790	65
2.300	800	66
2.275	810	67
2.250	820	68
2.225	830	69
2.200	840 & above	70 & above

DIVISION II PARTIAL QUALIFIER SLIDING SCALE		
USE FOR DIVISION II BEGINNING AUGUST 2018		
CORE GPA	SAT* READING/MATH	ACT SUM
3.050 & above	400	37
3.025	410	38
3.000	420	39
2.975	430	40
2.950	440	41
2.925	450	41
2.900	460	42
2.875	470	42
2.850	480	43
2.825	490	44
2.800	500	44
2.775	510	45
2.750	520	46
2.725	530	46
2.700	540	47
2.675	550	47
2.650	560	48
2.625	570	49
2.600	580	49
2.575	590	50
2.550	600	50
2.525	610	51
2.500	620	52
2.475	630	52
2.450	640	53
2.425	650	53
2.400	660	54
2.375	670	55
2.350	680	56
2.325	690	56
2.300	700	57
2.275	710	58
2.250	720	59
2.225	730	60
2.200	740	61
2.175	750	61
2.150	760	62
2.125	770	63
2.100	780	64
2.075	790	65
2.050	800	66
2.025	810	67
2.000	820 & above	68 & above

NCAA is a trademark of the National Collegiate Athletic Association.

Division I Worksheet

This worksheet is provided to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The NCAA Eligibility Center will determine your academic status after you graduate. Remember to check your high school's list of NCAA-approved courses for the classes you have taken.

Use the following scale: A = 4 quality points; B = 3 quality points; C = 2 quality points; D = 1 quality point.

English (4 years required)

10/7	Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
✓	Example: English 9	.5		A		(.5 x 4) = 2
	Total English Units					Total Quality Points

Mathematics (3 years required)

10/7	Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
	Example: Algebra 1	1.0		B		(1.0 x 3) = 3
	Total Mathematics Units					Total Quality Points

Natural/physical science (2 years required)

10/7	Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
	Total Natural/Physical Science Units					Total Quality Points

Additional year in English, mathematics or natural/physical science (1 year required)

10/7	Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
	Total Additional Units					Total Quality Points

Social science (2 years required)

10/7	Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
	Total Social Science Units					Total Quality Points

Additional academic courses (4 years required)

10/7	Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
Total	Total Additional Academic Units					Total Quality Points
	Total Quality Points from each subject area / Total Credits = Core-Course GPA		/		=	
		Quality Points	/	Credits	=	Core-Course GPA

Core-Course GPA (16 required) Beginning August 1, 2016, 10 core courses must be completed before the seventh semester and seven of the 10 must be a combination of English, math or natural or physical science for competition purposes. Grades and credits may be earned at any time for academic redshirt purposes.

Division II Worksheet

This worksheet is provided to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The NCAA Eligibility Center will determine your academic status after you graduate. Remember to check your high school's list of NCAA-approved courses for the classes you have taken.

Use the following scale: A = 4 quality points; B = 3 quality points; C = 2 quality points; D = 1 quality point.

English (3 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
Example: English 9	.5		A		$(.5 \times 4) = 2$
Total English Units					Total Quality Points

Mathematics (2 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
Example: Algebra 1	1.0		B		$(1.0 \times 3) = 3$
Total Mathematics Units					Total Quality Points

Natural/physical science (2 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
Total Natural/Physical Science Units					Total Quality Points

Additional years in English, math or natural/physical science (3 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
Total Additional Units					Total Quality Points

Social science (2 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
Total Social Science Units					Total Quality Points

Additional academic courses (4 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
Total Additional Academic Units					Total Quality Points
Total Quality Points from each subject area /		/		=	
Total Credits = Core-Course GPA					
	Quality Points	/	Credits	=	Core-Course GPA

THE CAMPUS VISIT

One of the most important parts of your college research is the campus visit. Visiting the colleges on your list will give you a firsthand impression of the students, faculty, staff, facilities, and programs. On a visit you can learn what the admissions office is looking for in its applicants, gain a feeling for the academic and social atmosphere, see the study/living/recreation facilities, talk with students, and get a sense of the surrounding community. It can also be an opportunity to “demonstrate interest” to those colleges that consider this in their admission review as well as a chance get excited about college, especially the ones where you have a good chance of being admitted.

NOTE: Students' ability to visit colleges has been very limited due to restrictions posed by COVID-19 pandemic. Many colleges are offering virtual tours and info sessions – as well as participating in virtual college fairs; check individual college Web sites for more information and updates posted to the C&CC Class of 2022 Schoology course.

WHICH COLLEGES TO VISIT

- ✓ Those which meet your preferences/needs – academic, social, financial. You're going to be doing more than studying. Finding the right college fit includes finding a place where you feel comfortable.
- ✓ If unsure about preferences, visit different types of colleges, locally, to start.
 - Public vs. private
 - Small, medium, and large
 - Liberal arts colleges vs. research institutions
- ✓ Visit colleges with a range of selectivity (check stats online: average GPA and test scores + admit rate)
- ✓ Colleges that consider students' “demonstrated interest” in the admission review. Some private colleges (some selective and others not-so-selective) are known for tracking “demonstrated interest”; this is the idea that if you seem interested, you're more likely to attend the college if they admit you. Some colleges don't like “stealth applicants” who they've never heard of before you apply. But, there are other ways to demonstrate interest: sign up online for mailing list, open and read email you receive (some colleges can track if you've done so), meet at a college fair, meet when they visit Paly, do an interview.

WHEN TO VISIT

Admissions offices are open all year, but visiting when classes are in session is best. If you visit in the summer, you can certainly learn about admission and get a general tour of the campus, but it might be hard to get a good sense of the atmosphere of the college. The best time to visit? Ideally, when Paly is not in session but the college is. Second-semester juniors and seniors have 5 excused absences from school to visit colleges; be sure to obtain the permission form from Attendance. Spring Break of your junior year can be a good time to visit.

Once you have narrowed your list in the fall of the senior year, you may want to make return overnight visits to schools to which you will be applying. On these visits, plan to go to classes and interact with students and faculty. If at all possible, try to visit colleges before you apply. You may discover the school is not at all what you had thought it would be based on the research you had done. However, attending accepted students visit programs at the colleges you have visited previously can help you narrow down your choices.

SPECIAL VISITATION DAYS

Some colleges will offer spring programs for juniors and fall programs for seniors.

- ✓ Check campus calendars online
- ✓ Prospective Student Day: Either very general or a day geared toward students in a particular major, honors program, scholarship program
- ✓ Admitted Student Day: Specific focus; interacting with other admitted students, potential classmates/roommates

Check online or contact the admissions office since you may need to make a reservation.

■ HOW TO PLAN A VISIT

A good campus visit takes 2-4 hours, including time to get a sense of the surrounding town or area. Don't try to visit more than two schools in one day. Figure out an itinerary: where you want to travel, how you will travel, how far one school is from another.

- ✓ Check campus calendars online
- ✓ Register online on the Admissions Web site.
- ✓ Campus Tour led by student ambassadors (~ 1-1.5 hrs.)
- ✓ Info Session presentation by Admissions before/after tour (~ .75 hr.)
- ✓ Usually there are set times for these activities.
- ✓ For overnight visits, plan at least 3 weeks in advance by calling a campus coordinator in Admissions; same lead-time for arranging with Athletics to meet with a coach or the advisor of an extracurricular activity that you'd like to get involved with.
- ✓ Call at least 1 week in advance – Admissions: to arrange to attend/observe a class; Dept.: to meet with professor
- ✓ Allow time for transportation, parking, weather, and finding the Admissions office—as well as leaving time to walk through the Student Center, grab a drink in the cafeteria, and explore the local neighborhood

Research each college before you go visit so you'll have specific questions to ask.

- ✓ Know the basics beforehand: admission standards, available majors, etc.
- ✓ Prepare a question or two for the Info Session (e.g. what % of current students live outside the region of the college?)
- ✓ Bring an Activities Résumé with you (example in Naviance document library) in case you meet with Admissions
- ✓ Find out if the Info Session will be in a group setting or one-on-one with an Admissions staff member (the latter is more typical at a small school); if it's one-on-one, consider this meeting an interview
- ✓ Collect business cards/contact information from those you meet with or who help arrange the visit
- ✓ In senior year, if you've done your research and you're fairly certain you will apply, ask if you can schedule an interview with an Admissions counselor during your visit. Review interview tips in Naviance document library.

Sometimes there are separate tours or info sessions for particular majors (i.e. Engineering). Sometimes, there is a separate tour for housing.

■ ETIQUETTE

- ✓ Dress appropriately (casual is fine)
 - No rival-college logo clothing
 - Comfortable walking shoes
- ✓ Turn cell phones off and put them away
- ✓ Introduce yourself (first and last name, school and state) when interacting with college staff
- ✓ Ask permission to take video before doing so

■ WHAT TO DO DURING YOUR VISIT

- ✓ Students and parents are being observed by campus staff (bad attitudes toward staff and between family members are noted!)
- ✓ Students should be engaged and ask questions
- ✓ Bring a camera and take photos
- ✓ Look at a campus newspaper and check out campus bulletin boards.
- ✓ Wander through snack bars and student centers and observe how students interact with each other.

AFTER THE VISIT

- ✓ Write down your impressions:
 - Use the College Visit checklist to rank features and note positive and negative attributes about the academic and social vibe
 - Note lingering questions
 - Ask yourself: Can I picture myself here? Does it seem like a “fit”?
- ✓ Visit the local neighborhood. Perhaps establish a “debriefing” ritual (e.g. ask for a recommendation for the best ice cream in town and visit that spot to check out the local area and chat)
- ✓ Parents: listen to your student’s feedback before offering your own opinion of the college
- ✓ Send thank-you notes to people on campus who helped plan your visit or took time to meet with you one-on-one. No thank you notes for regular tasks (e.g. tour guide) but people who take extra time with you to chat or show you around or arrange something for you. An email or hand-written thank-you is fine.
- ✓ Look ahead to fall of the senior year to plan a follow-up, overnight visit

OTHER THINGS TO CONSIDER

- ✓ Be aware that in some cases, only a “mock” dorm room is available for viewing in a Residence Hall
- ✓ If you have dietary restrictions, be sure to have a meal in the cafeteria
- ✓ Find out from the C&CC which former Paly students attend the campus and arrange to meet with them; share a drink and learn about their experiences
- ✓ Remember that the tour guide is just one campus representative; try not to judge a college’s student body solely on basis of one student

Demonstrated Interest:

How to Let a College Know You're Interested – and Why That's Important

For a third of all students applying to college, the first time a school hears from that student is when they submit their application for admission. So if you've researched the school and figured out that it's right for you, what else should you do? Some colleges want to see that you've demonstrated interest in them as they consider your application for both admission and scholarship potential. Here are some ways you can demonstrate your interest:

When You Meet Up

Go Say Hi

Introduce yourself to your admissions counselor in person if possible. If you can't meet up, send a message with your interest in their school via email, phone, Facebook, Twitter, or any other forum that's available to you. If a school you like has a representative at a college fair, introduce yourself and let them know you'll be applying or that you've already applied. Fill out a card (or get your barcode scanned if they have a scanner) so the admissions office will keep track of that meet up—it can also help jog an admissions counselor's memory when they read your application.

Interview

Whether you're interviewing with an admissions counselor or an alumnus of the college, interviewing signals that a school is among your top choices. It's a great way for you to get to know more about the college and for them to know more about you. While many schools don't require interviews for admission, it's always a good idea to request a time to meet if the opportunity is offered, either on campus or in your local area.

When You Apply for Aid

Apply Early

Inquire early in senior year about any and all scholarship programs available to applicants. Colleges may have competitive scholarship programs which you can apply. Keep track of any and all special scholarship deadlines.

Think About Your FAFSA

Did you know that admissions offices can see what order you ranked your schools in on the FAFSA? Pay attention to which schools you have listed in your top three spots for the FAFSA school codes.

When You Apply

Apply Early

The most prepared and most highly interested students generally apply earlier in the school year, and well before the admission deadline. Signal to a school that your interest level is high by getting your application in during the fall of your senior year. Does the college offer Early Decision or Early Action options? One of these decision plans might be right for you if the college is your top choice, or among your top choices.

Compose Your Supplemental Essays Thoughtfully

Supplemental essays or short answer questions offer you an opportunity to demonstrate your interest in a college, and show that you've done your research on why you feel it's a good fit for you. Take time and do your research to make these essays top notch.

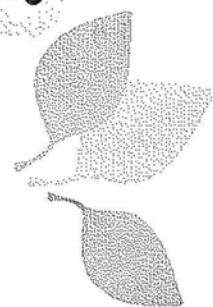
When You Visit

Visit, and Visit Again!

Although many students can afford the time and financial resources to visit campus just once, participation in multiple visits or visit programs is a clear way to signal your enthusiasm. If you can only visit once and you are waiting until you've been accepted to schedule your trip, then consider reaching out to your admissions counselor (before your application decision has been made) to let them know you are planning to visit.

Faculty

If you're visiting campus, ask if you can meet with a faculty member if your desired area(s) of study. You'll get to know the program(s) better and they'll get to know a potential student they may see in class next year. Can't meet up in person? Chat them up via email or phone.



COLLEGE COMPARISON WORKSHEET

College Names	1st Choice	2nd Choice	3rd Choice
Location – contact information <ul style="list-style-type: none"> distance from home admissions staff contact email/phone number 			
Size <ul style="list-style-type: none"> student enrollment physical size of campus 			
Environment <ul style="list-style-type: none"> type of school (2 yr., 4 yr.) school setting (urban, rural) location & size of nearest city co-ed, male, female religious affiliation 			
Admission Requirements <ul style="list-style-type: none"> deadline tests required average test scores, GPA, rank would it be “reach”, “likely” or “target”? 			
Academics <ul style="list-style-type: none"> your major offered special requirements accreditation student-faculty ratio typical class size 			
College Expenses <ul style="list-style-type: none"> tuition, room & board estimated total budget application fee, deposits 			
Financial Aid <ul style="list-style-type: none"> deadline required forms % receiving aid scholarships 			
Housing <ul style="list-style-type: none"> residence hall requirement food plan 			
Facilities <ul style="list-style-type: none"> academic recreational other 			
Activities <ul style="list-style-type: none"> clubs, organizations Greek life athletics, intramurals other 			

FINANCIAL AID/SCHOLARSHIPS

FINANCIAL AID

The term Financial Aid includes need-based grants, scholarships, work study, student loans, and parent loans.

Depending on the college or university, the cost of attendance varies. Therefore, the financial need of a family can vary depending on the cost of attending the school.

$$\text{Financial Need} = \text{Cost of Attendance} - \text{Expected Family Contribution (EFC)}$$

It is important to know that some colleges do not consider financial aid in their admissions decisions (NEED-BLIND) and others do take financial aid into consideration (NEED-AWARE).

Public institutions are rarely NEED-AWARE. Some private colleges are NEED-BLIND. Be sure to check.

FAFSA

All institutions of higher education evaluate requests for any type of financial aid by considering a student's Free Application for Federal Student Aid (FAFSA). Even if a family's income is too high for need-based aid, the student may qualify for scholarships, work-study, or low interest student loans.

Don't assume you will not qualify for financial aid. The federal financial aid methodology not only considers income and savings in calculating a family's Expected Family Contribution (EFC) but also other factors such as the age of the parents and the number of children enrolled in college.

Applying is also a good safety measure in case the family's financial situation changes.

You can check out the aid you can expect to receive from each college by completing its online Net Price calculator or try one from the College Board: <http://netpricecalculator.collegeboard.org/>. The Net Price calculator is based on the college's institutional financial aid methodology, not the government's (like the FAFSA which determines eligibility for federal and state grants, and subsidized loans).

The filing period for the FAFSA is between October 1st and March 2nd for California public colleges and universities. Other colleges and universities may have earlier or priority deadlines; it is important to check filing dates for specific colleges.

The FAFSA requires information from families prior year tax return. In fact, you can import that data using the IRS retrieval tool. If this year's financial situation looks very different from that which is reported in the FAFSA, you will need to contact each college's financial aid offices to express the special circumstances to be considered. Filing the FAFSA on time is important in case circumstances suddenly change (e.g. a parent loses a job); it is much easier to amend an existing application and ask a college to reconsider the application before their discretionary funds are distributed.

For help, go to <http://www.fafsa.ed.gov> or call 1-800-4-FED-AID.

CAL GRANT

The State of California provides aid for students through its **Cal Grant** program, <http://calgrants.org>. Eligibility for a Cal Grant is based on family income, family assets, and the student's unweighted state GPA (calculation includes sophomore and junior year grades only). Students who have demonstrated financial need and the GPA minimums below qualify for the Cal Grants listed below.

- ✓ **Cal Grant A:** Applicable to tuition/fees for four-year California schools, public and private, and some occupational and career colleges. If a student chooses to go to a community college first, tuition grants are deferred until the third year of college. Every graduating senior who has at least a 3.0 state unweighted GPA, meets the financial and academic requirements, and applies on time will receive a Cal Grant A entitlement award.

- ✓ **Cal Grant B:** Assists first year students with financial need at two- and four-year colleges with books and living expenses. Renewals may cover tuition/fees. A Cal Grant B entitlement award is given similarly to the Cal Grant A entitlement award, but only a 2.0 or higher GPA is required.
- ✓ **Cal Grant C:** Grants for tuition and training costs for occupational and vocational training in short courses (up to two years) for those planning on post-high school training for job skills.

The California Student Aid Commission will help you determine whether you meet the family income and asset ceilings. The amount of family assets (including savings and investments) is determined from information submitted on the FAFSA form (home equity is not included in the FAFSA asset calculation). For more information go to www.csac.ca.gov.

To apply for a Cal Grant, students must file the FAFSA on time and verify their grade point average. Paly will use the California Student Aid Commission's Non-SSN GPA File (Batch) Upload for all seniors; students do not need to complete a Cal Grant GPA Verification Form to request Paly verify their GPA records.

■ CA DREAM ACT

Even if you cannot file the FAFSA because you're not a US citizen, any CA resident may complete the CA Dream Act application for consideration of state aid (Cal Grant). Complete the application, here: www.caldreamact.org. For more information, see http://www.csac.ca.gov/dream_act.asp or call 1-888-224-7268.

This lists major financial aid programs and their annual award amounts:

<http://studentaid.ed.gov/sites/default/files/2019-20-do-you-need-money.pdf>

■ CSS PROFILE

In addition to both federal and state aid, colleges and universities often provide their own institutional aid and scholarships for incoming students. Refer to the financial aid information accompanying each application for specifics and deadlines. Many private schools will ask you to complete the **College Scholarship Search (CSS) Profile**. Students must register and file the CSS Profile online. For more info, see <https://cssprofile.collegeboard.org>.

■ RESOURCES

- ✓ **General information about the financial aid process:** www.finaid.org
- ✓ **Free Application for Federal Student Aid (FAFSA):** www.fafsa.ed.gov
- ✓ **FAFSA Customer Service:** 1-800-4-FED-AID (1-800-433-3243)
- ✓ **Federal Student Aid**, an office of the US Dept. of Ed: www.studentaid.ed.gov
- ✓ **Cal Grants:** www.calgrants.org
- ✓ **CA Student Aid Commission:** www.csac.ca.gov
- ✓ **College Scholarship Search (CSS)/Financial Aid Profile:** www.collegeboard.com/
- ✓ **National Association of College Admission Counseling's Parent's Guide to Financial Aid:** www.nacacnet.org/
- ✓ **Hebrew Free Loan:** www.hflasf.org. Non-profit community-based organization that provides interest-free loans to Jewish residents of Northern California to attend any college or university (in or out of state) for undergraduate or graduate study, as well as for vocational training. Undergraduate student loans range from \$3500 to \$6000 per year. For information by phone, call (415) 546-9902.
- ✓ **The Project on Student Debt:** <http://ticas.org/our-work/student-debt> A free database about the policies of the schools which have made pledges to replace loans with grants for students from families below a certain income threshold, as well as providing a wealth of easy-to-understand information on student loans in general.

SCHOLARSHIPS

It is up to you to search and apply for scholarships. Colleges, community groups, and private organizations all have scholarship money available. Not all specify financial need as a criterion. Other factors considered include: academic record, leadership, community service, special skills or achievements, ethnicity, first-generation to college, students who work, etc. Sometimes you will be required to write an essay(s) and/or interview:

Scholarship Resources

- ✓ **Paly's List:** Paly publishes opportunities sent to us; this Scholarship List is updated weekly in Naviance
- ✓ **College Web sites:** Financial aid/scholarship pages and department/major Web pages.
- ✓ **Community Resources:** Tap into your personal networks and search local business and civic organizations, cultural and religious organizations, your parents' employers, places where you've performed community service, worked or interned, and check resources in local libraries.

- ✓ **Internet Scholarship Search Engines:**

[Silicon Valley Community Foundation](#)

[Cappex.com](#)

[Career One Stop](#) (sponsored by the U.S. Dept. of Labor)

[Raise.Me](#)

[Going Merry](#)

[FinAid.org](#)

[Sallie Mae](#)

The College Board's [BigFuture](#)

The College Board's [Opportunity Scholarships](#)

[GetSchooled.com](#)

[Niche.com](#)

[Chegg.com](#)

[Unigo.com](#)

[MyScholly.com](#)

[MoolahSpot.com](#)

[Scholarships.com](#)

[GoCollege.com](#)

[FastWeb.com](#)

- ✓ **Paying for College Without Going Broke:** A publication of The Princeton Review with information and tips about paying for college.
- ✓ **How to Get Money for College: Financing Your Future Beyond Federal Aid:** A publication of The Princeton Review with information and tips about paying for college.
- ✓ **The College Board Scholarship Handbook:** Listing of scholarships by major and general directory of loans, grants, and contest prizes.
- ✓ **Getting Financial Aid Handbook:** A publication of the College Board describing the financial aid process and listing colleges with their costs and special scholarship programs.
- ✓ **The College Solution**, Lynn O'Shaughnessy: A guide to looking for colleges with the "right" price
- ✓ **Debt-Free U**, Zac Bissonnette

BEWARE OF SCHOLARSHIP SCAMS!

www.ftc.gov/scholarshipscams

FEE WAIVERS

PAUSD is committed to making sure that every student has access to activities and academic opportunities. If you are eligible for FREE and/or REDUCED-PRICE meals, you may also be eligible for other school program benefits such as scholarships for school activities and events, test fee waivers, transcript fee waivers and college application waivers.

The school site does not receive a list of students who qualify for the Free and Reduced Lunch Program, so it is important that you notify your grade level school counselor or college advisor of your eligibility in order to receive information on services or discounts. We are committed to maintaining confidentiality and only request this in order to best assist you.

FAMILIES OF JUNIORS: Before You Apply, Know What To Expect Financially

*Created by Courtney Hatch Blauvelt
(chatchblauvelt@misshalls.org)*

YOU SHOULD KNOW NOW....

- Every school has a different amount of money to give (both need-based and merit-based). Every school reviews your application information differently to determine eligibility. You'll likely have very different financial aid offers from every school.
- The majority of these financial aid offers for U.S. students will include federal student loans (considered an "award").
- The financial aid application process can be vastly different at different schools.
- Individual college financial aid offices (websites/phone, and email) are the best resource for accurately answering questions.
- **International students:** Only some schools provide need or merit-based financial aid.

HERE'S WHAT YOU CAN DO NOW TO PREPARE:

- 1) **Use College Search Tools Focused on Cost:** Along with other recommended search tools (College Board, Princeton Review, etc.), the following websites use AVERAGE estimates (in U.S. Dollars - USD) of how much financial aid to expect based on family income ("need-based aid"), as well as AVERAGE student debt and salaries upon graduation:
 - a. "College Scorecard": <https://collegescorecard.ed.gov/>
 - b. College Navigator: <https://nces.ed.gov/collegenavigator/>
 - c. These websites estimate aid for family incomes in USD ranging between \$0 - \$110,000, but some may provide aid for higher incomes.
- 2) **Use College/University Net Price Calculators (NPCs) to predict both need-based and merit-based aid:**
 - a. **Net price calculators are like a "mini" financial aid application** that provides Individualized estimates of aid if you meet the criteria for eligibility. Schools that award merit aid may also ask for student grades and test scores.
 - b. **College websites are required to have Net Price Calculators**, usually linked from both financial aid and admission websites, to help estimate what your family could be eligible to receive from the school. Googling the school's name with "net price calculator" also can help.
 - c. Some schools also have what's called a **"MyinTuition Quick Cost Estimator."** If a school has both, you should do both for the most accurate estimate.
 - d. If you're confused or wonder how accurate the results are, take screenshots of both your input and results and email the financial aid office. It is crucial to take your time and thoroughly read instructions for each question.
 - e. **Beware common mistakes:**
 - i. DO NOT include the tuition paid for your current junior (if any).
 - ii. DO NOT include students' siblings or parent/s in graduate school, or graduating college this year.
 - iii. DO NOT include parent as a college student, even if parent is taking courses.
 - iv. **DO INCLUDE** parent voluntary contributions to a tax-deferred account (most often 401k)- can be found only in box 12 of your W-2 form, and do not appear in your tax return.
 - v. **DO INCLUDE** value of rental or secondary property as an asset, instead of including it in your home value.
 - f. **Self-employed and international families** may get inaccurate results. You should contact financial aid offices directly to ask them for any help with financial aid estimates and their calculators.

- g. **Families with Divorced/Separated Parents** should carefully read NPC instructions: some colleges will want the NPC for only one parent, some may want both parents, some may want stepparents included, some may not.
 - i. Informative article for divorced/separated families here: <https://www.mefa.org/applying-financial-aid-parents-divorced/>
- 3) **Run your own personal “net price calculator” on your family finances.**
- a. **Savings:** How much, if any, can you contribute from savings? Per month, per year?
 - b. **Cash Flow/Parent Earnings:** How much, if any, can you squeeze out of your monthly cash flow? (per month, per year?) Colleges usually allow **monthly payment plans** Instead of paying all at once.
 - c. **Student Earning:** How much could student work and earn towards college costs while they're a student (especially in summer)?
 - d. **Parent Borrowing:** If family is considering borrowing loans to help pay, how much can the parent realistically borrow for four years of undergraduate education?
 - i. How much monthly payment can you afford?
 - ii. Do you plan to help pay for future schooling for yourself, student, or other children? The vast majority of graduate (Master's, MD, JD, etc.) programs have very little scholarships to offer and are mostly loan-based.
 - iii. Is parent willing and able to co-sign additional loans for student beyond federal student loans? (usually with higher Interest rate, less flexible repayment).
 - iv. Consider the parent loan program through the Dept. of Ed. Compare it with potential home equity and other private/alternative loan options (Consider interest rates, repayment flexibility, customer service, etc.).
- 4) **Student Borrowing:** These loans are limited to U.S. citizens, are between \$5,500 - \$7,500 per year, have a low interest rate (between 4-5%) and offer more flexible repayment options. They are only available by completing the main application for financial aid, the Free Application for Federal Student Aid (FAFSA). The U.S. national average 4-year federal student loan debt is approximately \$30,000, meaning roughly a \$300 monthly payment after graduation (to repay in 10 years).
- a. If you must borrow beyond federal student loans, first consider parent borrowing options above. Then shop around private/alternative lenders (usually higher interest rate, less flexible repayment, and require credit-worthy cosigner).
 - b. **Determine monthly loan payment on all predicted loans for 4 years:**
 - i. Use a Loan calculator: <http://www.bankrate.com/calculators/college-planning/loan-calculator.aspx>
 - c. **Figure out your annual salary estimate after you graduate:**
 - i. Salary estimate websites:
 - 1. <http://www.learnearnretire.com>
 - 2. <https://www.bls.gov/bls/blswage.htm>
 - 3. www.salary.com
 - d. **Two General Rules of Thumb:**
 - i. Don't borrow more than your expected total salary upon graduation.
 - ii. Keep your monthly payment no more than 10% of your expected monthly income.
 - e. **Total up amounts from #4** (your personal/family net price calculator) and **#5** (student borrowing) to "pre-qualify" yourself for a certain annual (or monthly) affordable contribution to college. Remember almost all colleges allow **monthly payment plans** instead of one or two large payments a year.
- 5) **Ask questions** of the schools in which you're most interested:
- a. Is the total cost of attendance on the Net Price Calculator accurate? Are there any other fees we should be aware of?
 - b. How do merit-based awards at your school work (if they're offered)? Do I have to apply separately? What are the requirements to keep a merit-based scholarship from year-to-year?
 - c. Does your school meet 100% need? If not, is there an average “gap” that financial aid may not cover?
 - d. What is average debt upon graduation? Does this include private loans and/or parent loans?
 - e. How does your school handle outside scholarships (see next page)?
 - f. Does financial aid stay similar each year if my family situation doesn't change much?

6) What about merit (non-need-based) scholarships?

- a. Colleges/Universities that offer their own institutional merit scholarships are competitive and amounts vary widely – you must be an above-average candidate for the college to offer you merit aid, and research each school's policies.
- b. The most selective schools offer only need-based aid, NOT merit aid.
- c. Other private outside scholarships rely on your self-motivation, organization and time management to find and apply.
- d. There are many national private scholarships - you're more likely to be successful with lesser-known, more local scholarships. **NEVER PAY to apply for scholarships!**
- e. The vast majority of scholarships are around \$500 • \$1,000 or so per year, and many have a need-based component.
- f. **How to find and apply (start early – many have fall deadlines):**
 - i. Your public high school guidance office, community non-profit organizations, and public library
 - ii. Websites: Common Application, College Board Scholarship Search, Naviance (if available), Bureau of Labor Statistics Scholarship Search, College Greenlight, JLV College Counseling, Peterson's Scholarship Search, Unigo Scholarship Search, Fastweb. There are *many* websites, but they can generate a *lot* of unwanted emails.

LINGO TO KNOW (if it sounds too good to be true it probably is):

- **100% Need-based Aid** = Family must “demonstrate” financial need to receive aid *according to the college's definition of your need.*
- **Meets 100% Full Demonstrated Need** = *According to college's definition of your need, they will "meet" your need with types of financial aid that may include loans and work expectations.* (Ex. If you demonstrate 50% need, they could give you 40% scholarships and 10% loans.)
- **No Loan Policy** = A few selective schools advertise no loans for anyone, some advertise no loans for low-income only. *You may still have to borrow loans if the college determines you have less than 100% financial need but you cannot afford your expected contribution.*
- **Full Tuition Scholarship** = *Tuition only, not including fees, room, meal plan, books, etc.* State schools have low tuition and high fees.
- **Need Blind:** Financial need is not considered when determining admission.

READ MORE:

- How Much College Can You Really Afford? <https://www.fidelity.com/viewpoints/how-much-college-can-you-afford>
- What To Know About Financial Aid: <https://www.nytimes.com/2014/04/13/education/edlife/what-you-dont-know-about-financial-aid-but-should.html>
- College Board Financial Aid Information: <https://bigfuture.collegeboard.org/pay-for-college>
- Federal Student Aid Website: <https://studentaid.ed.gov/sa/types>

COLLEGE BUDGET

How much does college cost?

average per-year cost of attendance comparison chart by institution type

2020-2021	Community College	California State University (CSU)	University of California (UC)	Private/ Independent
Registration Fees & Tuition	\$1,197 - \$1,515	\$5,742 + campus-based fees	\$12,570 + campus-based fees	\$31,788 - \$54,090
Books & Supplies	\$2,002	\$2,002	\$2,002	\$2,002
Room & Board	\$5,247 - \$13,779	\$10,587 - \$17,358 on campus housing	\$13,788 - \$17,475 on campus housing	\$13,082 - \$19,050 on campus housing
Transportation	\$1,587	\$1,587	\$1,587	\$1,587
Personal Expenses	\$1,480	\$1,480	\$1,480	\$1,480
TOTAL	\$11,513 - \$20,363	\$21,398 - \$30,087	\$31,427 - \$35,114	\$49,939 - \$78,209



Registration fees and tuition are based on full-time enrollment for California residents. Fees and tuition are subject to change without advance notice.
*Non-CA residents: out-of-state and international students must pay additional registration fees



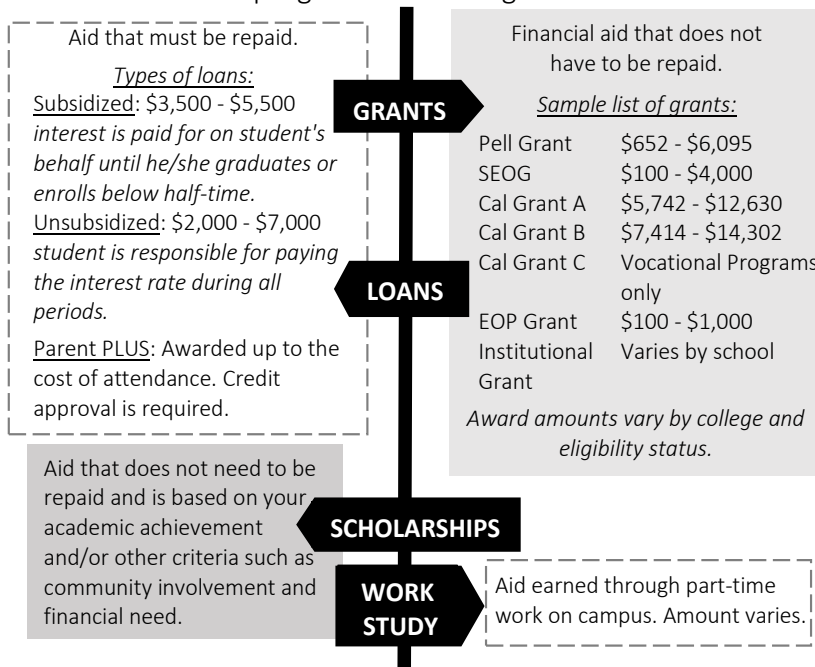
The costs of books and supplies, transportation, and personal expenses are estimates that may vary campus to campus.



Total expenses may be less for students living at home. Financial aid is available to help students cover some of the college costs.

What kind of financial aid can I receive?

financial aid programs for undergraduate students



Contact the financial aid office at the college you want to attend to receive more information about their cost of attendance and financial aid programs.

How can I apply for financial aid?

- ① file for the correct aid application:

FAFSA
(Free Application for Federal Student Aid)
www.fafsa.ed.gov

CA Dream
*only eligible for California State Aid
www.caldreamact.org

- ② submit a GPA verification form to the California Student Aid Commission for Cal Grant consideration at www.csac.ca.gov
- ③ submit any follow up documents that your college is asking for

Annual Priority Deadline: March 2

To receive financial aid every year...

1. RE-APPLY for aid every year (application opens October 1st)
2. OBSERVE March 2nd deadline to be considered for all aid programs
3. MAINTAIN satisfactory academic progress toward a degree

At San Francisco State University, about half of our students receive financial aid to help cover costs. There are many types of aid available, including private and institutional scholarships. Call the SFSU Office of Financial Aid at 415-338-7000 with questions or visit financialaid.sfsu.edu

COLLEGE STUDENT FINANCIAL AID PROGRAMS FOR UNDERGRADUATES

WORK STUDY: Financial assistance earned by a student through employment.		GRANTS: Financial aid that does not have to be repaid.		LOANS: Money loaned to students. Repayment begins after student has left college.	
Federal Work Study	\$1,000 - \$4,500	Pell	\$650-\$5,730	Perkins	\$3,000 per year maximum
		SEOG	\$100-\$4,000	Stafford/Federal Direct Loan	\$5,500- \$7,500 per year
		Cal Grant A	\$5,472- \$12,192		
		Cal Grant B	\$7,120 - \$13,840		
		Cal Grant C	Vocational programs only		
		EOP Grant	\$100-\$1,000		
		University Grant	Varies by school		

In order to be considered for all types of financial aid, students in California must me a Free Application for Federal Student Aid (FAFSA) www.fafsa.ed.gov or CA Dream Application www.caldreamact.org and the GPA verification form www.csac.ca.gov by March 2nd of the Spring prior to entering college. Dream students are only eligible for CA State Aid. In order to continue to receive student aid, students must re-apply every year, observe the March 2nd deadline and maintain satisfactory academic progress toward a degree. Contact the financial aid office at the college you want to attend to determine the specific Cost of Attendance at that school and receive more information.

At San Francisco State University, about half our students receive financial aid to help cover costs. There are many types of aid available, including private and institutional scholarships. Call the SFSU Office of Student Financial Aid at 415.338.7000 with questions or visit www.sfsu.edu/~finaid.

The figures listed above are provided by the SFSU Office of Student Financial Aid.

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EDUCATIONAL LOAN PROGRAMS

FEDERAL LOAN PROGRAM	PROGRAM DETAILS (subject to change)	MAXIMUM ANNUAL AWARD (subject to change)
Direct Subsidized Loan	<ul style="list-style-type: none"> For undergraduate students who have financial need You're not usually charged interest on the loan during certain periods The U.S. Department of Education (ED) is the lender; payment is owed to ED 	<p>Up to \$5,500 depending on grade level and dependency status*</p> <p>For total lifetime limit, go to StudentAid.gov/sub-unsub</p>
Direct Unsubsidized Loan	<ul style="list-style-type: none"> For undergraduate, graduate, and professional degree students; financial need is not required 4.45% interest rate for loans made to undergraduate students 6% interest rate for loans made to graduate and professional degree students You're responsible for interest during all periods ED is the lender; payment is owed to ED 	<p>Up to \$20,500 (less any subsidized amounts received for same period) depending on grade level and dependency status*</p> <p>For total lifetime limit, go to StudentAid.gov/sub-unsub</p>
Direct PLUS Loan	<ul style="list-style-type: none"> For parents of dependent undergraduate students who are borrowing money to pay for their child's education, and for graduate or professional degree students; financial need is not required Borrower must not have adverse credit** ED is the lender; payment is owed to ED 	<p>Maximum amount is cost of attendance minus any other financial aid student receives</p>
Federal Perkins Loan	<ul style="list-style-type: none"> For undergraduate, graduate, and professional degree students Eligibility depends on your financial need and availability of funds at your school; contact your school's financial aid office about eligibility Interest rate is 5% Your school is the lender; payment is owed to the school that made the loan 	<p>Undergraduate students: \$5,500; graduate and professional degree students: \$8,000</p> <p>Total lifetime limit may not exceed \$27,500 for undergraduates and \$60,000 for graduate students (including amounts borrowed as an undergraduate)</p>

*Learn about dependency status at StudentAid.gov/dependency.

**Learn about PLUS loans and adverse credit at StudentAid.gov/plus.

For additional information on federal student aid, call 1-800-4-FED-AID or visit StudentAid.gov/loans.

WRITING AN ESSAY

Many colleges request, as part of the admissions process, that you write an essay. *Don't wait* until the last minute to think and compose. If you dread the thought of putting yourself on paper, remember that the college is not just testing your literary ability. The admissions officers will see all your English grades, as well as your SAT scores. The college is looking for more information about **YOU** – material that will help admissions officers to know you and to determine if you and the college will be a good match. What it wants are clues on how you think, how mature you are, how well you have worked out your choice of a college, how well you can select significant facts. Since the college is an institution devoted to higher learning, it will expect your essay to be neatly written, grammatically correct, and properly spelled and punctuated.

Most colleges allow you to choose a topic from several options they offer. Some colleges ask you to write two or three essays or one long essay and several short answers.

- 1) Remember the audience – an admissions person who doesn't know you beyond the facts on the rest of your application. You want to tell the reader something new and interesting about yourself.
- 2) Respond to the specific prompt or prompts the colleges offer you. One essay does not work for all colleges.
- 3) For help with your UC Personal Statement, visit the UC College Prep Online Web site:
<https://admission.universityofcalifornia.edu/how-to-apply/applying-as-a-freshman/personal-insight-questions.html>
- 4) For private colleges, depending on the prompt, tell a story with vivid details to demonstrate personal traits and to make a point.

Focus on the things that have influenced you, and the things you value most and are most excited about. Select from the topics offered the ones that allow you to write the most easily and passionately. Illustrate your topic by using vivid examples to engage the reader. Since “The teacher who changed my life” and “The dangers of drunk driving” are somewhat overworked topics, and the word “significant” gets lost, help a tired admissions officer sit up and take notice that what you write about is **YOU** (what *you* value, how *you* think, what *you* hope to accomplish). *Your* opinions are important, especially if they are backed up with convincing facts, examples, and arguments.

THIS IS NO TIME TO BE UNDULY HUMBLE AND MODEST! Write an honest appraisal. Give concrete examples and anecdotes.

Typically, your English teacher will assign a personal essay at the beginning of the year. Write a rough draft and show it to parents, friends, and your teacher for their impressions. Put your rough draft aside for 24 hours, then reread. Work on it some more until you are thoroughly satisfied. Type your final draft. Have your college advisor proofread it. If you ever write an error-free essay, this needs to be it – careless last-minute flaws can hurt you.

It is of utmost importance that your essay is **YOUR OWN WORK IN YOUR OWN WORDS**. Admissions officers can spot essays that are not in a student's own voice. They can also view an applicant's essay from the SAT Reasoning Test and compare it with the student's application essay.

RECOMMENDATIONS

PRIVATE COLLEGES & SCHOLARSHIPS

Many private colleges and scholarship organizations require recommendations from teachers and from your teacher advisor. When required, instructions and forms are usually included in the application materials. Teacher recommendations focus on a student's performance in a particular class or field, while teacher advisor (counselor) recommendations are broader and include not only academics but also activities outside the classroom. (*See the point-by-point comparisons on page 92.*) Good, well-written recommendations describing your strengths are of great help in supporting your application. Unfortunately, college admissions officers say, fewer and fewer school systems are supplying thoughtful recommendations; many use check-off sheets or just statements, "recommended" or not. Palo Alto High School teachers and teacher advisors pride themselves, however, on helping with a student's transition from high school to college by providing thoughtful and informative recommendations.

You as a student should remember that a teacher's writing a teacher recommendation for you should result from knowledge of you and an appreciation of your strengths. Some teachers prefer not to write if they have not had a student in class a full semester or a year. Arrange well in advance with teachers to write recommendations. Some teachers can write only a limited number and may say "no" to you if that number has already been reached. Supply teachers with all information they request in a timely manner.

Both teachers and teacher advisors are requested to evaluate you in such areas as your concern for others, the respect the faculty has for you, your self-discipline. Obviously, as you ask for recommendations, you should take all steps to justify their high regard for you.

Remember, UC and CSU do not accept recommendations for admissions at the time of application, but UC may ask for a recommendation after you apply for scholarship or admission consideration.

IF YOU WANT THE STRONGEST POSSIBLE TA RECOMMENDATIONS, DO THE FOLLOWING:

- 1) Complete the student information forms of the Senior Profile for your teacher advisor.
- 2) Make an appointment early with your teacher advisor to discuss your college applications and recommendations.
- 3) The teacher advisor recommendation usually accompanies a Secondary School Report form (sometimes called "School Report" or "Counselor Recommendation" or something similar) and the "NACAC" form available in the Guidance Office. Invite your TA (as counselor) in the application (and turn in Paly items to Guidance, if applicable) by the Paly deadline!
- 4) You might drop by to see your teacher or teacher advisor or leave a note in their mailboxes to ask if you could provide further information.
- 5) It takes considerable time to write a recommendation. The person who writes for you has taken a personal interest in you and in the success of your applications. When you hear from colleges, be sure to tell the teacher and your teacher advisor where you were accepted and where you will go to college. **Don't forget to say "thanks."**

TEACHER RECOMMENDATIONS

1-2 teacher letters required for most private colleges & a few out-of-state public universities

PURPOSE

To highlight your personal attributes as a student

WHO SHOULD I ASK?

- ✓ An academic teacher from a core subject (English, social studies, math, science, world language); preferably teachers from junior year. If you're applying to an art program/college or music program/conservatory, a letter from a teacher in the respective discipline will likely be required. Sometimes teachers of semester-long courses feel they don't have enough time with a student to have experiences to draw on and they hesitate to write a rec letter—asking if there are other teachers you could ask. Be honest. If you think this teacher knows you better, let them know it—but be specific as to how (see the following for tips).
- ✓ Think the teacher giving you an easy A is the best one to write on your behalf? Think again. If you're doing little more than sitting in the back of the room each day doodling in your notebook while acing every quiz and exam, this is probably not the ideal person to write a recommendation letter. This teacher knows you can do the work but has no insight into how your mind functions or what you might add to the classroom experience. Is there another course in which you are participating in classroom discussions, waiting around afterward to ask for clarification on a tricky concept and organizing study groups with your peers, all while earning a slightly lower grade? This teacher, who can easily draft a page about your engagement in the work and the class, is your writer. The best recommendation writers can attest to your ability to handle and connect with the material while adding to the learning environment through class participation. Keep your focus on 11th and 10th grades. Colleges want to know who they're getting now, not who you were three years ago. While some will specify that they want to hear from a teacher you've had in your junior year, many colleges will also accept recommendations from sophomore year teachers.
- ✓ Probably you know your teachers well enough to know who can provide favorable reviews of your accomplishments. If in doubt, don't hesitate to ask if they feel comfortable writing a recommendation. In some cases, you might have no choice about whom to ask (i.e. the college requires a letter from a teacher of a specific subject), but when you do, make the best choice possible. Think about asking a teacher who can speak to one or more of the following:
 - Your achievement on a particular project/unit of study
 - An academic challenge you overcame; improvement
 - Your contributions to class discussion
 - How well you lead or collaborate with others
 - Some insight you demonstrated/connections you made with content presented in class

Please remember that you don't need to be the strongest student in the class nor the teacher's favorite but rather the teacher should be able to come up with specific examples to support the characterization of you as a student. If you're shy, keep in mind that most teachers won't base a decision to recommend a student on class participation alone.

- ✓ To help you approach this task, I suggest:
 - Brainstorming a list of specific examples with respect to the areas outlined above for each of your core classes; you might even share them with the teacher when asking for the rec.
 - If none of your junior-year core classes yield an adequate list, consider a core class teacher from sophomore year.
 - If you are not comfortable asking a teacher/sharing detailed examples of your strengths in person, send an email and then follow up to discuss in person.
 - If more than one recommendation is required but you can only secure one in junior year, you can perhaps secure one from a senior year teacher; but this can sometimes be a challenge. If you decide to apply early (e.g. Early Action or Early Decision) to a college, there might not be enough time for the teacher to have examples to draw on before the application due date. If you are lucky enough to have a teacher that you've had before, that might make it easier for the teacher to write for you in senior year.

HOW/WHEN SHOULD I ASK?

- ✓ In person!
- ✓ Preferably, during 2nd semester junior year to allow those who want to write over the summer, the opportunity to do so. Given their many responsibilities, some teachers set a limit on how many letters they will write. Allow a minimum of 4 weeks before the due date.
- ✓ During a non-class time. You need some time to have a conversation.
- ✓ Your teacher will want to know why you are asking him/her instead of your other teachers. Consider the factors above or the academic areas of interest/major you're interested in college.
 - Talk to them about what you remember about their classes and your participation in them.
 - Remind teachers of specific work assignments or projects you did, what you learned and any challenges you overcame.
- ✓ Ask if they are willing/able to write a strong letter on your behalf. If they agree, ask if there is any more information they need from you to provide specific examples to help them write a letter.
- ✓ While the thought of having such a conversation with your teacher might be a bit intimidating, remember that they are asked this question often and might be anticipating it. Even if you're uncomfortable doing so, practicing how to advocate for yourself is very important and is a skill that will serve you well in college.

IMPORTANT NOTES

- ✓ Writing recommendations isn't a required part of a teacher's contract but many teachers are willing to support students' college applications. Be aware some teachers put a cap on the number of recommendation letters they write because writing a strong letter takes a lot of time.
- ✓ Teachers want to write the best possible letter to support your college applications. If your teacher hesitates to agree to write a recommendation for you and steers you to consider other teachers, s/he are trying to kindly say no; it is good that s/he is being honest and you should respect their decision. If this happens, review the previous sections again to brainstorm who else you might ask for a recommendation, and perhaps discuss your thinking with your Teacher Advisor or College Advisor.

FOLLOW-UP

- ✓ Write an email, summarizing the conversation and any action items.
- ✓ Prepare any college application forms required for the recommendation with an addressed, stamped envelope; include the due date. Deliver these materials to your teacher by the Paly deadline that corresponds to the college application deadline (see Viking Guide for dates).
- ✓ Thank the teachers who write recommendations for you.

Finally, remember that a letter of recommendation is only a part of your overall college application—for those colleges that require them. You will have the opportunity to present other aspects of yourself as a student in your college application, so don't fret.

A Comparison of Teacher Advisor Recommendations with Teacher Recommendations



A COMPARISON OF TEACHER ADVISOR RECOMMENDATIONS WITH TEACHER RECOMMENDATIONS	
TEACHER ADVISOR RECOMMENDATIONS (also called "School Report" or "Counselor Recommendation")	TEACHER RECOMMENDATION
Broad overview of student, including academic, extracurricular, athletic, and community activities	More focused view of student in the classroom, a primarily academic report
Requires input from many sources: Senior Profile, Parent Assessment, Supplemental Information Forms (SIF), etc.	Input mainly from the teacher who writes it and is based upon the student's academic performance in the teacher's class. If a teacher asks for more information, the student must provide it.
Only one recommendation is needed. Copies are made to be sent to different colleges.	Many private colleges ask for recommendations from two different teachers. The same two teachers will write a letter to be copied for each college. Some colleges ask for just one teacher recommendation.
Written by your teacher advisor except in unusual circumstances. You should talk to your TA in advance about the places to which you are applying.	Choose teachers who know you the best. It may be wise to choose one teacher from the math or science disciplines and another who teaches English, history or foreign language. Most colleges ask for or prefer recommendations from junior-year teachers in academic courses. Students must arrange with a teacher or teachers in advance for a letter of recommendation. If a teacher is already writing too many letters or if the teacher feels that he/she cannot write a positive recommendation, the teacher may decline. It is best to ask before the end of junior year. A student should not ask the same teachers who were asked to fill out the Supplemental Information Forms (SIF).
The recommendation form for each college is included in the application and is turned in with the transcript request, not given directly to the teacher advisor. The deadlines for such requests will be announced in the fall. The recommendation is mailed by the school with the transcript and other supporting materials.	The form(s) for each college is usually included in the application and is given directly to the teacher(s) with a stamped envelope pre-addressed to each college. The same deadlines as for TA recommendations apply unless a teacher has different deadlines. Each teacher mails the recommendation directly, or it is uploaded online.

PLEASE NOTE that teacher and TA's letters of recommendation are confidential. We ask that students waive their FERPA rights sending a message to the college or university that they are fully confident in the letter writer's assessment and information.

INTERVIEWS FOR COLLEGES & SCHOLARSHIPS

In your senior year, you may have an interview scheduled with a college admissions officer, an alumnus, or a group of community people who wish to give a scholarship. Colleges that require interviews may give you the opportunity of being interviewed by a representative coming to our area. Some colleges look upon the interview as an information-giving session and may even include you in a group interview.

An interview is an opportunity! How many other times in your life are you invited to talk about yourself, to share the best of yourself with others? A college or scholarship interview is not to be dreaded or feared, but rather to be enjoyed. After all, who knows and understands the subject of YOU better than YOU?

If you have a special interest or talent – academic, artistic, or athletic – an interview with a department head or coach may be to your advantage.

These are some suggestions that can help you plan for an interview:

PREPARATION

- ✓ Prepare a page showing your grades in school, test scores, and a list of your more important activities.
- ✓ Keep a record of the date, time, and place of the interview and the name of the person you will see.
- ✓ Be prepared to answer questions about yourself.
- ✓ Visit the college Web site and read the college's materials available in the College & Career Center before the interview. Make a list of questions you would like answered, but do not ask for information already in writing. Try to get as much information as you can about strengths of the college, especially about the department of your major interest.

DRESS & GROOMING

- ✓ Dress so that you feel comfortable and confident. It is not necessary to get all dressed up, but go a step or two beyond school attire (no jeans, t-shirts, sneakers, or flip-flops).
- ✓ Do not chew gum.

THE DAY OF THE INTERVIEW

- ✓ Be on time! If a real difficulty delays you, call and say you will be late.
- ✓ Put cell phone on vibrate/silent.
- ✓ Greet interviewer by name (Mr./Mrs./Ms.) and introduce yourself with your first and last names. Offer a firm handshake while making good eye contact. Smile!
- ✓ Remain standing still until you are invited to sit down, then sit back comfortably in the chair, but do not slouch.
- ✓ Wait for the interviewer to begin, listen attentively without interrupting, and answer all questions tactfully, firmly, honestly, and to the best of your ability. Do not be afraid to ask questions you feel are important. Do not be afraid to say you do not know the answer to a question you may be asked.
- ✓ Look directly at the interviewer during the entire conversation.
- ✓ Don't be boastful, but don't be overly modest. Be sincere in your answers, questions, and attitude. Speak to the point carefully and concisely without monopolizing the conversation.
- ✓ Watch for signs that the interview is about over. The interviewer may look at his/her watch; ask if you have further questions; or may stand up. Stand up, shake hands with the interviewer, and thank him/her for the time and interest.

BE PREPARED FOR PERSONAL QUESTIONS THAT MAY BE ASKED OF YOU

Highlight what the interviewer does NOT already know about you. Review your paper application before attending the interview. In many cases, your paper application already included a list of your activities and experiences. You don't want to list them in an interview; rather, you want to focus on the quality of your participation. Have you participated in a way that differentiates you from the other participants in the same activity? The following qualities can be brought out in an interview but will not necessarily show up on paper:

- ✓ **Motivation.** WHY do you participate? How did you start and why do you continue? The student who pursues an activity because of a passion for it certainly makes a better impression than one who says "My dad made me sign up," or "It's a requirement at our school."
- ✓ **Commitment.** How long have you participated? What sort of time and energy do you put in? Do you do more than is asked? Will you continue the activity? If you have ever passed up a day at the beach with your friends to participate in community service, tell about it in the interview!
- ✓ **Passion and spark!** Do you just go through the motions of an activity, or do you throw yourself into it with more energy than anyone else? Do your eyes sparkle when you talk about it? Can your enthusiasm be contagious to the people who are interviewing you?
- ✓ **Initiative.** Have you gone above and beyond the opportunities offered to you to create your own? If you claim to be an artist, for example, did you just take the art classes offered at your school? Or did you go out and take courses at a community college or local art school, or perhaps even create your own? Do you spend free time creating art, and do you share your love for art with others in some form of community service? Tell your interviewers about your initiative.
- ✓ **Sense of humor.** Can you laugh at yourself? Will others enjoy being around you? Do you have anecdotes about your activities or accomplishments that show you to be someone who, while serious about your endeavors, can also see the lighter side?
- ✓ **Ability to work with people.** Your own personal capabilities will seem less important to your interviewers if you cannot show that you know how to cooperate, collaborate, and get along with other people, all kinds of people.
- ✓ **Willingness to take responsibility.** Be positive about assuming responsibility for yourself, your actions, and your results in every way. If your test scores were low, never say, "My English teacher just couldn't teach." If you didn't get a lot of playing time in basketball, never blame "the coach who just wouldn't give me a chance." On the flip side, don't hesitate to take credit when it is due: "I think my long hours of work on the sets helped make our drama production a real success."

OTHER QUESTIONS THEY MAY ASK OF YOU

- ✓ Why have you chosen this school?
- ✓ Which other colleges are you considering?
- ✓ Which college is your first choice? (If this college is your first choice, by all means make that clear! Otherwise, it is perfectly OK to say you haven't made up your mind yet.)
- ✓ What major are you planning on? Why? How did you choose this particular field? Do you know the opportunities for further study and employment in this field? It is OK to say you are undecided, but speak of your interests and what majors they may be related to.
- ✓ What sort of people do you admire or like to be with?
- ✓ What have you gotten out of high school?
- ✓ What improvement would you suggest for your school?

QUESTIONS YOU MIGHT WANT TO ASK

- ✓ I am just beginning to look for a college; could you tell me what you feel are the real advantages of your institution?
- ✓ I am still undecided about my major and career; how much freedom will I have to explore courses outside the required curriculum? You should probe deeply into academic areas that may particularly interest you. If

the admissions person cannot answer the questions in depth, ask for an appointment with a member of the department concerned.

- ✓ Are there any significant changes contemplated in the curriculum during the time I will be a student?
- ✓ Have particular programs tended to produce unusually successful persons among your graduates?
- ✓ With regard to teacher-student ratio, what percentage of courses have fewer than 15 students in them? How many courses have more than 100 students? What percentage of students are in tutorial, independent, or field work?
- ✓ If I had the academic achievement and ability to enter this college, what other qualities would you be seeking?
- ✓ What forms of financial aid are available? If I apply for financial aid, will that be considered at all as you review my application for admission? (If the matter of financing your education is important, be prepared to discuss this item intelligently. Make sure you have researched costs and your family's capability of meeting them.)

AFTER THE INTERVIEW

- ✓ Within a day or two of the interview, write a thank-you note to the interviewer.

COMMUNICATING WITH COLLEGES

Be professional in your e-mailing and writing to your colleges. You are not text-messaging them! Use courteous language with proper spelling, grammar, punctuation, and capitalization. Colleges want students who communicate well in professional situations.

GLOSSARY

TERMS FOUND IN COLLEGE CATALOGS & APPLICATIONS

ACCREDITATION: Approval given to a college if it meets standards concerning its academic programs, library facilities, faculty, policies, physical plant, financial assets, etc. There are six regional associations that judge colleges periodically: New England, Middle States, North Central, Northwest, Western, and Southern Associations.

ACT (American College Test): A four-year college admission test covering English, mathematics, reading, and science reasoning. An optional Writing Test is offered in addition. For ACT scores to be accepted by UC, the Writing Test must be taken. Virtually all colleges accept the ACT+Writing in place of the SAT Reasoning test.

A-G REQUIREMENT: List of subjects and years required for admission to the University of California and the California State University system. These requirements are a good baseline preparation for most college admission requirements.

AP (Advanced Placement): Courses and examinations by which college freshmen may bypass entry-level courses by proving that they have already taken the equivalent in high school. College credit may be awarded by many colleges if a student earns a certain grade on a specially designed College Board exam at the conclusion of an AP course.

APPLICATION SUPPLEMENT: An online form for the applicant to complete and submit; required by a certain colleges in addition to the college application.

CALIFORNIA DREAM ACT: State financial aid for undocumented students; information and application.

CALIFORNIA STATE UNIVERSITIES (CSU): A statewide system of 23 universities that select from the upper one-third of high school graduates.

CHSPE (California High School Proficiency Exam): A state exam to qualify for a high school equivalency certificate. Students who pass the CHSPE and leave school are NOT eligible to participate in the graduation ceremony. Applications to register for the exam are available from the Guidance Office and must be mailed approximately one month before the test date. Applicants must be at least 16 years of age and must remain in school until results are received. While the CHSPE is accepted by California public colleges, it may not be recognized by private or out-of-state institutions.

CANDIDATES REPLY DATE AGREEMENT (CRDA): An agreement, sponsored by the College Board, that May 1st be the earliest time a subscribing college may require an accepted applicant to say whether he or she plans to attend, unless the applicant is accepted under an Early Decision plan or makes an athletic commitment.

COLLEGE CATALOG: A booklet issued annually by a college or university. It gives such information as requirements for admission, courses of study, facilities, extracurricular activities, tuition and fees, majors, degrees, and a roster of the faculty.

COLLEGE: A general term applied to:

- 1) All academic institutions beyond high school
- 2) Four-year institutions that grant the bachelor's degree
- 3) A part of a university, such as a liberal arts college or engineering college, that grants the bachelor's degree.

COMMON APPLICATION: A college admission application, available at www.commonapp.org, that students may complete once and submit to any of over 300 different colleges. The vast majority are private institutions, but some are public. Most colleges will also require supplemental forms.

COMMUNITY COLLEGE: A two-year public college funded by local and state taxes. It offers transfer to four-year colleges and terminal career programs leading to the associate degree. (See “Transfer Program.”)

COOPERATIVE PROGRAM: A college curriculum that combines work and study. Students choosing this plan, offered at a number of colleges, can earn part of their tuition costs.

CSF (California Scholarship Federation): Statewide honor society designed primarily for the academically oriented, college-bound student. Eligibility for membership depends on grades from the previous semester. Students who qualify for 4 semesters are recognized at graduation. Membership is by sign-up, optional, and **not** retroactive. The CSF Advisor at each high school campus announces the sign-up dates, usually within the first three weeks of a semester.

CSS PROFILE: College Scholarship Search (CSS)/Financial Aid Profile, a secure online service of CollegeBoard.com for students to provide financial data reports to schools.

CURRICULUM: A set of courses offered by an educational institution.

DEFERRED: Your application hasn’t been accepted or declined. If you applied EA or ED, it means your application will be reviewed again in the regular decision pool.

DEGREES: Academic titles conferred by educational institutions to signify completion of a particular course of study.

- 1) **Associate Degree** is granted by community and junior colleges after two years of college study.
- 2) **Bachelor’s or Baccalaureate Degree (BA or BS)** is received after completion of a four-year course with a major in a specific field.
- 3) **Master’s Degree (MA or MS)** is conferred for graduate studies beyond the bachelor’s degree, usually one or two years of study.
- 4) **Doctor of Philosophy Degree (PhD)** is granted for graduate studies beyond the master’s degree. This is a degree that emphasizes research; the Doctor of Education degree is one that emphasizes teaching and more applied studies.

DEMONSTRATED INTEREST: Not all colleges track interest, but when they do visiting a campus, emailing or calling an admissions counselor, attending a program, talking with a representative when they visit your high school, or stopping by their table at a college fair are some of the ways to show the Admissions Committee that you are genuinely interested in attending that particular college – it helps them get to know you better.

EARLY ACTION PROGRAM: A plan by which a student may apply to a college as early as November 1 in his/her senior year and receive the college’s decision by mid-December. Some colleges may require that you not apply to any other college under any early program (early action-single choice). The student is not bound to attend and is not obligated for a decision before May 1. A small number of colleges have early action policies. Students who are not admitted through early action will be considered again (deferred), at most colleges, with regular decision applicants, unless it is clear from your record that you do not stand a chance in later consideration. In that case you would be turned down (denied) and notified of that decision.

EARLY ADMISSION PROGRAM (not to be confused with Early Decision): Permits extremely able students to enter college after completion of three years of high school.

EARLY DECISION PROGRAM: A plan by which a student may apply to a single college early in the senior year (as early as November 1) and receive the college’s decision within two months. **If you are admitted you are obligated to attend that college.** Not all colleges have early decision policies, so check the college Web site and information from the college in the College & Career Center and with the college advisor for specifics. If, by the fall of your senior year, you have a clear first-choice college that has an early decision plan, and if you have strong grades and SAT from the junior year, early decision may be for you. Talk it over with your teacher advisor and the college advisor. For some colleges and for some students, early decision is a wise decision. If you are not accepted early decision, you may be reconsidered with the regular deadline applicants (deferred) if your record is strong enough. Otherwise you will be denied. If you are accepted early decision, you must immediately notify, in writing, all other colleges to which you have applied that you are withdrawing your application.

EARLY EVALUATION PLAN: A college will give a student some indication of his/her chances of being admitted if the student submits all his documents early.

EDUCATIONAL OPPORTUNITY PROGRAM (EOP): Program designed to admit and assist students from low-income and disadvantaged backgrounds who might otherwise be unable to attend college.

FAFSA (Free Application for Federal Student Aid): A detailed financial form indicating the income and assets of parents and students who wish to apply for financial aid. This is the basic form required by virtually all colleges.

FEES: Fixed sums of money required by colleges for such items as college applications, registration, room and board, and science or art supplies. These are in addition to tuition costs.

FEE WAIVER: Excuses payment of test and/or application fee. Based on need. In general, students must first apply for test fee waiver to be eligible for a college application fee waiver. See college advisor for information.

FINANCIAL AID: Scholarships, loans, grants, and/or part-time job given to a student with financial need. Awarded by colleges to students after analysis of financial aid forms such as the FAFSA.

GED (General Educational Development Examination): A series of tests that adults take to qualify for a high school equivalency certificate or diploma. Some colleges will accept satisfactory GED test results in place of a high school diploma. Students may not take the GED until they are eighteen.

GENERAL EDUCATION REQUIREMENTS (also called Breadth Requirements): Courses selected from several divisions required for a college degree. These are usually completed the first two years of college. The second two years involve coursework in major and minor areas.

GRADE POINT AVERAGE: Average of marks the student receives. Paly uses a 4-point scale with A = 4 points, B = 3 points, C = 2 points and D = 1 point. No extra fraction of a point is added for a + grade or subtracted for a - grade. Most colleges also use the 4-point scale, but do adjust for + and - grades.

GRADUATE COURSES: Any work taken beyond the bachelor's degree, although most colleges allow high-achieving students to take some graduate courses during their undergraduate years.

GRANT: A sum of money provided by a government agency or a college to help toward tuition costs. It need not be paid back and is usually part of a financial aid "package."

HONORS PROGRAM: A program designed for students with superior high school records and including some kind of honors work, e.g., special sections, courses, seminars, individual conferences with a faculty member, independent research.

IMPACTED PROGRAMS/CAMPUSES: Programs or courses to which more students have applied than can be accommodated, and therefore more selective.

INDEPENDENT STUDY PROGRAMS: Programs that allow students to study extensively in particular areas by doing independent research under the individual guidance of advisors, rather than in regular class.

IVY LEAGUE: The name "Ivy League" comes from the athletic association in which the following schools participate: Brown, Columbia, Cornell, Dartmouth, Harvard, Princeton, University of Pennsylvania, and Yale. **In no case is it ever advisable to apply only to the Ivy League and to other highly selective colleges, even if you are at the top of your high school class with perfect 800's on the SAT.**

LIBERAL ARTS: A broad general education, including humanities, arts, and sciences.

MAJOR: A concentration in a specific field of studies in one department. It usually consists of one-fourth to one-half the courses you take in college. You can sometimes elect to take a "double major" in two subjects.

MID-YEAR TRANSCRIPT (seventh semester transcript): The official record of grades earned in high school through the completion of first semester senior year. If a college requires a mid-year report, you must order a mid-year transcript on paly.net to be sent in January. Regular transcript fees apply.

MINOR: A specialization with fewer courses than a major.

NACAC SECONDARY SCHOOL REPORT FORM: Paly's version of a Secondary School Report; required as part of Paly's school packet for any application to a non-Common Application school needing a letter of recommendation from your Teacher Advisor (counselor); pick up at Paly's Guidance department (cannot be downloaded or a copy).

NAVIANCE: A Web-based service designed especially for students and parents. It is a comprehensive Web site that you can use to help make decisions about courses, colleges, and careers. Family Connection also provides up-to-date information that's specific to our school. It also lets us share information with you about upcoming meetings, news, and events, as well as other Web resources for college and career information.

NCAA CLEARINGHOUSE: Athletes who may participate in intercollegiate sports at the Division I or II level must register with the NCAA Clearinghouse. It is best to register and first have a transcript sent at the end of junior year or in the fall of senior year to be preliminarily qualified. Transcripts will not be reviewed before the completion of all junior classes. A final transcript must be sent after graduation for final clearance. You may register online at <http://www.ncaa.org/student-athletes/future/how-register>.

PROBATION: A notice usually given if a student has earned a grade point average below 2.0 in college. It serves as a warning and gives time to improve academic achievement.

PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test): A shortened version of SAT offered in October primarily for 11th graders. Honors-level 10th graders may take the PSAT but **must specify on the test that they are sophomores** to avoid forfeiting eligibility for the NMSQT for junior year.

RANK IN CLASS: Academic place of a student in his school among all students of the graduating class that year. Paly does not report rank to colleges, but GPA distribution for the senior class is found on the School Profile.

RESUME: Often is your first contact with an employer, scholarship representative or admission office. Its purpose is to provide the reader with important facts. You want to sell him/ her on the idea of hiring or admitting you. It is your opportunity to emphasize your strong points and showcase your skills and qualifications.

ROLLING ADMISSIONS: A system used by some colleges that make an admission decision as soon as possible after the application and all supporting documentation (transcript, letters of recommendation, etc.) are received.

ROTC: Reserve Officers' Training Corps is a scholarship and training program offered by military services on many college campuses. ROTC students must fulfill a service obligation after graduating from college.

SAT REASONING TEST: A four-year college admission exam measuring verbal and math reasoning and writing skills.

SAT SUBJECT TESTS: One-hour exams offered in 15 different subjects.

SECONDARY SCHOOL REPORT FORM (a.k.a. School Report or Counselor Form): Form required by private and/or out-of-state colleges for your Teacher Advisor to complete. Provides data about your high school as well as comments and background information about the applicant to offer a holistic, contextual view of the student; download and print from the college application Web site.

SENIOR PROFILE: A collection of surveys (on Naviance) and advisory handouts that the student fills out with information about themselves and their post-high school plans to aid the TA when writing the TA Letter of Rec.

SUPPLEMENTAL INFORMATION FORM (SIF): This form can be given by the student to any Coach, Youth Minister, Scout Leader, Boss, other adult, etc. that can provide information or insight about the student to the TA. Information about their character, personality, work ethic, etc. is appreciated to add to the TA letter of recommendation.

TA LETTER OF RECOMMENDATION (a.k.a. Counselor Letter, Secondary School Report or SSR): Required by most private and some out-of-state colleges. The letter is written by the TA and is a broad overview of the student, including academic, extracurricular, athletic, and community activities. Requires input from many sources: Senior Profile, Parent Assessment, and Supplemental Information Form (SIF).

TEACHER LETTER OF RECOMMENDATION: More focused view of student in the classroom, a primarily academic report. Based upon the student's academic performance in the teacher's class. Choose teachers who know you the best. Most colleges ask for or prefer recommendations from junior-year teachers in core academic courses. It is best to ask before the end of junior year.

TERM: A period of instruction into which an academic year is usually divided. Most colleges have two semesters annually, although some have three (trimester) and some four (quarter). Another system, known as the "4-1-4" is two shorter semesters plus a month-long period in January used for independent study, special projects, and internships.

TOEFL (Test of English as a Foreign Language): Measures the ability of non-native speakers of English to use and understand North American English as it is used in college and university settings. Scores on the TOEFL have been required by many two- and four-year colleges from applicants whose native language is not English and whose high school education was in a place where English is not the language of instruction.

TRANSFER PROGRAM: In a community college, equivalent to the first two years of a four-year college and leads to an AA or AS degree. Students may then be admitted to the third year of senior college to continue work toward the bachelor's degree.

TRANSCRIPT: An official record of grades and credits earned at a high school or college. The high school transcript includes freshman through senior year. The transcript sent to colleges in the fall of the senior year includes your final junior grades. Many colleges ask for transcripts to be sent after completion of your first semester (7th semester report, mid-year report). Your final college choice will require a transcript at the end of the year. You must request transcripts from the registrar. The first two are free. After that, there is a fee.

TUITION: The charges for courses given by a college. Sometimes it is based on the cost for each credit you take each semester, but usually it is a flat rate.

UNDERGRADUATE COURSES: Courses leading to an associate or bachelor's degree.

UNIVERSITY OF CALIFORNIA (UC): Has nine undergraduate campuses with uniform admission requirements and is one of the world's largest and most distinguished centers of higher education. University of California selects from the upper 12½ percent of high school graduates in the state.

WAIT LIST: A listing of applicants considered by a college to be strong candidates, but for whom the college has no room at a particular time. A wait list usually means you still may have a chance. How much of a chance depends on factors the college cannot pinpoint before May 1. If you are on the wait list at your first-choice college, you will need to talk with the college advisor about what specifically to do to enhance your chances of being accepted from the wait list. You should also put in a deposit by May 1st to one other college where you have been accepted.

CHECKLIST FOR COLLEGE APPLICATIONS

COLLEGE INFORMATION	COLLEGE A	COLLEGE B	COLLEGE C
Name			
Address			
Telephone #			
Information requested on			
Application received on			
Campus visit planned on			
College rep. to visit Paly on			
DEADLINES			
Application			
Transcript req./School report form due			
Financial Aid – FAFSA			
Cal Grant			
CSS Profile			
7th semester transcript/mid-year			
Housing application			
Placement tests			
Final transcript			
Orientation			
ADMISSIONS TESTS	Requested On	Requested On	Requested On
SAT or ACT taken (_____) month / day / year			
SAT Subject Tests taken (_____) month / day / year			
Scores due to college by			
APPLICATION FORMS			
Essay written			
Application fee submitted online			
Amount	\$	\$	\$
Application mailed on			
RECOMMENDATIONS			
1st Teacher Rec. (name & date)			
2nd Teacher Rec. (name & date)			
Optional Personal Rec.			
INTERVIEW			
Circle one: <i>Required</i> <i>Recommended</i>			
Appt. on campus on (day) with (name)			
Interview with alumnus (name) on (date)			
NOTES			

PALY DEADLINES

2021 - 2022

The Paly deadline indicates the latest date to **order your transcripts online, assign recommenders in the Common App, and submit your Cover Sheet for College Applications.**

If your application is due to the college by:	Order your transcripts online, assign recommenders in the Common App, and turn in school forms to the Guidance Office by:
October 15	September 13, Monday
November 1	September 27, Monday
November 15	October 11, Monday
Nov. 30 / Dec. 1	October 27, Wednesday
January 1	November 8, Monday
January 10	November 19, Friday
January 15	November 29, Monday
February 15	January 13, Thursday
March 1	January 31, Monday

**If you miss these deadlines,
we will not be able to send Paly's part
of your application by the college due date.
THIS WILL JEOPARDIZE YOUR APPLICATION.**