

Usernames & Passwords

Keep all of your log-ins handy and organized. Feel free to keep them here or in a safe place.

Cal State Apply (CSU)

Username	Password

UC Application (UC)

Username	Password

Common Application (Private Colleges)

Username	Password

Community Colleges

Username	Password

College Board (SAT/PSAT)

Username	Password

ACT

Username	Password

Web Portals

Institution (University or College)	Username or Student ID	Password

FAFSA/FSA ID/CA Dream Act (CADA)

Username	Password

WebGrants for Students (Cal Grant)

Username	Password

Financial Aid Links

Institution	Username	Password

Email Account

Username	Password

Personal Growth

Individualized Learning Tool

This tool is designed to help you learn more about the kind of student you are. It will give you insights on your areas of strength and areas that need to be improved to help you become the best you can be in high school.

Instructions: Select “Yes” or “No” for each statement. Then, add the total number for each column. If you have 3 or more “No’s” in a section, this might be an area that you need to work on.

Time Management	Yes	No
I use a time-management schedule/planner.	<input type="checkbox"/>	<input type="checkbox"/>
I write a plan for each day/week and use it to complete tasks.	<input type="checkbox"/>	<input type="checkbox"/>
I assign priorities based on level of importance	<input type="checkbox"/>	<input type="checkbox"/>
I set aside a specific time each day for homework/ study time.	<input type="checkbox"/>	<input type="checkbox"/>
I establish and regularly redefine short-term and long-term goals.	<input type="checkbox"/>	<input type="checkbox"/>
I have enough time each day to complete all my planned tasks.	<input type="checkbox"/>	<input type="checkbox"/>
Total		

Organization/Note Taking	Yes	No
I have a system to keep my schoolwork organized.	<input type="checkbox"/>	<input type="checkbox"/>
I use a binder to regularly organize class assignments.	<input type="checkbox"/>	<input type="checkbox"/>
In class, I focus my attention on the teacher and my assignments.	<input type="checkbox"/>	<input type="checkbox"/>
I know of different note-taking methods.	<input type="checkbox"/>	<input type="checkbox"/>
I review class notes within 24 hours.	<input type="checkbox"/>	<input type="checkbox"/>
I review my notes and summarize the most important concepts.	<input type="checkbox"/>	<input type="checkbox"/>
Total		

Test Preparation & Taking	Yes	No
I review for tests on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>
I got a good night's sleep before a test.	<input type="checkbox"/>	<input type="checkbox"/>
I manage time during a test and complete it in the allotted time.	<input type="checkbox"/>	<input type="checkbox"/>
I know how to eliminate incorrect answers on a multiple-choice test.	<input type="checkbox"/>	<input type="checkbox"/>
I know how to figure out what an essay question is asking accurately.	<input type="checkbox"/>	<input type="checkbox"/>
Total		

Reading & Writing	Yes	No
When I read, I ask myself questions about the material.	<input type="checkbox"/>	<input type="checkbox"/>
I am able to focus and understand what I am reading.	<input type="checkbox"/>	<input type="checkbox"/>
I think about how the readings relate to my own personal experiences.	<input type="checkbox"/>	<input type="checkbox"/>
I know how to brainstorm before I start writing.	<input type="checkbox"/>	<input type="checkbox"/>
I am able to use proper grammar, spelling and punctuation.	<input type="checkbox"/>	<input type="checkbox"/>
I revise my writing for clarity, accuracy and coherence.	<input type="checkbox"/>	<input type="checkbox"/>
Total		

Concentration & Motivation	Yes	No
I sit in front of my classroom when given the choice.	<input type="checkbox"/>	<input type="checkbox"/>
At home, I have a designated area to do homework.	<input type="checkbox"/>	<input type="checkbox"/>
When I study, I concentrate without getting distracted or unfocused.	<input type="checkbox"/>	<input type="checkbox"/>
I began classes highly motivated, and stayed that way.	<input type="checkbox"/>	<input type="checkbox"/>
I am satisfied with the progress I'm making towards achieving my goals.	<input type="checkbox"/>	<input type="checkbox"/>
Total		

Communication	Yes	No
I communicate my ideas to others easily and confidently.	<input type="checkbox"/>	<input type="checkbox"/>
I am able to learn from various teachers with different teaching styles.	<input type="checkbox"/>	<input type="checkbox"/>
I am comfortable with talking to my teachers and counselors about any concerns I may have, whether academic or personal.	<input type="checkbox"/>	<input type="checkbox"/>
I can make friends easily and establish relationships easily.	<input type="checkbox"/>	<input type="checkbox"/>
I'm open to talking to others w/different beliefs/perspectives than my own.	<input type="checkbox"/>	<input type="checkbox"/>
Total		

Health (Exercise, Sleep, Nutrition)	Yes	No
I exercise regularly.	<input type="checkbox"/>	<input type="checkbox"/>
I maintain a healthy diet by eating nutritious foods instead of "junk food".	<input type="checkbox"/>	<input type="checkbox"/>
I drink 8 glasses of water a day.	<input type="checkbox"/>	<input type="checkbox"/>
I eat 3 meals daily: breakfast, lunch and dinner.	<input type="checkbox"/>	<input type="checkbox"/>
I sleep at least 6 hours each night during the school week.	<input type="checkbox"/>	<input type="checkbox"/>
I have someone to talk to about my personal problems and concerns.	<input type="checkbox"/>	<input type="checkbox"/>
Total		

College Readiness (On Track W/ A→ G)	Yes	No
Are you on track with the course requirements to fulfill a→g?	<input type="checkbox"/>	<input type="checkbox"/>
Have you taken the sat or act?	<input type="checkbox"/>	<input type="checkbox"/>
Have you taken any AP exams? if yes, please specify.	<input type="checkbox"/>	<input type="checkbox"/>
Total		

If you have any questions in regards to A→ G completion or college examination requirements please list them:	
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S.M.A.R.T. Goals

Examples of goals areas can include: Academic, Time Management, Note Taking, Studying, Language (Reading, Writing, Speaking), Concentration and Motivation, or Health (Exercise, Sleep, Nutrition).

Specific: What do you want to achieve?	Meaningful: Why is this goal important to you?	Action Oriented: What steps will you take to achieve it?	Realistic: How do you know that you can achieve this goal?	Timely: By when do you want to achieve this goal?

A-G Coursework

A student must complete the following required “A-G” high school courses for UC and CSU colleges. It will take at least 15 units with grades of “C” or better in each course. At least 11 of the 15 units must be completed by the end of junior year. Visit the [A-G Course List](#) to see if your classes meet A-G reqs.

The A-G Subject Requirements	1 Year	2 Years	3 Years	4 Years
A. History/Social Science: 2 years of college-preparatory history/social science required, including: one year of world history, cultures or historical geography, and one year of U.S. history; or one-half year of U.S. history and one-half year of civics or American government.				
B. English: 4 years of college-preparatory English composition and literature required, integrating extensive reading, frequent writing, and practice listening and speaking with different audiences.				
C. Mathematics: 3 years of college-preparatory mathematics required (4 years are strongly recommended), including or integrating topics covered in: elementary algebra, advanced algebra, two-and three-dimensional geometry.				
D. Science: 2 years of college-preparatory science required (3 years are strongly recommended), including topics that provide fundamental knowledge in: biology, chemistry, or physics. 1 year of approved interdisciplinary or earth and space sciences coursework can meet one year of the requirement.				
E. Language: 2 years of college-preparatory coursework required (or through the second level of high school instruction) of the same language other than English (3 years are recommended). Language levels are defined by the number of years of high school instruction (e.g., LOTE 1= 1 year; LOTE 2 = 2 years, etc.)				
F. Visual & Performing Arts: 1 year of college-preparatory visual & performing arts required, chosen from one of the following disciplines: dance, music, theater, visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts), or interdisciplinary arts.				
G. College-Preparatory Elective: 1 year of college-preparatory coursework required, chosen from: courses approved specifically in the elective (G) subject area, or courses approved in the A-F subject areas beyond those used to satisfy the requirements of the A-F subjects.				

Check your progress by filling out the table below. Show your most recent transcript to your advisor.

A. History/Social Science (2 years)	Grade Level	S1 Grade	S2 Grade	Summer
B. English (4 years)	Grade Level	S1 Grade	S2 Grade	Summer
C. Mathematics (3 years)	Grade Level	S1 Grade	S2 Grade	Summer
D. Science (2 years)	Grade Level	S1 Grade	S2 Grade	Summer
E. Language Other Than English (2 years)	Grade Level	S1 Grade	S2 Grade	Summer
F. Visual & Performing Arts (1 year)	Grade Level	S1 Grade	S2 Grade	Summer
G. College-Preparatory Elective (1 year)	Grade Level	S1 Grade	S2 Grade	Summer

RIASEC Career Pathway Test

Follow these easy steps to see where your interests are. Read each statement. If you agree with the statement, fill in the shaded area. They're no wrong answers!

I like to work with cars	<input type="checkbox"/>					
I like to do puzzles		<input type="checkbox"/>				
I am good at working independently			<input type="checkbox"/>			
I like working in teams				<input type="checkbox"/>		
I'm an ambitious person, I set goals for myself					<input type="checkbox"/>	
I like to organize things (files, desks/offices)						<input type="checkbox"/>
I like to build things	<input type="checkbox"/>					
I like to read about art and music			<input type="checkbox"/>			
I like to have clear instructions to follow						<input type="checkbox"/>
I like to try to influence or persuade people					<input type="checkbox"/>	
I like to do experiments		<input type="checkbox"/>				
I like to teach or train people				<input type="checkbox"/>		
I like trying to help people solve their problems				<input type="checkbox"/>		
I like to take care of animals	<input type="checkbox"/>					
I wouldn't mind working 8 hours per day in an office						<input type="checkbox"/>
I like selling things					<input type="checkbox"/>	
I enjoy creative writing			<input type="checkbox"/>			
I enjoy science		<input type="checkbox"/>				
I am quick to take on new responsibilities					<input type="checkbox"/>	
I am interested in healing people				<input type="checkbox"/>		
I enjoy trying to figure out how things work		<input type="checkbox"/>				
	R	I	A	S	E	C

I like putting things together or assembling things	<input type="checkbox"/>					
I am a creative person			<input type="checkbox"/>			
I pay attention to details						<input type="checkbox"/>
I like to do filing or typing						<input type="checkbox"/>
I like to analyze things (problems/situations)		<input type="checkbox"/>				
I like to play instruments or sing			<input type="checkbox"/>			
I enjoy learning about cultures				<input type="checkbox"/>		
I'd like to start my own business					<input type="checkbox"/>	
I like to cook	<input type="checkbox"/>					
I like acting in plays			<input type="checkbox"/>			
I am a practical person	<input type="checkbox"/>					
I like working w/ numbers & charts		<input type="checkbox"/>				
I like to get into discussions about issues				<input type="checkbox"/>		
I like to lead					<input type="checkbox"/>	
I'm good at keeping records of my work						<input type="checkbox"/>
I like working outdoors	<input type="checkbox"/>					
I would like to work in an office						<input type="checkbox"/>
I am good at math		<input type="checkbox"/>				
I like helping people				<input type="checkbox"/>		
I like to draw			<input type="checkbox"/>			
I like to give speeches					<input type="checkbox"/>	
	R	I	A	S	E	C

2. Add up the number of the checkboxes in each column.

R	I	A	S	E	C

R	I	A	S	E	C

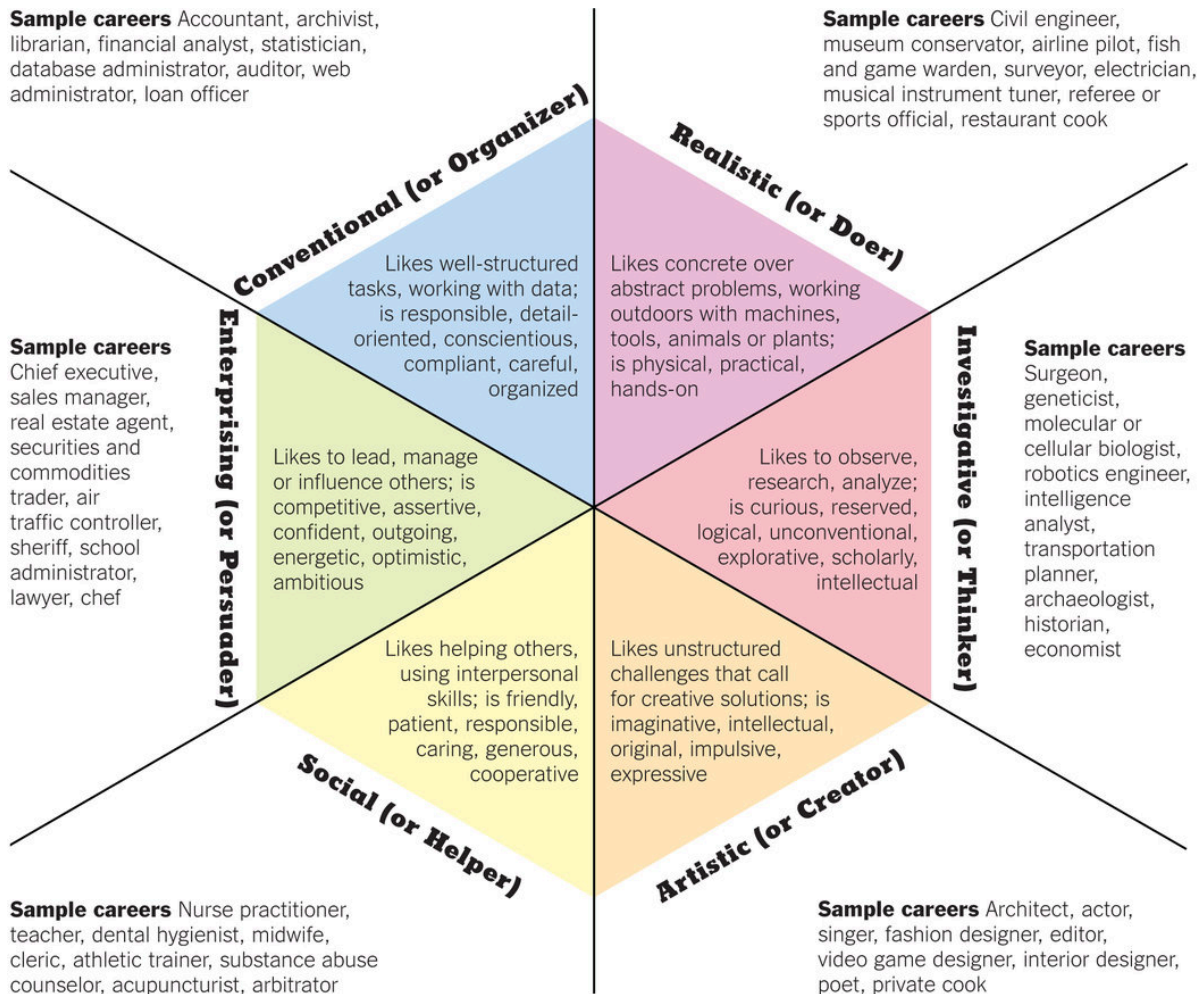
3. Add the two columns together for a grand total. Transfer the scores for each letter into the appropriate column below. Take the three letters with the highest scores and record them under “My Interest Code”.

R	=	Realistic	Total:	_____	My Interest Score
I	=	Investigative	Total:	_____	
A	=	Artistic	Total:	_____	
S	=	Social	Total:	_____	
E	=	Enterprising	Total:	_____	
C	=	Conventional	Total:	_____	

4. See what this means!

Sample careers Accountant, archivist, librarian, financial analyst, statistician, database administrator, auditor, web administrator, loan officer

Sample careers Civil engineer, museum conservator, airline pilot, fish and game warden, surveyor, electrician, musical instrument tuner, referee or sports official, restaurant cook



Resume Assignment

Directions

High school students should have a resume prepared for a number of reasons. It can apply you apply for college, a part-time job, scholarships, internships, etc. A resume is essential because it shows a brief summary of your education, experiences and skills. This assignment will help you write an entry-level resume, even if you don't have any prior work experience. Your high school resume should be ONE PAGE and includes the following personal information:

- **Personal Information Heading:** The heading should be at the top of your resume which includes your personal information (name, address, and telephone number). In addition, you can list an e-mail address but only if it sounds professional. An example of the standard email address format used is FirstnameLastname@email.com. Do NOT use an e-mail address such as hotty@email.com.
- **Objective:** An objective lets potential employers know your main goal. If you want to get a part-time job, you should create your objective to match that particular job and business. An example would be "To obtain a part-time barista position with Starbucks."
- **Education:** In the education section, list the name of your high school, CA" and the anticipated graduation date (i.e.: June 2022). If you moved, you should also list any high schools that you attended prior to your current high school. Include your GPA if it is a 3.0 or higher.
- **Work Experience:** The work experience section should briefly give an overview of work experience that has taught you valuable skills. In this section, include: title of position, business name, location (city and state), dates of employment, and description of work responsibilities. Keep in mind work experience can be unpaid, like babysitting your siblings or making dinner for your family. Since many high school students do not have any work experience, you can leave this section out and focus on volunteer work and/or extracurricular activities which would highlight important skills.
- **Volunteer Experience:** The volunteer experience section should briefly give an overview of volunteer experience and community service that has taught you valuable skills. In this section, include: name of organization, location (city and state), dates of volunteer work, and description of responsibilities.
- **Awards and Certificates:** The awards and certificates section should list no more than 4 academic honors, academic awards and recognitions that you received during high school.
- **Extracurricular Activities:** The extracurricular activities section should be used to place key elements of your background that don't fit in any other section. You may want to include school-related activities (i.e.: leadership roles, participation in sports, band, yearbook, etc.) This section is where you can demonstrate your unique skills.
- **References:** It's best to not include your reference information on your resume, but to attach a separate Reference Sheet. You should have three references available. Be sure to ask people if they would serve as your reference before you give their names out.

Once your resume is complete, proofread everything to make sure there are NO mistakes. It is highly recommended you have someone else read your resume to look for errors, typos and grammar mistakes. Any mistakes are usually the first things an employer looks for to eliminate you from the hiring process.

Final Note: Remember to never lie on your resume.

Any non-truths stated on your resume could result in immediate firing and will ruin your reputation.

Sample #1 - High School Student Resume

Student Name

1234 Street North
Tacoma, Washington 99999
(253) 555-5555
firstlastname@email.com

Objective

To obtain a part-time position as a day care assistant, while obtaining high school credit.

Education

Sep 2011 – Present ***Sophomore***, Curtis High School, University Place, Washington
● Anticipated graduation June 2014

Work Experience

Jan 2009 - Aug 2011 ***Child Care Provider***, The Johnson Family, University Place, Washington
● Supervised three children under the age of 10 on weekends and during school breaks
● Responsibilities included children's safety, food preparation, play activities and tutoring

Volunteer Experience

May 2010 – Present ***Volunteer***, United Way, Tacoma, Washington
● Participation in various events including food bank distribution, neighborhood clean-up projects, and fundraisers
● Over 175 hours of community service completed since May 2008

Dec 2011 – Present ***Volunteer Coach***, YMCA, Tacoma, Washington
● Youth soccer coach for ages 7 through 10
● Responsible for instructing students and mentoring

Awards & Certificates

- National Honor Society (June 2011)
- Academic Honor Roll (June 2011)
- CPR & First Aid Certificate (March 2012)

Skills & Abilities

- Adobe Photoshop, Microsoft Office, Microsoft Outlook
- Able to Multitask, Creative, Good Communicator, Organized, People Person, Team Player
- Fluent in Spanish

Sample #2 - High School Student Resume

STUDENT NAME

1234 Street North
Tacoma, Washington 99999
(253) 555-5555 | [firstlastname@email.com](mailto:firstname.lastname@email.com)

OBJECTIVE

To obtain a part-time position while completing high school credit.

EDUCATION

Sophomore - Anticipated Graduation June 2014 Sep 2011 - Present
Curtis Senior High School, University Place, WA

WORK EXPERIENCE

Waitress/Server Dec 2011 - Present
Merrill Gardens, Tacoma, WA

- Primary responsibilities include taking orders, explaining menu items, delivering food and beverage orders, and clearing/setting tables
- Provide prompt and courteous service
- Assist co-workers to improve workflow and customer service

Child Care Provider Jun 2010 - Nov 2011
The Downing Family, Tacoma, WA

- Supervise 4 children under the age of 10 on occasional weekends and during school breaks
- Responsibilities include children's safety, food preparation, play activities and tutoring

VOLUNTEER EXPERIENCE

Youth Volunteer Apr 2009 - Present
Point Defiance Zoo & Aquarium, Tacoma, Washington

- Set up and maintain activities for visitors
- Work with children in the summer camps
- Present live presentations for visitors
- Over 150 hours of community service completed to date

SKILLS & ABILITIES

- Computer skills include Microsoft Word, Excel, PowerPoint and Adobe Photoshop
- Ability to prioritize and manage time well; accept responsibility and make decisions effectively

Resume Assignment

Assignment Instructions: By using the information on the prior pages as your guide, you will first create a rough draft of your high school resume by filling in the blanks below.

Objective

Education

Work Experience

Volunteer Experience

Awards & Certificates

Skills & Abilities

College Applications

Senior Year College Timeline

AUGUST

- ☐ List your top college choices. Be sure your list includes “safe”, “target”, and “reach” schools.
- ☐ Start brainstorming about ideas for your college essays.
- ☐ Register for the SAT and/or ACT if you intend to take them in the fall.
- ☐ Go on college visits and request admission information.
- ☐ Continue to take challenging courses during your senior year.
- ☐ Start working on UC college applications on August 1.

SEPTEMBER

- ☐ Make a master calendar with important dates for applications and financial aid deadlines.
- ☐ Begin writing drafts of your Personal Insight Questions (PIQ) for UC admission.
- ☐ Meet with school representatives who visit your school and look at virtual college tours.
- ☐ Attend college planning and/or financial aid information nights and college fairs.
- ☐ If you haven't already taken the SAT and/or ACT, register for the test(s).
- ☐ Set up your Federal Student Aid ID (FSA ID), your parent will need one, too (If they don't have a Social Security #, ask your advisor for steps to complete the FAFSA)
- ☐ Start gathering information so you can complete the CA Dream Act as early as October 1 **OR** the Free Application for Federal Student Aid (FAFSA) as early as December 2023.
- ☐ Write down all usernames and passwords.

OCTOBER

- ☐ Take the SAT and/or ACT.
- ☐ **Start working on college applications for UC and CSU** from October 1 – November 30.
- ☐ Continue working on your PIQ.
- ☐ If you haven't already done so, sign up for an FSA ID.
- ☐ Attend college planning and/or financial aid information nights and college fairs.
- ☐ Research and apply for scholarships for which you may be eligible.

NOVEMBER

- ☐ **Complete & submit college applications.** UC Application period is November 1 - November 30
- ☐ If necessary, retake the SAT and/or ACT.
- ☐ Research and apply for scholarships.
- ☐ Stay focused on maintaining and increasing your GPA.

DECEMBER

- ☐ **Complete your FAFSA/CA Dream Act online** before March 2. The earlier the better!
- ☐ Review your Student Aid Report (SAR) after submitting FAFSA/CA Dream Act for errors and make any corrections as indicated.
- ☐ Finalize admission applications for private universities.
- ☐ Research and apply for scholarships.
- ☐ Create web portals for each school you applied to.
- ☐ Send your SAT and/or ACT scores to the colleges you applied to.
- ☐ Do not let Senioritis get a grip on you this semester. Finish strong in the fall semester!

JANUARY/ FEBRUARY

- ☐ If you haven't already done so, create web portals for the universities you applied to and check for to-do items and new messages on a regular basis.
- ☐ Be mindful of deadlines. Always submit information requested by colleges on time.
- ☐ Make sure the colleges have received official SAT and/or ACT scores.
- ☐ Research and apply for scholarships. Apply, apply, and apply!
- ☐ If you need recommendation letters for your scholarships, let your recommender know at least a week in advance.

MARCH

- ☐ **Be on the lookout for acceptance letters.** If accepted, check web portals and messages for information on next steps and/or documents the college is requesting.
- ☐ Rank your top school choices as you start getting notified about college admission status.
- ☐ Narrow your school choices and plan campus visits.
- ☐ **Compare financial aid award letters.**
- ☐ If you haven't already done so, **complete your FAFSA/CA Dream Act application by March 2nd** to ensure the greatest amount of financial assistance.

APRIL

- ☐ Continue to compare financial aid award letters.
- ☐ **Make your final school decision and submit a Statement of Intent to Register (SIR) by May 1.**
- ☐ Sign up for orientation and complete a housing application, if planning to live on campus.
- ☐ Research institution-specific scholarships.
- ☐ Look for Student Support programs at the school you're planning to attend. Sign up for Summer Bridge programs, if eligible.

MAY

- ☐ If you haven't already, sign up for orientation sessions you must attend at the school.
- ☐ Thoroughly review your financial aid package and prepare a realistic budget.
- ☐ Request college transcripts for any dual credit courses you took in high school.
- ☐ Take Advanced Placement and International Baccalaureate (AP/ IB) exams and send scores to colleges.
- ☐ Finish strong in your last semester of high school.

JUNE-AUGUST

- ☐ Submit final high school transcript by July 1
- ☐ Receive weekly messages from Talent Search during *Destination: College*.
- ☐ Request a meeting with your Talent Search Advisor if you need help or have questions with your college enrollment.
- ☐ Register for your first semester of college classes and show them to your Advisor to make sure they count towards your major and everything is ready for your first day of college.

College Admissions Tests

SAT/ACT scores may be used for some scholarships (that require test scores as a factor in selection) or course placement after you enroll in a college or university.

Ask your Talent Search Advisor for an ACT or SAT fee waiver to take the tests for free!

	ACT	SAT
Duration	2 Hrs 55 Mins	3 Hrs
Top Score	36	1600
Sections	Math: No formulas given, Calculator for ALL sections, No Grid-in Answers. Geometry, Arithmetic, Algebra, and Trigonometry. Reading: 8% Vocabulary English/Writing: 3% Vocabulary Science: Interpretation of Data, Graphs & Charts	Math: Lots of Formulas given, Calculator for ONE section, Grid-In Answers. Some Geometry and Arithmetic, Advanced Algebra, some Trigonometry and Interpretation of data. Reading/Writing: 17% Vocabulary (Reading Questions), 7% Vocabulary (Writing Questions). Questions based on Graphs & Charts
Register	www.act.org & test dates	www.collegeboard.org & test dates
Test Prep Resources	ACT® Online Prep™ (You'll receive an email from the ACT once you register.) www.number2.com	https://collegereadiness.collegeboard.org/sat/practice www.khanacademy.org/sat
	These websites offer test prep for both SAT and ACT: www.kaptest.com , triedandtruetutoring.com , www.bwseducationconsulting.com/handouts.php , testprepreview.com . Visit our Student Resource Website for additional resources.	
Sending Scores to Colleges	The College Board institution code for Cal State is 3594 ("Cal State Apply Long Beach"), which makes your scores available to <u>all</u> 23 CSU campuses. If you list a CSU campus as an ACT score report recipient, your scores will automatically be sent to all campuses to which you submit an application.	Students simply need to send one official score report to one UC school from the College Board or the ACT website and all 9 campuses will be able to access the scores.

SAT Reasoning Test Overall Score:	Evidence Based Reading and Writing:	Math:	Essay:	
ACT Test Overall Score:	Reading:	English:	Math:	Science:

What Do You Look for in a College?

Ratings, tuition and faculty/student ratios—the job of choosing a college can seem like a numbers game. But it isn't really. Your choice of college will be an extension of yourself, what you are, what you want to become, your lifestyle, and your learning style.

Before searching consider these 3 factors:

1. **Your Educational Goals:** Consider what you want to study and research the best schools for your career goals. Remember, not all universities or colleges offer all degrees. Try to research and get into a school which is well known for programs in that field.
2. **Social Aspects:** Look at the size and type of school. This will determine the general feel of the environment, as well as the amount of help from your professors. Some people may prefer smaller schools, some larger schools. Look into what clubs and activities are available at the schools you are considering. This will help you find out if there is potential for you to do the things you want to do and meet new friends with whom you have things in common.
3. **Future Prospects:** Consider the school's overall reputation and your future income potential. If you are going into a competitive field, you will want to go to a well-known school.
4. **Costs:** College can be expensive! Make sure to find the estimated cost of attendance at each college you plan to attend. Also, consider estimated financial aid awards and compare.

General Advice:

- **Look at lots of schools:** Don't just look at one or two schools. Look at several in-state, out of state, and maybe even a few international schools. It is important to have lots of options and to know what is available to you. Applying to only one or two schools isn't a very good idea, as it can be difficult to get into many schools and you may not be accepted. If you are eligible for fee waiver, you can apply up to 4 UCs and 4 CSUs (total 8) for free.
- **Consider the location:** Consider where you would like to go to school. This may be a big city, or small college town. It might be close to where you grew up or it might be in another country. This is a place you will be living for anywhere from 2 to 10 years! It is important to choose a location that you will be happy with.
- **Find out about available resources:** You will want to decide what kind of facilities and resources are important to you. Also consider if the school provides you the opportunity to participate in student support programs such as TRIO Student Support Services (a sister program to Talent Search for college students), EOP, EOPS or other similar programs.
- **Consult with trusted individuals:** Talk about your options with friends, family and high school or college counselors. Take the word of particular college employees with a grain of salt. Get the advice of multiple people and try to get advice from those who do not have a bias.
- **Be realistic:** Understand that some schools are extremely difficult to get into and though it may be your dream to attend, you might not be able to get in. You can have excellent grades, a wonderful essay and a list of recommendations a mile long: sometimes it just cannot be. Don't panic. Your life isn't over. You can always apply to less competitive schools and transfer to more prestigious programs after a year or two. Also, remember that your college experience is what you make of it, so no matter where you decide to go, how you approach it will have a lot to do with how you enjoy your experience there.

List of Colleges to Apply To

College Name	Major/Minor	Application Deadline	Notes
University of California (UC)			
California State University (CSU)			
Community College			
Private/Out of State/Other			

*Be sure your list includes “safe”, “target” and “reach” schools.

College Application Checklist

Before you start filling out your college applications, please have:

- ☐ **Unofficial transcripts**
- ☐ **Test scores** (SAT, ACT, AP or IB)
- ☐ Your **Social Security Number**
- ☐ Your **citizenship status**
- ☐ Your **parents' citizenship status**
- ☐ Your **parents' annual income and household size**
- ☐ Your **parents' employment background**
- ☐ A **method of paying** (if not eligible for fee waivers)
- ☐ **Letter of Recommendations**, if asked by colleges
(Ask your recommenders well in advance)
- ☐ **Log-in to your account** for UC/CSU/Community College/Common App
(when you create it, use a non-school issued email account, like Gmail or Outlook,
that you check regularly as campuses send important, time-sensitive correspondence)
- ☐ Know the **term you're applying for** (when you hope to start college) and
your **applicant level** (e.g. freshman, transfer, etc.)
- ☐ **Academic History**
(make sure you refer to your transcripts or academic records as you fill out this section)
- ☐ **Activities and Awards**
(focus on the extracurricular activities and awards that are most important to you)

College Application Tips

- **Apply to more than one campus**
- **Submit only one application per term**
- **Apply on time** (Submit your CSU application from October 1 to December 4; and your UC application from November 1 to November 30)
- **Save information** (click "save" on each page of your application to save any entered information). There is a period of inactivity after which the application will automatically log you out and you will lose any unsaved changes.
- **Application Submission Confirmation** (print or save the receipt as it will contain important reminders and next steps for your admission decisions)

College Comparison Worksheet

It is important that you take into account all of your options and spend some time comparing and ranking them. Here are some resources to help you [select a college](#) and [explore the campus](#) virtually.

	College 1:	College 2:	College 3:
Location (Distance from Home)			
Expenses (Room & Board, Tuition & Fees)			
Enrollment Deposit			
Financial Aid Award			
Is my major offered?			
Faculty-Student Ratio			
Percentage Who Graduate			
Ethnic Demographics			
On/Off Campus Housing			
City Makeup (Large/Small)			
Area Climate			
Student Support Programs			
Deadline to Respond			
Most Appealing Aspects (Likes)			
Least Appealing Aspects (Dislikes)			
Order of Preference & Reasons for your choice			
Parents' Choice of College and reason			

Post-secondary Institutions

UC (University of California) System

You may apply to as many UC undergraduate campuses as you like with just [one application](#). If you are interested in entering the University of California as a freshman, you'll have to satisfy [these](#) requirements. The UC application period opens August 1st. However, you will not be able to submit your application until **November 1st-30th**. Explore UC [Campuses and Majors](#).

High School Course Requirements (A-G Courses)

Complete a minimum of 15 college-preparatory courses (A-G courses) with a letter of C or better, with at least 11 courses finished prior to the beginning of your last year of high school.

Grades in A-G Courses and test scores (SAT/ACT)

Earn a grade point average (GPA) of 3.0 or better (3.4 if you are a non-resident) in these courses with no grade lower than a C.

UC will be "test-optional". Freshman applicants are not required to submit SAT/ACT test scores. You choose whether or not to submit SAT/ACT scores with your application. If you are unable or choose not to submit test scores, your application will still receive full consideration.

California Students

If you're a state resident who has met the minimum requirements and aren't admitted to any UC campus to which you apply, you'll be offered a spot at another campus if space is available, provided you rank in the top 9 percent of California high school students. We refer to this as "Eligible in the Local Context" (ELC).

Click her for [tips and overview](#) of the UC Application and [what to do after you apply](#).



UC School Name	Created Portal	Date Application was Submitted	Application Status	PIQs Completed	Indicated interest in EOP or similar program
	<input type="checkbox"/>				<input type="checkbox"/>
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				

Personal Insight Questions (PIQ)

You will have eight questions to choose from. You must respond to only four of the eight 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 are given equal consideration in the application review process, which means there is no advantage or disadvantage to choosing certain questions over others. There is no right or wrong way to answer these questions: It's about getting to know your personality, background, interests and achievements in your own unique voice.

Use the additional comments field if there are issues you'd like to address that you didn't have the opportunity to discuss elsewhere on the application. This shouldn't be an essay, but rather a place to note unusual circumstances or anything that might be unclear in other parts of the application. You may use the additional comments field to note extraordinary circumstances related to COVID-19, if necessary. Click here for a [PIQ Worksheet](#) and [information and guidance regarding PIQs](#).

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.***

Things to consider: A leadership role can mean more than just a title. It can mean being a mentor to others, acting as the person in charge of a specific task, or taking the lead role in organizing an event or project.

Think about what you've accomplished and what you've learned from these experiences. What were your responsibilities? Did you lead a team? How did these experiences change your perspective on leading others? Did you help to resolve an important dispute at your school, church, in your community or an organization? Your leadership role doesn't necessarily have to be limited to school activities. For example, do you help out or take care of your family?

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

Things to consider: What does creativity mean to you? Do you have a creative skill that is important to you? What have you been able to do with that skill?

If you used creativity to solve a problem, what was your solution? What are the steps you took to solve the problem?

How does your creativity influence your decisions inside or outside the classroom? Does your creativity relate to your major or a future career?

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

Things to consider: If there's a talent or skill that you're proud of, this is the time to share it.

You don't necessarily have to be recognized or have received awards for your talent (although if you did and you want to talk about it, feel free to do so). Why is this talent or skill meaningful to you?

Does the talent come naturally or have you worked hard to develop this skill or talent? Does your talent or skill allow you opportunities in or outside the classroom? If so, what are they and how do they fit into your schedule

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

Things to consider: An educational opportunity can be anything that has added value to your educational experience and better prepared you for college. For example, participation in an honors or academic enrichment program, enrollment in an academy that's geared toward an occupation or a major, or taking advanced courses that interest you—just to name a few. If you choose to write about educational barriers you've faced, how did you overcome or strive to overcome them? What personal characteristics or skills did you call upon to overcome this challenge? How did overcoming this barrier help shape who you are today?

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?***

Things to consider: A challenge could be personal, or something you have faced in your community or school. Why was the challenge significant to you? This is a good opportunity to talk about any obstacles you've faced and what was learned from the experience. Did you have support from someone else or did you handle it alone?

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. ***Think about an academic subject that inspires you. Describe how you have furthered this interest inside and/or outside of the classroom.***

Things to consider: Many students have a passion for one specific academic subject area, something that they just can't get enough of. If that applies to you, what have you done to further that interest? Discuss how your interest in the subject developed and describe any experience you have had inside and outside the classroom—such as volunteer work, internships, employment, summer programs, participation in student organizations and/or clubs and what you have gained from your involvement.

Has your interest in the subject influenced you in choosing a major and/or future career? Have you been able to pursue coursework at a higher level in this subject (honors, AP, IB, college or university work)? Are you inspired to pursue this subject further at UC, and how might you do that?

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

Things to consider: Think of community as a term that can encompass a group, team or a place—like your high school, hometown or home. You can define a community as you see fit, just make sure you talk about your role in that community.

Was there a problem that you wanted to fix in your community? Why were you inspired to act? What did you learn from your effort? How did your actions benefit others, the wider community or both? Did you work alone or with others to initiate change in your community?

8. ***Beyond what has already been shared in your application, what do you believe makes you stand out as a strong candidate for admissions to the University of California?***

Things to consider: If there is anything you want us to know about you, but didn't find a question or place in the application to tell us, now is your chance. What have you not shared with us that will highlight a skill, talent, challenge or opportunity that you think will help us know you better?

How are Applications Reviewed?

As UC admissions directors consider each individual application, they look beyond grades and test scores. They spend time evaluating academic achievements in light of the opportunities available to the individual and their demonstrated capacity to contribute to the intellectual life at UC.

The 13 factors they weigh are:

- Academic grade point average in all completed "a-g" courses, including additional points for completed UC-certified honors courses.
- Number of, content of and performance in academic courses beyond the minimum "a-g" requirements.
- Number of and performance in UC-approved honors, Advanced Placement, International Baccalaureate Higher Level and transferable college courses.
- Identification by UC as being ranked in the top 9 percent of your high school class at the end of your junior year (Eligible in the Local Context, or ELC).
- Quality of your senior-year program as measured by the type and number of academic courses in progress or planned.
- Quality of your academic performance relative to the educational opportunities available in your high school.
- Outstanding performance in one or more specific subject areas.
- Outstanding work in one or more special projects in any academic field of study.
- Recent, marked improvement in academic performance as demonstrated by academic GPA and the quality of coursework completed or in progress.
- Special talents, achievements and awards in a particular field, such as visual and performing arts, communication or athletic endeavors; special skills, such as demonstrated written and oral proficiency in other languages; special interests, such as intensive study and exploration of other cultures; experiences that demonstrate unusual promise for leadership, such as significant community service or significant participation in student government; or other significant experiences or achievements that demonstrate the student's promise for contributing to the intellectual vitality of a campus.
- Completion of special projects undertaken in the context of your high school curriculum or in conjunction with special school events, projects or programs.
- Academic accomplishments in light of your life experiences and special circumstances, including but not limited to: disabilities, low family income, first generation to attend college, need to work, disadvantaged social or educational environment, difficult personal and family situations or circumstances, refugee status or veteran status.
- Location of your secondary school and residence.

CSU (California State University) System

Similar to the UC application process, you may apply to as many CSU undergraduate campuses as you like with just [one application](#). Many CSU campuses have higher standards for particular majors or for students who live outside the local admission area. Campuses may use local admission policies for students who graduate from high schools that are historically served by a CSU campus in that region (see [CSU Local Admission & Service Areas](#)). Find all [degrees/programs](#) and [explore CSU campuses](#). The CSU application period is October 1st to November 30th.



High School Course Requirements (A-G Courses)

Complete a minimum of 15 college-preparatory courses (A-G courses) with a letter of C or better. A grade of C or better is required for each course to meet any subject requirement.

Grades in A-G Courses and test scores (SAT/ACT)

High school GPA, calculated using grades in all “a-g” classes completed after the 9th grade, is the most important factor in CSU admission decisions. SAT and ACT scores will not be used for determining who gets admitted into the CSU.

Graduation from high school

For admission to the CSU, graduation from high school and receipt of a high school diploma are admission requirements.

Impaction at the CSU

When the number of applications received by a CSU campus from qualified applicants is greater than the number of available spaces, a campus is considered “impacted”. **All** undergraduate programs, pre-programs, and undeclared/ undecided programs are impacted for the following campuses: Cal Poly San Luis Obispo, Fresno State, CSU Fullerton, CSU Long Beach, San Diego State University and San Jose State.

To find out whether a program you’re interested in is impacted, use the [impaction database](#).

CSU School Name	Created Portal	Date Application was Submitted	Application Status	Personal Statement Completed	Indicated interest in EOP or similar program	EOP Reccomenders sent letters
	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>					
	<input type="checkbox"/>					
	<input type="checkbox"/>					

Other CSU Resources:

- [CSU Cost of Attendance](#) by Campus
- [Freshman Application Guide](#) and [Freshman Admission Requirements](#)
- [How to Get to Cal State: By Grade](#)
- [Tips & Overview](#) and [Top 5 Do's and Don't's](#) when filling the Cal State Apply Application
- [Student admissions, financial aid and outreach resources](#)

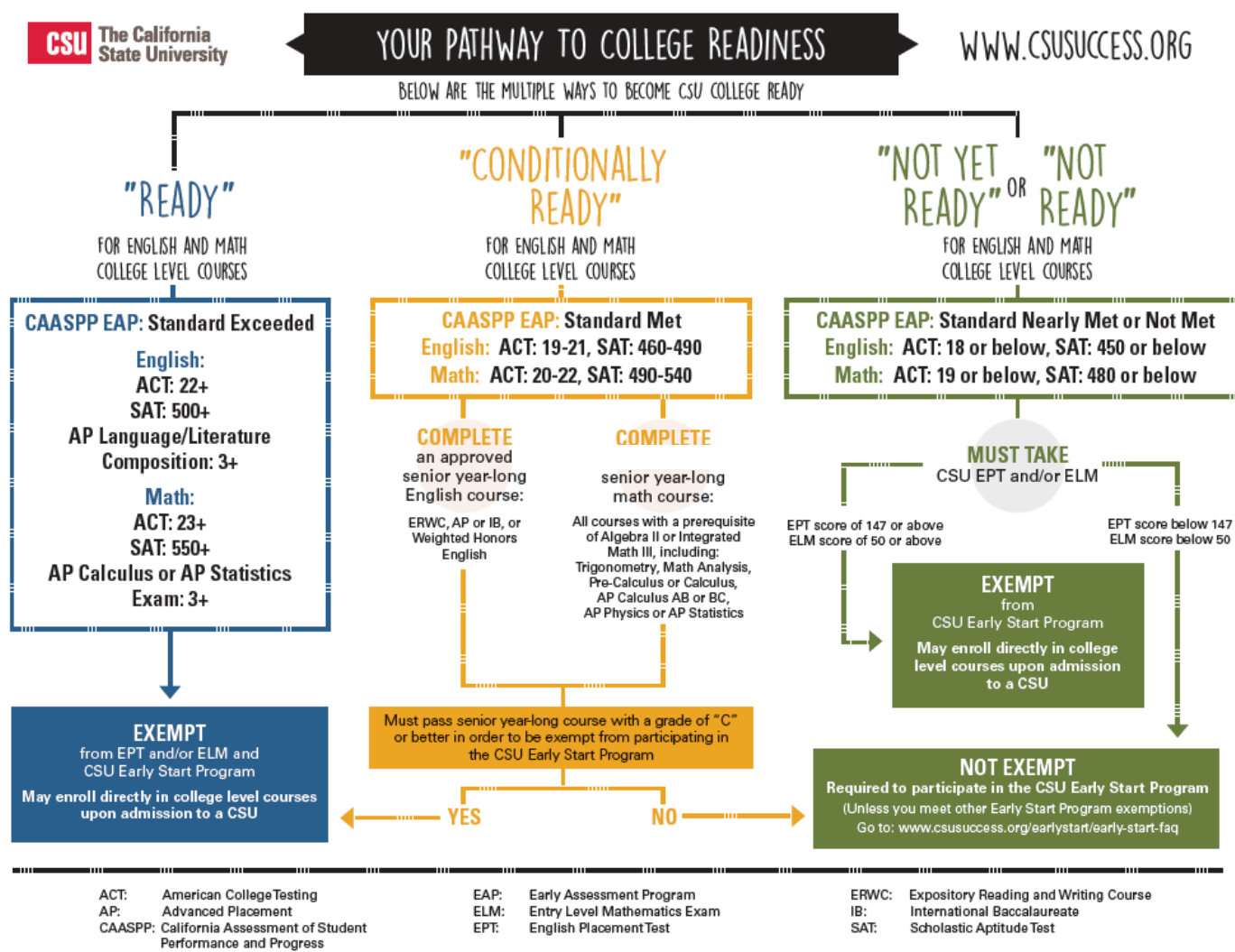
Early Assessment Program at the CSU

Early Start Program courses will ensure all students begin in college-level, credit-earning courses and provide students with the support they need.

Placement will be determined by using multiple measures including:

- Test scores (AP, SAT, ACT) to assess academic preparation (if you took them)
- High school coursework
- High school grade point average (GPA) from A-G coursework in 10th and 11th grades
- High school math GPA from 9th, 10th, and 11th, grade courses

For contact information at each CSU campus' Early Assessment Program (EAP), click [HERE](#).



Private Universities/Colleges in California

Private colleges can be more expensive than public universities, and can have a more limited curriculum than the biggest government-funded schools. So why choose a private college over a state-run university?

Many private colleges are founded based on the particular philosophy, whether educational, social, religious, or otherwise, so students who identify with that philosophy might find the perfect haven for their college years. Other institutions focus on particular subject matters, and may be the leading colleges in their field.

While small private colleges can be more expensive than their state-run counterparts, many of them are also heavily endowed, so the possibility of receiving sometimes substantial financial assistance can be high. Large public universities certainly offer a quality education and a huge range of educational opportunities. But for an education with a specific focus and for the opportunity to experience a unique college education, private colleges are often a perfect fit.



Applying to Private Universities through Common Application

Most private colleges/universities require that students complete an application known as the “[Common Application](#)”.

Other Resources

- Exploring [Private Universities and Colleges](#)
- Visit the [Common App](#)
- [Guide for first-time students](#)
- Steps for [applying to college](#)
- Visit the [Black Common App](#)

Private School Name	Created Portal	Date Application was Submitted	Application Status	Personal Statement Completed	Indicated interest in EOP or similar program	EOP Recommenders sent letters
	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>

Common App Personal Essay

Some colleges require submission of the personal essay with your Common Application. You may submit a personal essay to any college, even if it is not required.

Choose one topic that best helps you answer that question and write an essay with a minimum of 250 words and no more than 650 words.

Questions

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 lessons 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. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma- anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
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 track of time. Why does it captivate you? What or who do you turn to when you want to learn more?

Community Colleges

Admission is open to all students who have graduated from high school, have the equivalent of a high school diploma or are 18 years of age and older. Community college is less expensive than four-year universities. The first two years of community college are free in CA for eligible students and financial aid is available. Early registration starts in October for Southwestern College, other community colleges start in Feb-Jun.

Degrees Offered

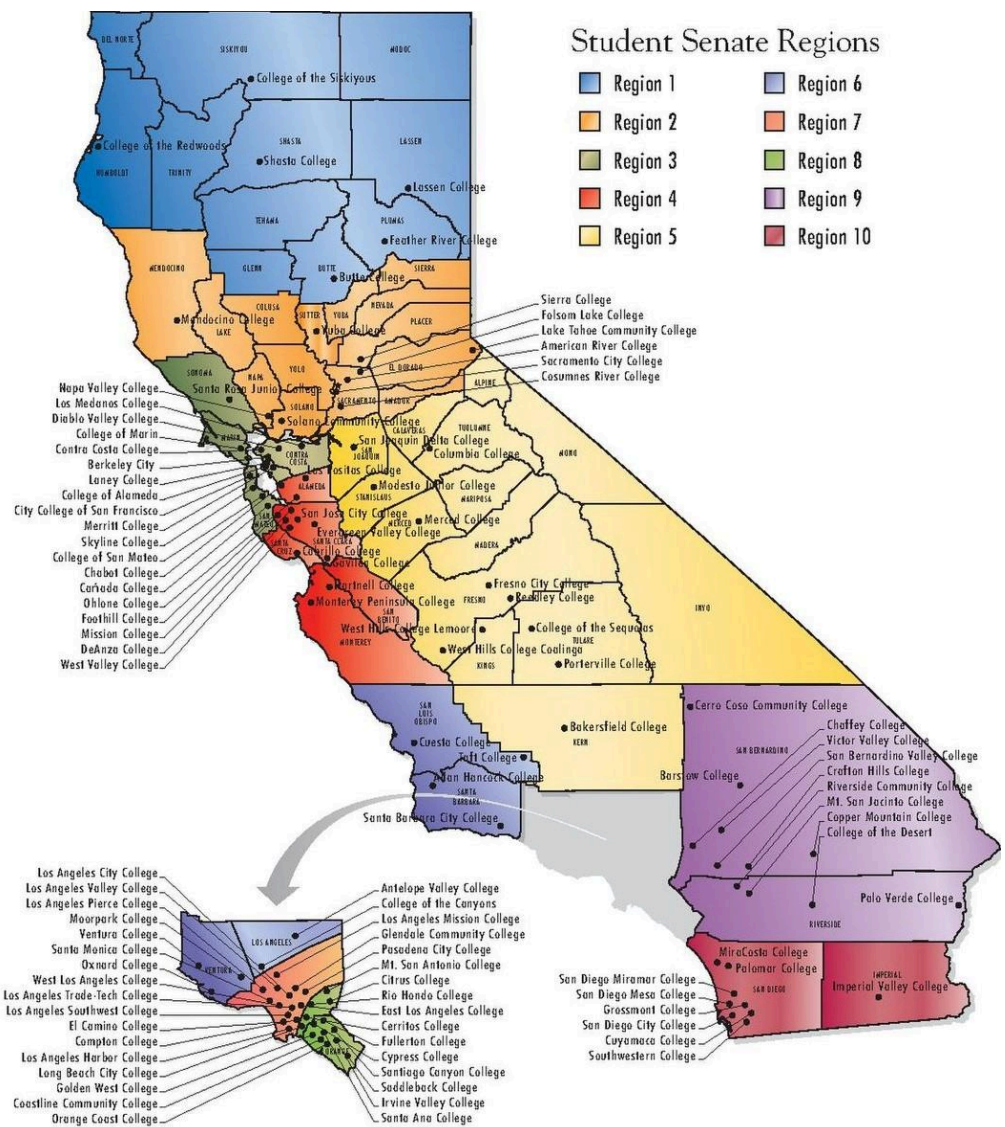
Students can earn Associate of Art degrees and certificates and/or complete General Education requirements and transfer to a four-year university.

Test scores (SAT/ACT)

SAT and ACT tests are not required but can be used to be exempt from taking English and math placement tests.

Steps to apply to Community College:

1. ***Apply for Admission***
2. ***Review New Student Checklist***
3. ***Complete New Student Online Orientation***
4. ***Determine English and Math Placement***
5. ***Create an Educational Plan***
6. ***Register and Pay for Classes***



Community College Name	Created Portal	Date Application was Submitted	Application Status
	<input type="checkbox"/>		
	<input type="checkbox"/>		

Financial Aid

There are four types of financial aid available to qualified students: grants, work-study, loans and scholarships. A student must maintain a 2.0 grade point average in their college academic work to continue receiving Financial Aid.

FAFSA

The [FAFSA](#) (*Free Application for Federal Student Aid*) is the first step in the financial aid process. You use it to apply for federal student financial aid, such as grants, loans, and work-study. In addition, most states and schools use information from the FAFSA to award non-federal aid. The FAFSA is available to submit starting from **October 1**.

Dream ACT

The California Dream Act, also known as CADA or Dream Act is an alternative to the FAFSA application. Completion of this application is required to determine financial aid for California AB540 eligible students. Your application will be processed by the California Student Aid Commission. The California Student Aid Commission has not now, or in the past, shared any information which would indicate a student's immigration status, either documented or undocumented.

STUDENTS NEED TO COMPLETE EITHER THE FAFSA OR THE CADA, NOT BOTH.

Five Steps to Fill out the FAFSA

- Create a FSA ID
- Create a parent FSA ID
- Start the FAFSA form at fafsa.gov
- Fill out the Student Demographics Section
- Fill out the Parent Demographics Section/Financial Information (for Dependent Students)
- Sign and Submit your FAFSA form

To complete the FAFSA, you will need (for dependent students):

- Social Security Number (student/parents)
- Student Alien Registration number (for eligible non-citizens)
- Last year's Federal income tax returns (student/parents, if applicable)
- Birth dates (student/parents)
- Dates parents were married, separated, divorced or widowed
- List of schools you will apply to (up to 10 colleges)

How do I know if I'm a Dependent or an Independent Student?

You are considered a dependent student unless you fit into one of the categories below:

- 24 or older by Dec. 31 of the school year for which you're applying for FAFSA
- Working toward a master's or doctorate degree
- Married
- Have children who receive more than half of their support from you
- Have dependents who live with you and receive more than half of their support from you
- At any time since you turned age 13, both of your parents were deceased, you were in foster care, or you were a ward of dependent of the court
- You are an emancipated minor or in a legal guardianship as determined by a court
- You are an unaccompanied youth who is homeless or self-supporting and at risk of being Homeless

Who is my Parent When I Fill Out my FAFSA?

For more information about which parent to put on FAFSA, click [HERE](#).

Six Steps to Fill out the FAFSA OR Dream Act

1. Created FSA ID

- ☐ Create a student FSA ID. You will need to have your SSN available. If you are filling out the Dream Act you will just need to create an account.
- ☐ Student received verification email (SSA match successfully)
- ☐ Create a parent FSA ID. If a parent is unable or chooses not to create an FSA ID, they will have to mail their Signature page.
- ☐ The parent received a verification email (SSA match successfully)

2. Start the FAFSA or Dream Act form at fafsa.gov (applications open Oct. 1st)

3. Fill out the Student Demographics Section

- ☐ Select “Yes” to work study

4. Fill out the Parent Demographics Section/Financial Information (for Dependent Students)

- ☐ The student asked the parent to locate the previous year’s income tax documentation
- ☐ The student used IRS Data Retrieval Tool. If not, request last year’s IRS Tax Transcript

5. Make sure my Advisor reviews my FAFSA or Dream Act for errors before I submit it

- ☐ Corrections needed: _____

6. Sign and Submit your FAFSA form or Dream Act before March 2nd deadline!

- ☐ Submitted FAFSA or Dream Act on (Date): _____
- ☐ Obtained “FAFSA Successfully Processed” email
- ☐ Advisor reviewed Student Aid Report (SAR) for errors
- ☐ SAR returned to College Board’s College Scholarship Service
- ☐ Updated FAFSA at end of school year (i.e. updated school list)

Grants

Grants are awarded to qualified students on the basis of financial need and do not require repayment on the part of the student (In other words, *FREE* money). Examples of grants are Pell Grants, Cal Grants (A, B, C), Educational Opportunity Grants (EOP), the Supplement Education Opportunity Grant (SEOG) and the Promise Grant (for eligible community college students).

- ☐ Student created webgrants4students account
- ☐ Student confirmed high school submitted GPA verification
- ☐ Student updated School of Attendance on Cal Grant website (after May 1)

Types of Cal Grants			
	Cal Grant A	Cal Grant B	Cal Grant C
GPA	Min. 3.0 GPA	Min. 2.0 GPA	None
Need Eligibility	Financial Need of at least maximum award amount + \$1,500	Financial Need of at least \$700	Financial Need of at least maximum award amount plus \$1,500
Amount (2022-2023)	UC: Up to \$13,104 CSU: Up to \$5,742 Private: Up to \$9,358	Access Award: Up to \$1,648 in 1 st year Same as Cal A in next years + stipend	Access Award: Up to \$1,094 Up to \$2,462 for tuition & fees

Work Study Programs

Work-study is a form of financial aid where you can earn money by working at school. Work-study positions offer some experience in the career that the student wishes to pursue. The difference between Grants and Work-study is that grants do not require students to work for their financial assistance. Work- study does not require repayment of the aid on the part of the student.

Indicating an interest to earn work-study and being eligible is the first part of the process. You need to apply for a job as you would for any other position and the money you earn would come from your work-study financial aid.

Loans

If a student still needs further financial assistance after he or she has been awarded grants and college work-study funds, he or she may apply for a loan. After a student leaves the college, he or she must begin to repay the loan. There are two different types of loans, subsidized and unsubsidized.

Unsubsidized accrue interest from the date of disbursement, while **subsidized** accrues interest after graduation. For more information about student loans, click [HERE](#).

Scholarships

Scholarships usually provide free money to students based on various, specific criteria. They do not have to be repaid. Since deadlines vary, it is important to start your scholarship search early.

The best places to find scholarships are in the counseling center at your high school and on the internet. At most high schools, there is a [monthly bulletin](#) with a list of scholarships with their deadlines. Check the counseling center regularly! Visit our Student Resource Website to start searching for [scholarships](#) (by deadline, categories, search engines and/or offered by your school) and to learn more about [financial aid](#). Here are some popular scholarships and search engines.

- [Coca-Cola](#)
- [College NET](#)
- [College Scholarships](#)
- [Dell Scholarship](#)
- [Fastweb](#)
- [FinAID](#)
- [Ford, Salute to Education](#)
- [Fresch](#)
- [Gates Millenium](#)
- [SD Foundation](#)
- [Scholarship expert](#)

Name of Scholarship	Deadline	Amount	Submitted	Awarded

Free Tuition at Local Community Colleges

The Promise Programs across all San Diego community colleges are very similar in that they are all designed to help students complete their educational goals by providing support and free tuition. Check your community college's website for instructions on how to apply, eligibility requirements and specific supports and benefits. In general, most Promise Programs have similar eligibility requirements, which include the following:

- Must be a first-time college student
- Must be recent high school graduate (H.S. Diploma or GED)
- Must be a California resident or AB 540 eligible
- Must enroll in a minimum of 12 units each semester (does not apply to DSPS students with eligible academic accommodation)
- Must maintain a 2.0 college GPA

Only for SWC: students cannot be eligible for the California Promise Grant (CCPG). If a student is awarded a CCPG, they will not be eligible for the SWC Promise Program.

Note: The Promise Program and the Promise Grant are not the same thing, although they both provide free tuition for community college students.

- ☐ Confirm student received CCPG/BOG (California College Promise Grant/Board of Governors Fee Waiver), if family is low-income
- ☐ Encourage students to save Pell Grant for 4-Year institution, if they are receiving CCPG/BOG
- ☐ Advisor reminded student to pay student fees (e.g.. Student health and rep fees). Promise Program will pay health and accident insurance fees at many local community colleges, if student is accepted to the program.

Financial Aid Comparison Tool

Top 3 Colleges' Name			
Cost of Attendance (COA) <i>Use official award letter or college website amounts.</i>			
Tuition/Fees	\$	\$	\$
Housing/Food (Room & Board)	\$	\$	\$
Books/Supplies	\$	\$	\$
Transportation/Travel to and from College	\$	\$	\$
Orientation Fee	\$	\$	\$
Other	\$	\$	\$
Personal Expenses (Laundry, phone, netflix)	\$	\$	\$
Health Insurance (if not included w/fees)	\$	\$	\$
Total Cost of Attendance (COA)	\$	\$	\$
Gift Aid (Grants & Scholarships)			
Federal Pell Grant (can be used in any state)	\$	\$	\$
Cal Grant A or B (CA schools only)	\$	\$	\$
University Grant	\$	\$	\$
BOG Fee Waiver (CA Community College only)	\$	\$	\$
Federal SEOG (Can be used in any state)	\$	\$	\$
University Campus Fee Grant	\$	\$	\$
Educational Opportunity Program (EOP) Grant	\$	\$	\$
Chafee Grant (foster youth only)	\$	\$	\$
Other Grant/Scholarship:	\$	\$	\$
Othe Grant/Scholarship:	\$	\$	\$
Total Grants & Scholarships	\$	\$	\$
Your Net Price Subtract Total Gift Aid from Total Cost of Attendance.	\$	\$	\$
Options for Paying the Net Price			
Work Study (<i>Workstudy funds will be earned over the course of the term. Student has to find job on campus and apply for position</i>)	\$	\$	\$
Perkins Loan	\$	\$	\$
Federal Direct Stafford Loan <u>Subsidized</u>	\$	\$	\$
Federal Direct Stafford Loan <u>Unsubsidized</u>	\$	\$	\$
Student Loan	\$	\$	\$
Parent PLUS Loan	\$	\$	\$
Private Loan	\$	\$	\$
Other:	\$	\$	\$
Expected Family Contribution (EFC) Total money needed "out of pocket" from you/your family	\$	\$	\$

Understanding your Financial Aid Award

It is important that you take some time to compare your financial aid packets you would get at different schools to help you decide which college to go to. This is an example of a [Shopping Sheet](#) (college financial aid award). Become familiar with the sections in a financial aid award, including:

- Cost of attendance & Expected Family Contribution
- How (how much) and when (academic year, semester) will your money be disbursed
- Additional information you should provide to clear any holds

Your Talent Search Advisor is here to help and make sure that everything is in order! We also have this [short video](#) about financial literacy in award packets. Use the Financial Aid Comparison Tool (next page) to weigh-in your options.

- ☐ Student received estimated financial aid award from university of choice
- ☐ Advisor received a copy of financial aid award
- ☐ Advisor reviewed award with student

List documents/forms requested by the financial aid office:

-
- ☐ Student submitted requested documents/forms
 - ☐ Advisor encouraged student to open a student bank account (for direct deposit of remaining financial aid).

Example Financial Aid Award (from UC Davis)

Total Estimated Financial Aid	\$35,513.00
Cal Grant A-confirming elig.	\$12,570.00
Federal Direct Subsidized Loan	\$1,500.00
Federal Pell Grant Program	\$6,345.00
James/Leta Fulmor Scholarship	\$7,500.00
University Campus Fee Grant	\$720.00
University Grant	\$5,378.00
Potential Work Study Option	\$1,500.00

Total Estimated Cost of Attendance	\$34,013.00
Tuition & Fees	\$14,659.00
Books & Supplies	\$1,178.00
Room & Board	\$16,100.00
Personal Expenses	\$1,341.00
Transportation	\$585.00
Other	\$150.00
Total Estimated Contributions	\$0.00
Expected Family Contribution (EFC)	\$0.00
Estimated Financial Need	\$34,013.00
Remaining Cost	\$0.00

Letters of Recommendation

For some scholarships and college applications, you will be asked to submit a letter of recommendation along with your application. It is important that you ask your recommenders to write a letter WELL in advance so they have enough time (**at least 10 business days**). Also, make sure your Brag Sheet is ready to provide to the recommender when you are making the request. We have three examples here. Feel free to use them to ask your Talent Search Advisor or someone else for a letter of recommendation. Once the recommendation is written, make sure to thank them!

Student Brag Sheet

Name:	Email:	Phone Number:
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List 1 to 3 occupations you are considering in order of preference and explain what it is about the occupation that interests you and why you might be successful in such a field.

What is your intended career goal at this time? Describe your interest.

University/College/Community College	Majors/Programs

Please describe your family in detail (e.g., siblings and their age, who do you live with, mother/father's occupation and education, etc.).

Pick 5 original adjectives that you believe best describes who you are. For each, write a sentence as to why you chose that adjective.

Describe how a particular event or activity (positive or negative) has had the most significant impact on you in your life and shaped you as a person and why?

Compare yourself from 9th grade to now.

What hobby, talent or endeavor are you passionate about and why? Howve you pursued this passion?

What special talents (music, sports, theatrical, dance, art, technology) do you possess?

Discuss any significant decrease or increase in your academic performance and why?

What obstacles (family, personal, illness, financial, etc.) have you encountered? How did you overcome this obstacle(s)?

What is your favorite quote and why?

Special Recognition, Awards, Honors (academic and extra-curricular)	School Year Received				Description
	9 th	10 th	11 th	12 th	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Do you work or are you completing an internship? If so, where do you work or serve as an intern?

What have you learned on the job or through your internship that school could not have taught?

What do you do with your work income?

Work Experience (paid)	Year of Activity				Description of Activity
	9 th	10 th	11 th	12 th	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Discuss one act of leadership you have demonstrated in your life.

Describe an activity that you're most proud of, and how it illustrates your best qualities.

School Activities, Sports, or Clubs	Year of Activity				Description of Activity and any Leadership Positions.
	9 th	10 th	11 th	12 th	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Non-school volunteer activities and Community Service	Year of Activity				Description of Activity and any Leadership Positions.
	9 th	10 th	11 th	12 th	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Student Brag Sheet (EOP/EOPS Specific)

How would you rate your self-image (how you feel about yourself), Great, Good (Average), Below Average, Poor? Please explain.

Do you demonstrate leadership capability? If so, give 2 examples how?

Are you a self-starter? Do you have intellectual curiosity? If so, explain how?

How motivated are you to do well in school?

How well do you handle frustrating experiences and minor disappointments? Great, Good, Average, Below Average, Poor

Please explain any grades below a C you have on your transcript? Why did you get those D's and/or F's? Was the material difficult? Did you not do your homework, readings, or study for the tests? Was there personal and/or family things going on in your life at the time? You don't have to go into detail if this is the case, but just explain how you will or have handled things differently now.

What 3 qualities best describe you and why? Is your family considered low income? Will you be a first generation college student? Were your parents born in a different country? If so, where and how has this affected your academic success so far?

What do you think you will need help with most in college? Tutoring? Support? Time Management? Note-taking? Organizational skills? Study skills? Staying motivated?

Have you faced any barriers to achieving good grades? If yes, explain how you have overcome these barriers or are working to overcome them.

College Enrollment

4-Year Colleges

Once You've Applied for 4-year Universities/Colleges:

- ☐ Set up your **student portals** for each school that you applied to
 - ☐ **Check your portals' "To-do" list** and personal and college emails at least once a week for information on next steps and /or documents the college is requesting
 - ☐ Advisor reviewed **student's webportal** from intending university
- ☐ Submit **SIR (Student Intent to Register)/Intent to Enroll** to intending university and pay the Deposit for the school you will be attending. Most colleges' SIR/Intent to enroll deadline is May 1. Income eligible students may qualify for their SIR Deposit to be waived or deferred.
- ☐ Check UC or CSU COVID-19 updates/frequently asked questions

Once You've Decided What University/College You Will Attend:

- ☐ If you will be living on campus, start looking into your **Housing and Meal Plan** options.
Note: It is very important that you turn in your Housing Application early to make sure you get a spot!
 - ☐ Fill out the housing application by the deadline
 - ☐ Pay the housing initial payment/deposit Check OR Check if your Housing Deposit will be deferred.
 - ☐ Student selected dining plan, signed housing contract and submitted prepayment amount
- ☐ Sign up for Orientation
- ☐ Send official test scores to intending university (SAT, ACT, AP)
- ☐ Request high school (and/or college) to send official final transcripts to intending university by July 1 (UCs) and July 15 (CSUs)
- ☐ Immunizations, Vaccinations & TB Clearance Requirements
- ☐ Student applied to summer bridge program
- ☐ Transportation needs (will student need to purchase a parking permit or student bus pass)

2-Year Colleges

- ☐ **Apply to the community college** ([City/Mesa/Miramar](#), [Southwestern](#), [Grossmont](#), [Cuyamaca](#))
 - ☐ Create your Student Webportal
- ☐ Review **New Student Checklist** ([City/Mesa/Miramar](#), [Southwestern](#), [Grossmont](#), [Cuyamaca](#))
- ☐ Complete New Student Online **Orientation**

All students should complete online orientation that provides students with information on the programs offered at the college and how to register for classes.
- ☐ Determine **English and Math Placements** levels (also known as milestones).

Check your email or log-in to your student webportal to find out.

 - ☐ City/Mesa/Miramar: After you have submitted the application, [determine placement](#).
 - ☐ Southwestern: check SWC website for new [placement process](#).
 - ☐ Grossmont/Cuyamaca: complete placement questionnaire on their WebAdvisor.
- ☐ Create an **Educational Plan**

Schedule an appointment with your college counselor/academic advisor or register to attend a workshop provided by your college to develop your abbreviated educational plan. A follow-up appointment with a counselor is highly recommended to plan your educational goals and the classes you need to take in order to transfer or get an associate degree.

 - ☐ Schedule an appointment with your college counselor/academic advisor to develop your abbreviated educational plan OR
 - ☐ Attended a workshop or advising session to develop an Educational Plan
- ☐ **Register and Pay for Classes**

Be sure to register and pay for classes on time. You will need to log-in to a college-specific portal in order to register.

 - ☐ Student determined **English & Math class** they will register for

Once You've Decided What Community college You Will Attend:

- ☐ Apply for the **Promise Program** (This is different from the “Promise Grant”)
- ☐ Apply fo **EOPS**
- ☐ Look into joining a **First Year-Experience Program** or **Learning Community** on your college campus (like Puente, Umoja, Hermanos Unidos-Brothers United, or Bayan). Learning communities are designed to offer underrepresented students additional support to promote their success in college.

Student Support Programs

TRIO Programs

The Federal TRIO Programs (TRIO) are Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs (Talent Search is one of the eight programs) targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post baccalaureate programs. Two of the programs that assist students who are in college are the Student Support Services Program (SSS) and the McNair Post-baccalaureate Achievement Program.



Student Support Services (SSS)

The purpose of the Student Support Services Program (SSS) is to increase the number of disadvantaged low-income college students, first-generation college students, and college students with disabilities in the United States who successfully complete a program of study at the postsecondary level. SSS provides the following services:

- Academic tutoring, directly or through other services provided by the institution
- Advice and assistance in postsecondary course selection.
- Information on both the full range of Federal student financial aid programs and benefits
- Education or counseling services designed to improve the financial and economic literacy of students, including financial planning for postsecondary education.
- Activities designed to assist participants enrolled in four-year institutions of higher education in applying for admission to, and obtaining financial assistance for enrollment in, graduate and professional programs.
- Activities designed to assist students enrolled in two-year institutions of higher education in applying for admission to, and obtaining financial assistance for enrollment in, a four-year program of postsecondary education.

Ronald E. McNair Post Baccalaureate Achievement Program

The purpose of the Ronald E. McNair Post-baccalaureate Achievement (McNair) Program is to award grants to institutions of higher education for projects designed to provide disadvantaged college students with effective preparation for doctoral study.

- All McNair projects must provide the following activities:
- Opportunities for research or other scholarly activities
- Summer internships
- Seminars and other educational activities designed to prepare students for doctoral study
- Tutoring and academic counseling
- Activities designed to assist students participating in the project in securing admission to and financial assistance for enrollment in graduate programs.

EOP & EOPS

You can find the Educational Opportunity Programs (EOP) at various CSU and UC universities and Extended Opportunity ProgramS & Services (EOPS) at community colleges.

What Services Are Offered?

Once admitted as an EOP or EOPS student, you may be eligible to enroll in their summer program to strengthen your math, reading, or other skills. These programs' primary goal is to encourage the enrollment, retention and transfer of students handicapped by language, social, economic and educational disadvantages, and to facilitate the successful completion of their goals and objectives in college. Orientation sessions are provided to help you learn about campus services and programs. If you are eligible, an EOP grant may be awarded. In addition to assisting students through to graduation, EOP helps prepare students for admission to graduate and professional schools. EOP serves students from all ethnic backgrounds and assists those who are first-generation college students, and/or from low-income and educationally disadvantaged backgrounds. During your enrollment in college, you might receive the following services:

- Academic/ Career/ Personal Counseling
- Mentoring
- 4-Year College/University Transfer Assistance (EOPS)
- Book vouchers
- Priority Enrollment
- Tutoring Assistance
- Associated Student Body Memberships
- Financial Aid Application Assistance
- CARE program - state funded support program for single parent EOPS students
- Summer Bridge Program

Who May Apply?

Only historically low-income and disadvantaged undergraduate students who need admission assistance and support services to succeed in college are admitted to EOP/EOPS. They must demonstrate academic potential and motivation, be California residents, and meet the income criteria. Applicants whose total family income exceeds the guidelines may be considered if the expected family contribution, as determined by the Financial Aid Office, does not exceed \$1,500.

- You are a resident of the State of California, as determined by the Admissions Office.
- You are (or plan to be) a full-time student taking 12 or more units.
- You qualify to receive a Board of Governors Fee Waiver and/or financial aid.

Selection Procedure

Once your forms are received, they will be reviewed carefully by a campus selection committee. The committee will consider such factors as historically disadvantaged background, financial need, academic performance, motivation, and potential for success in college. The committee may also look for any contributions that you have made or intend to make to your community, work experience, or the career you wish to pursue. Be sure to complete the forms accurately to assist the committee in understanding your academic preparation and motivation. EOP/EOPS applicants may be notified separately from both the Admission and program offices. Typically, admission notices will be sent to fall applicants in May or June if they complete their files by campus priority deadlines. (Please check with the campus of your choice for specific campus deadlines.)

How to Apply?

- **CSU:** Applicants must complete the EOP portion of the [Cal State Apply application](#). All EOP applicants must submit the application materials requested by the campus Admission and EOP Offices. Applicants must submit the materials requested by the Financial Aid Office if they wish to be considered for an EOP grant or other financial assistance. EOP application deadlines vary from campus to campus. Check with the EOP and/or Admission Office at the campus you wish to attend for the EOP application deadline. Click [HERE](#) for campus contacts and review the [EOP Application Preparation Worksheet](#)
- **UC:** To be considered for EOP, you should indicate your interest when you complete the [online application](#). Be sure to fill out your parents' level of education, family size and household income later in the application. Click each campus for EOP contacts ([Berkeley](#), [Davis](#), [Santa Barbara](#), and [Santa Cruz](#)).
- **Community Colleges:** Click each campus for EOPS contacts as their application deadlines vary (San Diego [City](#), [Mesa](#), [Miramar](#), [Grossmont](#), [Cuyamaca](#), and [Southwestern](#)). Note that each campus may offer additional Student Support programs. Ask your Talent Search staff to assist you with identifying and applying to those programs.

Learning Community

A learning community is a small group or cohort of students who share common academic goals and work collaboratively in the classroom with one or more professors. Learning Communities are designed to offer underrepresented students additional support to promote their success in college, some examples are Puente, Umoja, Hermanos Unidos-Brothers United, or Bayan.

Promise Program

The Promise Programs across all San Diego community colleges are very similar in that they are all designed to help students complete their educational goals by providing support and free tuition. Check your community college's website for instructions on how to apply, eligibility requirements and specific supports and benefits.

First Year experience

Like the name implies, First-Year programs offer assistance for your first two semesters of college. They focus on college success, and have resources like guidance counselors, peer mentors, tutoring, workshops and social activities. Students have a community to turn to when in doubt, and this increases their ability to adapt, and progress during their college experience.

Program Name	Date Submitted	Application Status	Reviewed Enrollment Tasks with Student?
Promise Program			
Learning Community (e.g. Puente/Umoja, Hermanos Unidos-Brothers United/Bayan)			
First Year Experience/Summer Readiness Program			
EOP/EOPS Summer Readiness Program			

College Terminology

Visit our Student Resource Website for more [college terminology](#) and [financial aid](#) terms.

Term	Definition/Description
Associate Degree	A two-year postsecondary degree awarded upon completion of program of study
Bachelor of Arts	Degree earned upon successful completion of a planned, four-year program.
Bachelor of Science	Degree earned upon successful completion of a specialized, four-year program.
CA Dream Act (CADA)	The California Dream Acts (CADA) allows California students who cannot get financial aid from the federal government and meet other specific requirements to apply for state financial aid (you will either qualify for the FAFSA or the CADA).
Cost of Attendance (COA)	Total amount it will cost you to go to college each year, which includes tuition and fees, on-campus room and board, and costs of books, supplies, transportation, etc.
Course Prerequisite	Required course that needs to be completed before taking a particular course.
Credit/Unit	Completed and passed unit of study recorded on the student's official college record.
CSU	California State University- One of the public higher education systems in California.
Curriculum	Courses of study offered by the college. May also refer to the courses in a particular major.
Deferral	Courses of study offered by the college. May also refer to the courses in a particular major.
Degrees	Title given by colleges/universities upon completion of unified program.
Dismissal	Status caused by low academic or progress performance. Students may not continue at the institution without approval for reinstatement.
Drop/Add	Revision of program of courses when you want to drop, change or add a course.
Early Action/ Decision	Unlike the regular admission process, it requires students to submit an application earlier than the regular deadline. Students are notified of the school's decision usually by December.
Elective	Course not required for a major field or general education requirements.
Enrollment	Official recorded placement of a student in a class/institution.

Expected Family Contribution (EFC)	Financial amount the government determines your family can contribute to your education. Financial contribution may include room and board, transportation, etc.
FAFSA	Free Application for Student Aid. Financial aid applications needed to be considered for all types of financial aid.
Full-Time Student	Students taking 12 or more units in a regular term (semester or quarter).
Grants	Type of financial aid that does not require repayment. Can be private, institutional, state or federal.
General Education Requirements	Course requirements needed to complete Associate Degree or needed to begin courses for the major.
Lower Division Course	Courses taken during the freshmen/sophomore years in preparation for courses in the major.
Major	Area of study in which the student chooses to specialize
Minor	Academic area in which a student specializes but with less course requirements than major.
Nonresident	Person who has not continuously lived in the state for one full year prior to enrollment.
Part-Time Student	Students enrolled for less than 12 units of coursework.
Petition	Request to adjust an area of study or a request exception to a policy or regulation.
Resident	Student who has lived in state for at least one full year prior to enrollment.
Registration	Process for providing necessary information and signing up for classes each term.
Student Aid Report (SAR)	Information received after FAFSA/CA Dream Act has been processed. Student Aid Report provides information on what your Expected Family Contribution (EFC) will be.
Semester/Quarter	Academic term for the institution. Will determine the length of the classes being taken.
Transfer	Moving from one institution to a different institution. Traditionally applies to going from community college to a four-year institution.
UC	University of California- One of the public higher education systems in California.
Upper Division Course	Courses taken in the junior/senior year needed to complete a major.
Waitlist	College has finished reviewing your file and decided to put you on a waiting list for admission. You may or may not get into college.

Transition from High School

Moving from high school to college can be a big transition for students. Navigating the first year of college can be scary, overwhelming, and challenging. We know firsthand how hard it may seem to handle all of these high emotions while simultaneously remaining on top of everything the first-year college experience entails. Don't worry, we've got you covered with crucial first-year tips, advice, and resources for college academics and college life!

Take a look at some of the key differences between high school and college. Visit our [College Guide for First-Year Students](#) in our Student Resources Website for more information and tips!

High School	College
Each day you proceed from one class to another.	You often have hours between classes; class times vary throughout the day and evening.
Most of your classes are arranged for you.	You arrange your own schedule in consultation with your academic advisor.
Teachers carefully monitor class attendance.	Professors may not formally take attendance.
Classes generally have no more than 35 students.	Classes may number 100 students or more, or they may be very small depending on college.
You are provided with textbooks at little or no expense.	You need to budget for textbooks, which will usually cost more than \$200 each semester.
Teachers remind you of your incomplete work, assignments, and due dates.	Professors may not remind you of incomplete work and expect you to read the course syllabus.
Teachers approach you if they believe you need assistance.	Professors expect you to initiate contact if you need assistance.
You may study outside of class as little as zero to two hours a week.	You need to study at least two to three hours outside of class for each hour in class.
You will usually be told in class what you need to learn from assigned readings.	It's up to you to read and understand the assigned materials. Lectures and assignments proceed from the assumption that you've already done so.
You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities.	You will be faced with a large number of moral and ethical decisions you have not had to face previously. You must balance your responsibilities and set priorities.
Guiding Principle: <i>“Teacher-supported”</i>	Guiding Principle: <i>“Student-directed”</i>

Notes & To-Do's

[illegible]