

Heritage High School College and Career Planning Guide

2024-2025



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This planning guide has been developed by the HHS Counseling Department to help you with your journey to life after high school. We are available to meet with students and answer any questions that come up, as well.

To Students: You are entering an exciting and important time of your life. The choices you make this year can determine the path you will follow to your future. Planning for education after high school will help you realize your dreams and we hope that the information contained in this booklet will help you make informed decisions. This booklet is not intended to replace contact with your counselor; it is, however, for you to READ, research, get started in the right direction, and answer many questions before you make an appointment to work out the details with your counselor.

To Parents: As you can well imagine, the college application process has become more complicated. If you attended college yourself, things have changed - it is more competitive at some schools and the process might be very different than what you went through. We encourage you to read this booklet and use it as a place to begin as you help your student make post-secondary plans. We hope that you will plan together, enjoy the process, and use the post grad center as a resource when you have questions. Remember that a four-year college or university is not the only option after high school. The counseling office has information on every option you and your student may choose. Please contact us for assistance.

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COLLEGE INFORMATION AND PLANNING CALENDAR by GRADE LEVEL

SOPHOMORES AND FRESHMAN

- ☐ Concentrate on your grades and attendance. Every year's grades are taken into consideration in the application process.
- ☐ Get involved in meaningful community service activities. Not only can it make you feel good, but it looks good on your resume for college and scholarships.
- ☐ Participate in activities outside of the classroom whether it's having a job, participating in sports and/or clubs, etc. Try something new!
- ☐ Plan to attend college fairs to get an idea of what colleges have to offer and begin to navigate what your interests are.
- ☐ Tour colleges if you're given the opportunity. Family vacations are a great opportunity to visit nearby colleges.
- ☐ Take ICAP lessons seriously as they can help you determine what your interests are and what the right path may be for you.

JUNIORS

SEPTEMBER

- ☐ Think about why you want to go to college. Clarify your reasons, write them down, and keep them in mind throughout the year.
- ☐ Identify resources, such as counselors, college catalogs, the Internet and publications in the Counseling Office, the public Library, and local bookstores.
- ☐ Keep an eye out for colleges that are visiting Heritage. You can find that info outside of the Counseling Office, in the In the Know Newsletter, Instagram, and Scoir.

OCTOBER

- ☐ Start to develop a list of your interests, educational priorities, special talents and abilities, social and cultural preferences and personal qualities.
- ☐ Prepare a preliminary list of what you think you want to study and do in college—see link in Scoir for a quick and interesting career survey.
- ☐ Continue to familiarize yourself with Scoir and its capabilities. If you have difficulty logging in, please contact Mrs. Lieb in Post Grad.

NOVEMBER

- ☐ Continue to make a list of college and college features that suit your interests.
- ☐ Begin SAT/ACT prep by utilizing Khan Academy through your College Board account if your colleges or scholarships of interest require test scores.

DECEMBER

- ☐ Focus on your finals and keep your attendance up!

JANUARY

- ☐ Begin to use the Counseling Office, Scoir and Internet resources to find information about colleges that you have identified. Read the different publications carefully. Talk with your teachers, counselors, parents, and friends about your thoughts and expectations.
- ☐ Listen for information about Heritage's College Info Night which will be held sometime in the Spring.
- ☐ Discuss your college plans with your counselor when you select classes for your senior year.

FEBRUARY

- ☐ Consider registering for the SAT/ACT an additional time, if you need to.
- ☐ If you haven't already visited colleges in Colorado, plan to visit a few this semester and summer. Colorado has a great variety of universities nearby to give you an idea of what type of campus community might be best for you.

MARCH

- ☐ Continue to clarify your goals, interests and needs.
- ☐ Pursue more opportunities to learn about colleges such as college fairs and college visits.
- ☐ Watch for summer opportunities being offered by colleges of interest and apply as soon as you can.

APRIL

- ☐ Prepare for potential summer college visits by signing up for tours/information sessions with the colleges.

MAY

- ☐ Identify teachers, counselors or administrators who could write you letters of recommendation. Make sure they can speak to your academic performance, personality and other characteristics.

JUNE/JULY/AUGUST

- ☐ Work and stay productive over the summer. Colleges expect you to help defray the expense of your education. If possible, find a job related to your career interests
- ☐ Continue to read for enjoyment, to read for your English class, and to review your math over the summer.
- ☐ Review and connect with your counselor regarding any concerns about your schedule for senior year.
- ☐ Map out application and financial aid deadlines

SENIORS

****NOTE:** East has specific procedures you must follow to request documents to be sent to colleges. To view those procedures, please visit our [SENIOR RESOURCE DOCUMENT](#) that was shared with you during your senior meeting**

SEPTEMBER

- ☐ Finalize your college list and add it to Scoir under "applying list"
- ☐ Finalize college essay
- ☐ Officially request teacher letters of recommendation (ask in person and on Scoir)
- ☐ Request counselor letter of recommendation (Only if your school requires it)
- ☐ Athletes: Register for NCAA Eligibility Center at eligibilitycenter.org

OCTOBER

- ☐ Register for November SAT or December ACT (if needed)
- ☐ Complete one transcript request form for each college you're applying to (must be done at least 2 weeks in advance of college deadline)
- ☐ If you have a financial hardship, please ask your counselor about fee waivers.
- ☐ Complete your FAFSA/CASFA: It goes live October 1st! Attend Paying for College Night for support.
- ☐ Register for and complete CSS Profile if the college you're applying to requires it.
- ☐ Send in any required official test scores through CollegeBoard.org and/or ACTstudent.org
- ☐ Participate in Colorado Free Application Day
- ☐ Pay attention to each college's deadlines!!

NOVEMBER/DECEMBER

- ☐ Submit applications **before** the deadline! Nov 1/Nov 15 for most Early Action/Early Decision applicants
- ☐ Write a thank you note for each teacher that wrote you a letter of rec

- ☐ Keep your grades up!
- ☐ Continue to attend and engage in your classes
- ☐ Apply for scholarships
- ☐ Make sure all applications that are due in early January are submitted before leaving for winter break. Counselors and teachers don't work over break, so all supporting documents must be requested beforehand.

JANUARY

- ☐ Commit to maintaining good grades second semester and keeping SENIORITIS in check and under control.
- ☐ After being accepted to schools, look to apply for Institutional Scholarships (Deadlines are typically March 1st)
- ☐ Regularly check your email and college portals for acceptances and financial aid updates.

FEBRUARY

- ☐ Look for outside scholarship opportunities that come your way via your Scoir account; as well as, through various internet resources.

MARCH

- ☐ FAFSA must be submitted by March 1st at the latest.
- ☐ Compare admissions decisions and financial aid packages
- ☐ Begin applying for campus housing
- ☐ Complete verification documents for your financial aid file, if needed.

APRIL

- ☐ Most colleges start to announce their decisions this month. If you are accepted at more than one college, you must decide which college is best for you. Talk it over with your parents, counselor, and other knowledgeable people. If possible, visit the college before making a final decision.
- ☐ Update your admissions offices' decisions on Scoir (admit, waitlisted, denied). We want to celebrate you and this data helps us support future Eagles.
- ☐ Complete your Senior Exit Survey to let us know what your Post-Grad plans will be. This is required to pick up your cap and gown in May.
- ☐ If you are "waitlisted" by a college and intend to enroll if accepted, call, visit, or write the Director of Admissions to state your intentions and ask how you might strengthen your application. Recent evidence of notable academic or other achievements might help.
- ☐ Sign up for New Student Orientation at the college you plan to attend
- ☐ If you haven't completed FAFSA/CASFA, please see the DSF advisor for support.

MAY

- ☐ Send intent to register and submit a deposit for housing (typically by May 1st.)
- ☐ Update your Scoir account as to your final college choice and all scholarships you received.
- ☐ Complete your Senior Exit Survey in order to inform us of where to send your final transcript.
- ☐ Celebrate your GRADUATION!



Graduation Requirements for the Class of 2025 and beyond

LPS COURSEWORK REQUIREMENTS

Students must pass 22 units total in order to graduate. Within that 22 units, the following requirements also must be met:

- 4 credits of English language arts (4 years)
- 2 credits of mathematics (2 years)
- 2 credits of science (2 years)
- 3.5 credits of social studies (3 ½ years)
 - US History, Government, and Economics are required
- 1.5 credits of physical education (6 quarters)
- 0.5 credits of Fine Arts
- 0.5 credits of Practical Arts
- 0.5 credits of additional Fine Arts or Practical Arts

COLLEGE ADMISSIONS REQUIREMENTS (see each college's website for specific requirements)

- 4 years of English
- 4 years of Math (Algebra I and higher)
- 3 years of Science - 2 years being lab based
- 3 years of Social Studies
- 1-3 years of World Language

*NOTE: Some colleges have *very specific course requirements* you must meet in order to be considered (i.e. University of California schools). It's the responsibility of the student to do their research and know exactly what their colleges of interest require.

ICAP

LPS requires all students to graduate having a plan for after high school that is meaningful to them. Students will continue to work with their counselors, teachers and families to develop, update and complete their personalized [Individual Career and Academic Plans \(ICAPs\)](#), a process which starts as early as the sixth grade.

COMPETENCY

Every student must show competency in English and Math at some point in their high school career in order to graduate.

What does it mean to demonstrate competency?

It means being able to show that you've learned certain skills, abilities and concepts, and that you are able to apply them in the real world. You not only understand an idea or skill, you are also able to build on what you've been taught, and even feel comfortable explaining it to others.

[How can I demonstrate competency?](#)

Selecting a College or University

College is a big investment of time, talent, and money by both parents/guardians and students. Good solid planning will help make the investment worthwhile.

1. Subject area of interest. Does the college offer a course of study in the subject that interests you? (Often referred to as a major.)
2. Excellence of subject area of interest. Check the reputation of the school. Counselors may offer information or check books published on the subject available at libraries or bookstores. (For example: Ruggs Recommendations on the Colleges and College Finder.)
3. Location. Think about what kind of geographic area might best suit you. For example, why consider a place with lots of snow if you dislike this kind of winter? The cost of travel should be a consideration.
4. Size. Some people do better at a smaller college than at a large college or university. Knowledge of yourself as a person will help you make a decision on this subject.
5. College Campus. Anyone planning to spend four years at a college should visit the campus. Most colleges encourage such a visit, as well as a meeting with the admission's counselor and a guided tour of the campus.
6. Cost. In-state colleges and universities generally cost less; however, do not assume that a school not in Colorado is out of the question!!
7. Financial Aid. Which college offers the best financial aid package? A financial aid package can include a scholarship, grant, loan, part-time employment, and work-study program. A student may apply to several colleges and make a decision on where to attend based on which school offers the most financial aid. Such a decision is especially appropriate for private colleges.
8. Admissions Criteria. Can you get in? Do you have the correct high school course work? Is your class rank and ACT/SAT scores adequate? At some colleges, competition is high and space is limited, but many colleges have more relaxed admission policies.
9. World Language. Some colleges and universities require world language for admittance. Check the catalog for the school's requirements.
10. Activities Other Than Academic. Does the school offer foreign exchange programs, a language house on campus, drama, orchestra, athletics or other programs that interest you?
11. ROTC. Reserve Officer Training Programs can provide considerable financial aid. There is, however, a military commitment following graduation.
12. Talk! Talk! Talk! Talk with college representatives who visit our school. Talk with friends, neighbors, relatives that may be familiar with a college that you are considering.

Most students find it valuable to apply to a minimum of 3 to 5 colleges using the following guidelines:

1. Apply to your "dream" college or university (AKA "Reach School")
2. Apply to a school where you have a 50-50 chance of acceptance (AKA "Match School")
3. Apply to a school where you are fairly sure of acceptance (AKA "Safety School")
4. Apply to a school that is a sure bet, if that is possible!

SELECTING A TECHNICAL OR TRADE SCHOOL (INCLUDING EMILY GRIFFITH TECHNICAL COLLEGE)

The need for skilled workers trained in trade and technical fields should remain high into the turn of the century. The selection of a trade school is just as important as the selection of a college. The thousands of dollars and hours you spend to receive training should be seen as an investment. Therefore, seek as much information as possible before making a decision.

The first step in choosing a trade or technical school is to research technical schools to see which schools offer training in your fields of interest. Questions you should look to answer about the institution include:

1. Is the school licensed by the state's post-secondary school licensing agency?
2. Is the school accredited? Accreditation represents a standard of quality that has been determined by a neutral agency.
3. Are the courses offered up-to-date, well rounded, and of high quality? Will they prepare you for your field? How long will training take?
4. Do the teachers have professional experience in the field?
5. What type of facilities and equipment does the school offer? Is the equipment current with what is being used in the field?
6. Does the school have a laboratory or shop to duplicate a real work environment?
7. Does the school offer regular job placement assistance? Does it help graduates find jobs? At what types of jobs are graduates placed?
8. What is the total cost of tuition supplies, and fees? Can you realistically afford the school?
9. What kinds of financial aid are available through the school to meet your financial need? Pell Grants? Stafford Loans? Scholarships?

Finally, visit the school when classes are in session. Talk to students to see if they are happy with their training. Look around at the buildings and equipment to see if they compare with the online description. If possible, talk to graduates and find what they think of the school.



WUE

The Western Undergraduate Exchange

ATTEND COLLEGE IN THE WEST FOR LESS

What is WUE?

The Western Undergraduate Exchange (WUE) is a tuition-savings program that makes attending out-of-state colleges and universities more affordable for students. Through WUE, you receive a reduced tuition rate, giving you more education options for your money. **Virtually all undergraduate degrees are available.**



160+
INSTITUTIONS



\$10,895
AVERAGE SAVINGS
PER STUDENT

How does WUE work?

Participating two- and four-year public colleges and universities across the Western U.S. agree to charge out-of-state students no more than 150 percent of the institution's in-state tuition. Tuition savings may vary depending on the college or major.

The bottom line: You save big with WUE and almost always pay less than out-of-state tuition.

How do I get started?

Check your eligibility by home state/territory, college and major through our online **WUE Savings Finder**. Visit wuesavingsfinder.wiche.edu or use the QR code.



Meet the college's WUE admissions requirements and deadlines.

Apply directly to the college(s) of your choice.

→ **Contact the college** - it's the best source of information about how you can save money through WUE.

Questions? Visit wue.wiche.edu.
Or contact us at info-sap@wiche.edu
or 303.541.0270.

WUE is a program of the Western Interstate Commission for Higher Education.



Western Interstate Commission for Higher Education

Participating colleges* and universities

As of February 2022

ALASKA

University of Alaska Anchorage
University of Alaska Fairbanks
University of Alaska Southeast

ARIZONA

Arizona State University/Downtown
Arizona State University/Polytechnic
Arizona State University/West
Arizona Western College *
Central Arizona College *
Chandler-Gilbert Community College *
Cochise College *
Coconino Community College *
Eastern Arizona College *
Estrella Mountain Community College *
GateWay Community College *
Glendale Community College *
Mesa Community College *
Mohave Community College *
Northern Arizona University
Northland Pioneer College *
Paradise Valley Community College *
Phoenix College *
Pima Community College *
Rio Salado College *
Scottsdale Community College *
South Mountain Community College *
University of Arizona
University of Arizona Sierra Vista
Yavapai College *

CALIFORNIA

California State Polytechnic University, Pomona
California State University, Bakersfield
California State University, Channel Islands
California State University, Chico
California State University, Dominguez Hills
California State University, East Bay
California State University, Maritime Academy
California State University, Monterey Bay
California State University, Northridge
California State University, Sacramento
California State University, San Bernardino
California State University, San Marcos
California State University, Stanislaus
Humboldt State University
Sonoma State University
University of California, Merced

COLORADO

Adams State University
Aims Community College *
Arapahoe Community College *
Colorado Mesa University
Colorado Mountain College *
Colorado Northwestern Community College *
Colorado State University
Colorado State University-Pueblo
Community College of Aurora *
Community College of Denver *
Fort Lewis College
Front Range Community College *
Lamar Community College *
Metropolitan State University of Denver

Resident students from the following states and territories may apply for the discount at these participating schools. Students from the Federated States of Micronesia and the Republic of the Marshall Islands are also eligible to apply.

Morgan Community College *
Northeastern Junior College *
Otero Junior College *
Pikes Peak Community College *
Pueblo Community College *
Red Rocks Community College *
Trinidad State College *
University of Colorado Anschutz Medical Campus
University of Colorado, Colorado Springs
University of Colorado Denver
University of Northern Colorado
Western Colorado University

COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS

Northern Marianas College *

GUAM

University of Guam

HAWAII

University of Hawaii at Hilo
University of Hawaii at Manoa
University of Hawaii Maui College
University of Hawai'i-West O'ahu

IDAHO

Boise State University
College of Southern Idaho *
Idaho State University
Lewis-Clark State College
North Idaho College *
University of Idaho

MONTANA

Dawson Community College *
Flathead Valley Community College *
Great Falls College Montana State University *
Helena College University of Montana *
Highlands College of Montana Tech *
Miles Community College *
Montana State University, Billings
Montana State University, Bozeman
Montana State University, Northern
Montana Technological University
University of Montana
University of Montana, Western

NEVADA

College of Southern Nevada *
Great Basin College *
Nevada State College
Truckee Meadows Community College *
University of Nevada, Las Vegas
University of Nevada, Reno
Western Nevada College *

NEW MEXICO

Eastern New Mexico University
Eastern New Mexico University - Roswell *
New Mexico Highlands University
New Mexico Institute of Mining and Technology
New Mexico Junior College *
New Mexico Military Institute *
New Mexico State University
New Mexico State University-Alamogordo *
Northern New Mexico College

Santa Fe Community College *
University of New Mexico
Western New Mexico University

NORTH DAKOTA

Bismarck State College *
Dakota College at Bottineau *
Dickinson State University
Lake Region State College *
Mayville State University
Minot State University
North Dakota State College of Science *
North Dakota State University
University of North Dakota
Valley City State University
Williston State College *

OREGON

Eastern Oregon University
Oregon Institute of Technology
Oregon State University
Portland State University
Southern Oregon University
Western Oregon University

SOUTH DAKOTA

Black Hills State University
Dakota State University
Northern State University
South Dakota School of Mines and Technology
South Dakota State University
University of South Dakota

UTAH

Dixie State University
Salt Lake Community College *
Snow College *
Southern Utah University
University of Utah
Utah State University
Utah State University Eastern *
Utah Valley University
Weber State University

WASHINGTON

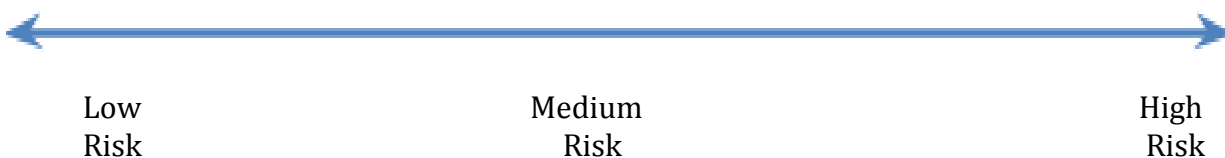
Central Washington University
Eastern Washington University
Evergreen State College
Spokane Community College *
Spokane Falls Community College *
Washington State University
Washington State University Everett
Washington State University Tri-Cities
Washington State University Vancouver
Western Washington University

WYOMING

Casper College *
Central Wyoming College *
Eastern Wyoming College *
Gillette College *
Laramie County Community College *
Northwest College *
Sheridan College *
University of Wyoming
Western Wyoming Community College *

Visit wue.wiche.edu

College Risk Continuum: How to build the best list of colleges for you...



Place the Colleges you are considering over the line based on risk level and possibility of acceptance

The overall goal of this exercise is to spread out your risk and guarantee that you will have some choices to make when decision time rolls around. Diversify, and take the time up front to balance your list before you apply and find schools that FIT YOU.

High Risk: Schools with admitted student test ranges and GPA's above your current standing. High Risk could also be schools where your test score/GPA meets their range, but the school is highly selective. You can check college acceptance rates to find out the percentage of applicants admitted. If the acceptance rate is low, say below 30% then they will most certainly be looking for non-academic reasons you might be a good match, like extracurricular accomplishments, the strength of your essay, and the enthusiasm expressed in your teacher letters of recommendation. All Ivy League Colleges are high risk, even for those high school students in the top 10% of their class, because their percentage of applicants admitted is 10% or less. They can fill their freshman classes many times over with valedictorians and perfect ACT/SAT scorers.

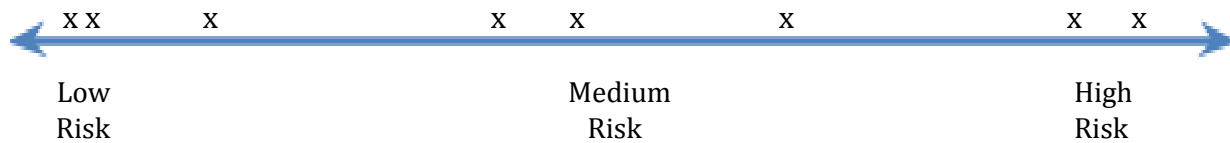
Medium Risk: Schools where your test scores and GPA place you in the academic range of already accepted students. This makes you a good candidate for the school based on your performance, and you have a reasonable chance for being accepted as well as being denied. In other words, you are in the ballpark. Essays, extra-curricular and teacher letters of recommendation will be considered here too.

Low Risk: Schools where you are an excellent candidate for admission based on your academic credentials. Low risk schools commonly include Colorado State institutions who set very specific academic credentials required for admission and can also include colleges and universities who admit over 70% of their applicants.

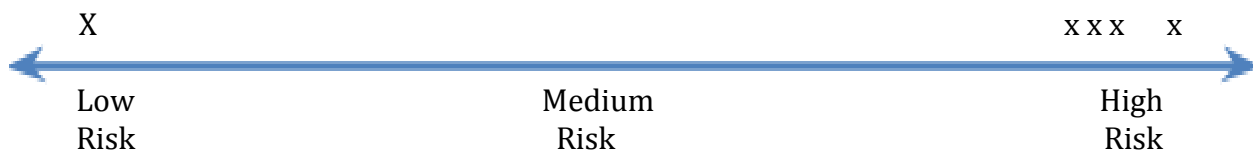
Do not include any schools on your list that you do not want to attend. Ask yourself the question, "If I am denied at all my schools but one, will I be happy going to that school?"



Your list will be excellent if you can answer YES to the previous question and your continuum looks like this...



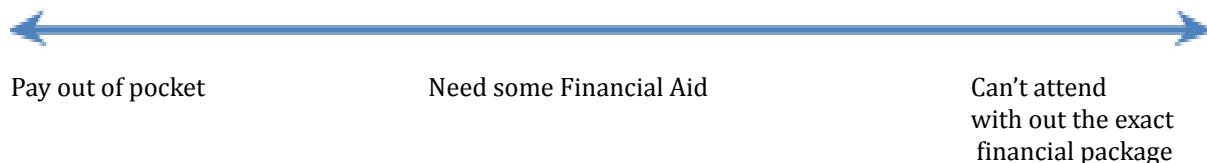
On the other hand, if your list looks like the chart below, the odds that you will be admitted to only one school are high. Applying to more than a few high-risk schools doesn't mean that you will have any better chance of being admitted to any one of them. If your list looks like this, be sure you will be happy attending your low risk school.



Keep in mind, if you spread out your risk, you give yourself more opportunity at the finish of the process choice!



Continuum for Financial Risk



After you have been accepted, cost of attendance will be one of the most influential factors in deciding where you will attend. It is very important to consider travel costs, cost of living of the area, and the average salary for your intended major. It is also helpful to have the conversation with your family about how it will be paid for and what is the ceiling for out of pocket costs.

ASCENT PROGRAM



ASCENT stands for Accelerating Students through Concurrent Enrollment.

It is a program that allows seniors to have their first year of college paid for. This includes 2-year and 4-year colleges, community colleges as well as vocational-technical and career colleges in pursuit of degrees and certifications.

HOW WOULD ASCENT BENEFIT ME?

By participating in the ASCENT program and enrolling full-time in each semester, you can accumulate one full year of college credit at no tuition cost.

TO QUALIFY, YOU MUST:

- **Be a current 4th year senior who has met all high school graduation requirements, with a cumulative GPA of at least 2.0.**
- **Complete 9 college credits by June 30th**
- **Apply and be accepted at a participating college or institution for ASCENT**

Learn more information in the FAQ below.

ASCENT Information

- [**ASCENT FAQ / Flyer**](#)
- [**Checking credits for ASCENT**](#)
- [**STEPS**](#) to become ASCENT eligible
- ASCENT [**Eligibility Documentation**](#)

APPLY for ASCENT

The ASCENT online application for 2025 will be posted below when the application opens in 2025.

Where can I enroll and still participate in ASCENT?

- **Metro State University | MSU**
- **Colorado Mesa University | CMU**
- **Colorado State University @ Pueblo**
- **University of Northern Colorado**
- **Colorado Mountain College**
- **Western Colorado University**
- **University of Colorado Colorado Springs UCCS**
- **Fort Lewis College**
- **Adams State University**
- **Trinidad State College**
- **Pikes Peak State College**
- **Pickens Technical College**
- **Emily Griffith Technical College**
- **Tech College of the Rockies**
- **Colorado Community Colleges | ACC, AIMS, CCA, CCD, FRCC Larimer, FRCC Boulder, FRCC Westminster, LCC, MCC, PCC, RRCC...**

Colleges currently NOT participating:

- **Colorado State University @ Fort Collins**
- **Colorado School of Mines**
- **CU Boulder | CU Denver**
- **University of Denver | DU**



TREP PROGRAM

TREP stands for Teacher Recruitment Education and Preparation Program. TREP creates the opportunity for qualified students in a teaching career pathway to have two years of college paid for after their 12th grade year.

HOW WOULD TREP BENEFIT ME?

By participating in this program, you will attend a TREP participating college, while Littleton Public Schools pays your first 2 years of college tuition.

TO QUALIFY, YOU MUST:

- **Be a current 4th year senior who has met all high school graduation requirements, with a cumulative GPA of at least 2.0.**
- **Complete 1 course in the educational pathway during your senior year.**
- **Apply and be accepted at a participating college or institution for TREP.**

Learn more information in the FAQ below.

TREP Information

- **[TREP FAQ / FLYER](#)**
- **[STEPS](#) to become TREP eligible**
- **[TREP Eligibility Documentation](#)**

APPLY for TREP

The TREP online Application will be posted here when it opens in 2025. Only apply if you are a 4th year senior

EXPLORATIVE PATHWAYS FOR INNOVATIVE CAREERS (EPIC) CAMPUS



Thanks to the generous support of LPS voters, work is underway on the Explorative Pathways for Innovative Careers "EPIC" Campus on the southeast corner of Broadway and Littleton Boulevard. EPIC will provide dynamic, interactive, and innovative programming in several career paths:

- Aerospace
- Business and Entrepreneurship
- Computer Science
- Construction Trades
- Future Educator
- Health Sciences
- Natural Resources

There are numerous opportunities for concurrent enrollment and dual high school credit, as well as partnerships with Arapahoe Community College and local industries.

Interested in EPIC? Visit the [EPIC Website](#) for more information!

Campus visits

There's no substitute for seeing a college yourself!

There are lots of ways to find out about a college, from brochures to videos to college fairs.

But the bottom line is that

nothing beats the test of going to a college and seeing it for yourself.

Here are some ideas to help you make the most of a campus visit.

Before you go

Call the admissions office in advance

Just as there's no substitute for seeing a college firsthand, there's no substitute for advance planning.

When you call the admissions office, tell them the date you'd like to visit and the time of day you expect to arrive.

If you want to stay overnight in a residence hall, ask if they can make arrangements.

Also, find out about lining up an interview (if they offer them and you'd like one) or attending an information session, visiting classes and talking with faculty.

Read up on the college and think about questions

Go back through the information you've collected about the college. Check the resources at your school's guidance office and browse the college's Web site, if possible.

This research will help you

think of questions to ask and aspects of the college to explore while you're there.

The other side of this page has lists of questions to help you get started. As you think of other questions, write them down.

While you're there

Talk to as many students as you can

Once you're on campus, try to take advantage of a variety of ways to learn about the college:

- Meet with an admissions officer or attend an information session
- Take a tour of the campus
- Sit in on a class

- Have a meal in the cafeteria
- Pick up copies of the student newspaper and alumni magazine.

Throughout your visit, talk to as many students as you can and don't be bashful about asking questions!

Prepare for the interview

If you have scheduled an interview, take along your list of questions, so you're sure to cover everything you wanted to find out.

You'll probably be asked about your academic background,

interests, hobbies, goals and why you're interested in the college, so be ready to talk about that.

As with any interview, be on time, or call ahead if you know you'll be delayed.

Take time to look around on your own

Take some time to explore the campus on your own and absorb the atmosphere. While

organized activities can give you information you can't get on your own, the reverse is true, too.

A campus visit is informative at any time, but it's best to see a college in action, when students are in classes.

Colleges encourage visits, but their schedules for tours, interviews and overnight stays might fill up early. Call ahead!

Have some extra time during your visit? Stop by the campus coffee shop or grill, read bulletin boards, try to strike up conversations with students, or go to a play or lecture.

Nervous about the interview? That's natural. Try to look at it as a conversation in which you ask questions, too. You'll be more likely to relax, be yourself and enjoy it.



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Lots and lots of ????

You've probably already thought of lots of questions to ask during your campus visit.

Here are some suggestions, but be sure to ask the questions that are important to YOU.

When you talk to students, ask . . .

1. How many hours a week do you study? Is that typical here?
2. Are faculty members interested in students and accessible outside of class?
3. Do many students go home on weekends?
4. Are the athletic facilities open to all students or only to athletes?
5. Is it possible to study in your dorm room?
6. Is the food good?
7. Are campus jobs readily available?
8. Is there easy access to computers? Where are they located?
9. What's the library like as a place to study? to do research?
10. What do you like most about this college? least?
11. How easy is it to get the classes you want?
12. If you could change something about this school, what would it be?

If you attend a class, ask yourself . . .

1. Are students prepared for the class? Do they seem interested in the material?
2. Do I feel that the students are learning—either new facts or new ways of thinking about a subject?
3. Is there time for questions and discussion? Do students participate?
4. Am I intellectually challenged by what is taking place in the class?
5. Is there good rapport between professors and students?

As you tour the campus, ask yourself . . .

1. Are the buildings in good repair? the grounds well-kept?
2. Are the residence halls pleasant and quiet enough to study in? Are there laundry and kitchen facilities?
3. What's the cafeteria like?
4. Are computers and lab equipment up-to-date and plentiful?
5. What's the surrounding town or city like?

In an interview or information session, you could ask . . .

1. Does the college have academic programs that fit my interests?
2. Where are computer terminals located? Will I have to pay extra for computer time?
3. Will I have access to special equipment (such as an electron microscope) as a first-year student?
4. What are the strengths and weaknesses of the college's advising system?
5. How many students will there be in courses I'm likely to take in my first year? Are those courses taught by professors or graduate assistants?
6. What kinds of campus jobs are available for first-year students?
7. Will there be any new programs or facilities in the next two years?
8. What are the college's recent graduates doing now?

After the visit

Write down your impressions

1. Were the people you met friendly? Did they answer your questions fully and candidly?
2. What do you think of the quality of instruction and the academic atmosphere?
3. Were the students the kind of people you'd like to get to know?
4. Did you like the social atmosphere?
5. Would you like to spend more time there?

People's views about a college or university can vary widely, so try to talk with as many people as possible.

Write down your questions so you'll remember them and can refer to them during your visit.

As you tour the campus and talk with people, ask yourself whether this is a place where you'd feel comfortable and able to learn and do your best.

Are you interested in any extra-curricular activities? If so, ask about them and try to see the facilities.

If possible, write down your impressions of the college while they're still fresh in your mind.



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HOW TO VISIT WITH A COLLEGE REPRESENTATIVE

EAST has an excellent academic reputation and is fortunate to have so many college representatives who schedule visits during the school year. We encourage students, especially juniors and seniors to sign up and attend these valuable meetings. The procedure for visits with college representatives is as follows.

1. The colleges visiting East will be posted on Maia under “events” and then “visits.” The page is updated as college representatives sign up to visit.
2. Log onto your Maia account frequently so you will stay current on the upcoming visits.
3. If you want to visit with a college representative, log onto your Maia account and sign up under “events” and then “visits.” You must print the confirmation page to act as your pass out of class.

THE PERSONAL INTERVIEW

When you receive your application materials from the colleges of your choice, you will discover that some colleges require an interview, others strongly recommend it and still others leave the matter to you. In all cases, it might be a good idea to take the plunge! Though your high school grades, letters of recommendation, and involvement are more important, in instances where the decision hangs in the balance, a good interview can sometimes push an applicant over into the “admit” category. *(In some offices, the interview report is the last item in a candidate's dossier, the last thing the admissions officer reads before a final judgment.)*

It is often possible to arrange the interview with a college alumnus/alumna who lives in your locality. There are pluses and minuses to this alternative. An “alum” is likely to be knowledgeable about your home area, and may have heard of your accomplishments. On the other hand, some have exceedingly fond memories of their colleges as they existed in another era, and may be unhappy if they detect signs that you will carry a changing culture to their campus. The greatest argument against these interviews is that it may keep you from visiting the campus, a trip with many benefits!

Prepare for the interview by reading the material the college sent you. Dress neatly, but not so out of character that you feel awkward. Bring along proof of achievements, such as slides, articles you wrote for the school newspaper, a proposal for the science fair--they can help to break the ice and let the conversation flow smoothly.

The interview has two purposes: for you to get to know the college and for the college to learn about you--and sometimes the two purposes are achieved simultaneously. When you ask a question, its form can reveal things about you. Do not, for example, ask questions such as “How large is the freshman class?” or “Does the college offer Chinese?” Since the answers are available with a glance at the website, the implication is that you were too uninterested to discover the facts for yourself.

Remember that the interview is a dialog, not a variant of “Twenty Questions”. The answers that you give are less likely to be judged as simply right or wrong than as preludes to intelligent conversation. If your response to a question about your hobbies is that you like to read, that will not conclude that line of inquiry. Be prepared to mention titles and authors and to say something about a book's content-- otherwise find another hobby to talk about!

A week or so after the interview, it would be a nice gesture to send a thank you note to your interviewer. If for some reason the interview went badly, it would not be amiss to write a note to the admissions office explaining your view of what happened. In this, as in other aspects of the interview process, the college wants to know who you are, not to subject you to a test that you pass or fail.

Tips for writing your College application essay.....

Here's advice from the people who read them!

Does writing a college application essay seem like a daunting task to you? For most people, the answer is a resounding “yes!” However, the essay is also an opportunity for you to show your talents and creativity to their best advantage.

To help you get started, here are some insights on writing an essay from the people who read hundreds of them every year — admission officers at ACM colleges.

The essay is your chance to use your voice

The essay is the living, breathing part of your application to a college. In the essay, you can speak in your own voice and **personalize** your application. Here's your opportunity to show something about you that doesn't really come across elsewhere in your application.

So, step back and be reflective. Think about who you are as an individual. How do you view the world? What do you care about deeply? What experiences and people have been important in shaping you as a person? What are your aspirations in life?

It is in such reflection that you can find your own, unique voice. That's the voice that will help you write an interesting essay that only **you** could have written.

Now, on to some nuts and bolts of writing the essay.

Show your command of the basics of good writing

Here are some key points that admission officers look for in an essay:

- Make sure to **answer the essay question** and to follow **all** the instructions that are given.
- Start off with a strong opening paragraph that captures the reader's interest.
- Use a style that you find comfortable and that is appropriate for the subject matter.
- Use correct grammar, punctuation and spelling.
- Make a point and stick to it; develop your argument or narrative.
- Check **all** of your facts. Do you mention a date, place or event in your essay? Make sure it's correct.
- Have you given your reader complete information, so he or she won't be confused?

(continued)

Why do colleges require essays?

A college application includes a lot of information about you, such as grades, recommendations, lists of your extracurricular activities and test scores. All of that information is very important and helps admission officers form a picture of your accomplishments and abilities. However, while it tells about how other people see you, there isn't much about how you see yourself. It's that inside view — how you see yourself — that colleges hope to find in your essay.

The essay performs other functions, as well, such as:

- The essay can be a way of showing that you have researched and thought carefully about the college to which you are applying. It shows, in your own words, why you and the college would be a good “match.”
- An essay demonstrates your writing ability, which is a key component to success in college.
- In your essay, you can show that you are willing to put **yourself** into what you do. That kind of commitment is an important part of effective learning in college. And it shows the admission committee that you are someone who is willing and able to be a contributing member of a community of learners.
- Your academic record is the central and most important part of your application. For selective colleges especially, your essay provides additional insights about you — as a student and as an individual — for a college to consider as it reviews your application.



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- In general, it's best to be succinct. If there is a recommended length for the essay, pay attention to it.
- The essay should be neatly typed.
- Remember that mistakes, especially sloppy mistakes, make it look like you don't take the essay (and, by extension, the application) very seriously.

What to write about? Where to look for an essay topic

Does the application ask you to choose a topic to write about? There are as many (actually, many more) good topics as there are applicants. Here are some ideas for where you might look for an essay topic:

- Do you have hobbies and non-school pursuits that really excite you and that engage your heart and mind? Writing about your out-of-classroom interests could help bring out a part of you that's not covered — or not covered completely and to your fullest advantage — elsewhere in your application.
- Is there a social cause that you hold near and dear? Remember, an essay is not an academic paper; but a cause that you feel passionately about, and that has been in your thoughts and activities, might be the basis for a strong essay.
- Perhaps there is an event (local, national or international) that has touched you in a personal way.
- Is there an academic subject that really sparks your interest? Why does the subject engage you? Has it led to experiences or study outside of school? There may be essay material that goes beyond the courses you took or scores on AP tests.

How to handle a topic

Often, colleges will ask you, the applicant, to write about an experience you've had, an achievement in your life, or someone who has had a significant influence on your life. In handling such a topic — or, for that matter, any topic you select — go beyond the *what* and dig into the *how* and *why*. In other words, don't settle for simply providing a description of an event. Take the next step and tell about the impact the situation had on you. For example:

- This is a personal essay, not a travelogue. So, if you're writing about a trip to another country, tell about how your experiences affected you, and why they were interesting or meaningful to you. In other words, the people reading the essay are interested in what makes you tick and how you got the way you are, not in how the trains run in Paris.
- Are you writing a tribute to your grandparents and their influence on your childhood? Be personal and specific, not just sentimental. Explain how the particular things your grandparents did or said were important to you.
- Did you overcome an athletic injury and recover to perform well? A description of the type of cast you wore and your rehab routine is not likely to make a compelling essay. However, your reflections on what it felt like to be watching your teammates, instead of competing alongside them, might be the basis of a memorable essay.

Possible pitfalls when writing an essay

- Writing a poem or making a videotape in place of an essay is probably not a good idea, unless you're applying to a specialized school that encourages such a submission.
- Humor can be risky, so be careful how you use it.
- "Honor code" rules are in effect when you write an essay, so do your own work and don't make things up.
As a practical matter, other items in the application, such as letters of recommendation, make it quite possible that you would be found out if you tried to make things up.

Some final tips

- **Leave yourself time to rewrite and revise.** For the great majority of people, this is not an easy assignment. Start early and leave plenty of time! Most likely that means to give yourself weeks (not days, and certainly not hours!) to rework your essay.
- If your essay is longer than three pages (unless the instructions call for something longer), then it had better be interesting! Think hard about what you really want to focus on, and take out whatever gets away from your central point.
- **The admission committee will take your essay seriously.** You should, too. You have a lot to gain by putting in the time and effort to write a good essay!

Suggested reading

The College Application Essay by Sarah Myers McGinty (The College Board, New York, NY).



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NCAA REGULATIONS

There are many different ways in which a student can play sports at college. Being recruited or walking on to play at a Division I, II or III school are options. Playing at a club or intramural level at college is another. It is important to first establish what level is best suited to you as a student-athlete. You can do this by speaking with your Heritage HS coach or club coach to get a sense of your competitiveness in regard to college play. They will give you a realistic evaluation of your talent. An important fact to keep in mind: *Approximately **two percent** of college athletes are highly recruited and receive full scholarships. The remaining 98 percent must find their own way to the right college.*

Remember to pick a college based on where you feel most comfortable. NEVER pick a college based solely on its athletic program because if you get injured and can't play, or lose interest in the sport you still want to be happy with the rest of your college experience.

Student athletes who want to participate in NCAA Division I or II athletics should start the certification process early—qualifying with the minimum 2.3 core GPA starts in 9th grade.

All potential Division I and II student-athletes must register with the NCAA Eligibility Center at eligibilitycenter.org. It is your responsibility as a student-athlete to be sure you have enrolled in the following:

HIGH SCHOOL CORE CLASSES FOR DIVISION I ATHLETICS

- 4 years English
- 3 years Math (Algebra I or higher) *NOTE: Financial Algebra doesn't count*
- 2 years Social Studies
- 2 years Science (1 year of lab science)
- 1 year Elective (English, Math, Science)
- 4 years Electives (World Language, Philosophy, core elective, etc.)
- 16 Total Core Courses (1 Core is equal to 1 year of a course)

For Division I, GPA must be at least 2.3, with a sliding scale for test scores (SAT & ACT).

Recruitment:

If you wish to be recruited by a particular college or coach you should follow these steps and ensure you are following all recruitment rules dictated by the NCAA:

1. Write a personal letter/email to the coach.
2. Follow up your letter with a phone call to the coach
3. Initiate a visit to the campus on your own.
4. Send a thank you note reminding the coach of your visit to the campus and your continued interest in the program.
5. Send a video, only if the coach asks for one.
6. Return all phone calls.
7. Participate in summer athletic camps in your area whenever possible. Most college coaches scout talent at these programs.

Reminder:

If you wish to participate in athletics at the Division I or II level, you must register online with the NCAA Eligibility Center by the end of junior year. Talk to your counselor about how to request an official transcript to be sent to the Eligibility Center by August 1st of your senior year.

When you register for the SAT and/or the ACT tests, you will have the opportunity to indicate four locations for your scores to be sent. Your test scores must be sent to the NCAA Eligibility Center. To do this, indicate "9999" as the school code for your first choice on the registration form.

FINANCIAL AID

Key steps in accessing financial aid...):

1. Determine whether you might qualify for (a) need based aid – in other words, your family cannot meet the total cost of attending a particular school or (b) merit based aid– in other words, you have some talent, or skill, or high school record or potential contribution that the school or other source deems worthy of their paying for part or all of your college expenses.
2. Submit the FAFSA or CSS Profile (required by some private schools) online as soon as possible after October 1, to determine your **student aid index (SAI)**. This number is what schools use to determine if you are eligible for financial aid and if so, how much. If you would like to estimate your SAI before October 1st of your senior year, do so at <https://studentaid.gov/aid-estimator/>
3. Upon acceptance, determine if any of your colleges need additional paperwork from you in order to complete your financial aid file. Complete this paperwork as soon as possible so that you can receive your financial aid award letter.
4. Please see your counselor or post grad coordinator, or search online to locate possible scholarships for which you might qualify. A good academic record in high school, in combination with a long term commitment to an activity, or other connections, can generate money for college.
5. Obtain scholarship applications as early as possible. Complete the application and all necessary tasks and get references or letters of recommendation. Then, submit the application before the deadline. Scholarships are an on-going process.
6. Take full advantage of your good record in high school and DON'T FORGET about institutional scholarships. Those are generally due around March 1. Most scholarship money tends to come from the college the student is applying to - good grades and a solid application can make a difference for colleges that offer merit scholarships.
7. Ask about co-operative programs that let you work for experience and pay (stipends), in your field of study. These programs help pay the bills and also connect you for employment after graduation.
8. Do not be discouraged if you fail to get large amounts of money directly out of high school, especially if your high school record is not as strong as you had hoped. If you demonstrate that you are a quality student as a freshman, you could open up more scholarship opportunities as a sophomore.
9. Check into ROTC scholarships that might pay all of your college expenses if you want to join the armed forces after graduation.
10. Get advice on student loans so that you get the best rates and best value on any borrowed money.
11. Do not be afraid to ask for HELP during this process. Financial aid is different for every individual.

Financial Aid Resources

POST HIGH SCHOOL OPTIONS TO CONSIDER IN ADDITION TO COLLEGE

THE GAP YEAR

A gap year is a natural break in the educational process after high school for students who would like to explore interests before embarking on another four-plus years of school. Many students have been engaged in education since pre-school – resulting in 15 years of an educational experience.

More students are taking the time to discover who they are and what they would like to do with their life. They are getting off the educational treadmill to gain direction and focus in their life. A gap year can help a student discover a passion, build self-confidence and independence, and explore opportunities through hands-on learning. The Counseling Office recommends that students go through the college application process and then decide if they would like to participate in a gap year. Colleges generally allow accepted students to defer matriculation for a year of planned activities. A year to grow and mature in a different environment can result in a fresh commitment to academics on the college level.

In planning a gap year, it is important to have a structured plan in place, similar to a school year. Students will often break the year into two semesters or three trimesters and include some time working to offset the cost of some of the more costly programs or save for their college education. A gap year is for students of all levels of ability and interests. Opportunities are endless. Students can experience internships, volunteer service, travel and language immersion programs, outdoor/farming/conservation/sustainable programs, the arts, helping children and developing skills and training in the building trades, cooking, sailing and SCUBA and EMT instruction. Now is the time to get to know who you are and what you want in your life. Use this opportunity to plan your future.

Things to consider before taking a gap year:

- Why do you want to take a gap year?
- What do you hope to learn from your gap year?
- What type of program are you considering – local, national, international?
- What is the emphasis – academic, volunteering, internship, teaching, getting certified in a skill, etc?
- What is the cost, is it a factor and how can I supplement the cost?
- What type of health requirements (vaccinations) are needed?
- Where are safety issues I need to be aware of when traveling?
- How will I stay in touch with my family and friends?
- How will I adjust to culture shock going and coming home?

RESOURCES/ORGANIZATIONS

[Gap Year Association](#)

[Workaway Clearing House](#)

[omprakesh](#)

[NSLI \(National Security Language Initiative\)](#)

[Student conservation corps](#)

[ACE](#) (American Conservation Experience)

[GVN](#) (Global Volunteer Network)

[City Year](#) (teaching/mentoring)

[WWoof](#)er -organic farming

[Great Au Pair](#)

It is important to know that well over half of the projected new jobs in the 21st Century will not require a college degree. Community colleges, Emily Griffith Technical Colleges, trade schools, the armed forces and apprenticeship programs are all valuable options to extend your education and, thereby, your prospects for better-than-entry-level employment.

APPRENTICESHIP PROGRAMS

One of the most traditional, yet often overlooked, ways to receive training for a career is through apprenticeship programs. Basically, an apprentice is someone who agrees to work for an employer for a certain length of time at less than full wages in return for the opportunity to learn the trade. At the end of the training, the apprentice becomes a "journeyman."

Trades ranging from aircraft mechanics to welder are apprenticeable. Colorado offers over 350 different programs. If you can do a job with your hands, there is probably a program. Unlike vocational training in a school setting, apprentices are actually hired by an employer and are paid decent wages while they learn. The length of most programs run between 2 and 4 years.

For information about apprenticeships, contact any the following three sources:

[Emily Griffith Technical College](#)

[Apprenticeship.gov](#)

[Colorado Department of Labor and Employment](#)

ARMED SERVICES

The armed services offer positions to hundreds of thousands of high school seniors each year. In addition to having an opportunity to serve their country, members of the armed services receive many benefits:

1. free technical training in over 200 different skill areas
2. thirty days of vacation with pay
3. excellent educational opportunities
4. medical and dental care at no charge
5. housing and meals
6. guaranteed deferred entry at colleges to which you have been accepted

Entrance requirements for the various branches have toughened significantly in the past few years. A high school diploma is usually required for any branch. Other criteria for eligibility include:

1. be at least 17 years of age
2. be physically qualified
3. be of good moral character
4. qualify on the Armed Services Vocational Aptitude Battery (ASVAB)
5. have a high school diploma

ROTC

The Reserve Officers Training Corps (ROTC) is a special opportunity for high school graduates to qualify for commissions in the armed forces. Students selected are awarded scholarships through a highly competitive national selection process and receive tuition and other financial benefits that can be worth as much as \$70,000 at many of the country's leading colleges and universities. There is a minimum duty obligation for students who receive a commission through these programs.

Contact recruiters at the following websites:

[Air Force](#)

[Army](#)

[Coast Guard](#)

[Marine Corps](#)

[National Guard \(Air\)](#)

[National Guard \(Army\)](#)

[Navy](#)



JOB CORPS

<https://www.jobcorps.gov/>

The Job Corps is a government-sponsored residential training program for young men and women ages 16-21. Vocational, academic and social skills are developed over a two-year commitment. Students from families of low income can qualify. Transportation, housing, clothing, meals, medical and dental care, recreation and a small monthly stipend are included. G.E.D., high school diploma and vocational and junior college classes are offered.



AMERICORPS

<https://americorps.gov/>

AmeriCorps *NCCC is a four focus area service program for young adults ages 18-24, who are willing to commit to 10 months of work. Service involves the areas of environment, education, public safety and unmet human needs. Corps members receive lodging and skills training while in the program. Meals, housing, uniforms, limited health care and a modest living allowance are provided. Upon completion of the program, participants receive an educational award that can be applied for future tuition costs or repayment of student loans.

COMMON TERMS USED BEYOND HIGH SCHOOL

Acceptance -- Candidate is admitted. Students are notified based on the deadline they applied by.

Admissions Program

Early Action -- A plan allowing students to know the decision on their application before the standard April notification date. It differs from "early decision" in that students are not required to accept admission immediately.

Restrictive Early Action -- A plan allowing students to know the decision on their application before the standard April notification date, but with the restriction of only being allowed to apply to one college early.

Early Decision -- A plan in which students apply in November or December and learn of the decision on their application during December or January. This plan is suggested only for students who are academically strong and know where they want to attend. If accepted, early decision students are required to withdraw their applications to other schools and agree to matriculate at the college accepting them.

Regular Decision -- A program in which applicants apply at a later deadline date and receive an admission decision around March or April.

Rolling Admissions-- A program in which admissions applications are evaluated upon receipt and applicants are immediately notified of the decision.

American College Testing Program (ACT) -- an organization that provides tests and other educational services for students, schools and colleges.

Application -- The document submitted by a student who wants to be admitted to a college.

Apprentice Programs -- System of learning a skilled trade while earning. It combines on-the-job training which is supervised by skilled craft workers with related supplemental instruction. Programs vary in length from 1 to 5 years.

Associate Degree -- The degree given for finishing a two or three year program of college work. In some colleges, associate degrees are given for partial completion of work in a bachelor's degree program.

Bachelor's Degree -- The degree given for finishing a college program of at least four but not more than five years of academic work. Usually this degree is either a BA (Bachelor of Arts) or BS (Bachelor of Science).

Certificate -- An award for finishing a one or two year post-secondary school program. It usually certifies competency in a specific job field. Example: certified welder.

Coalition Application -- An admission application that, when completed, can be sent to several participating institutions.

College Board -- A non-profit membership organization that provides tests and other educational services for students, schools and colleges (SAT & AP).

Common Application -- An admission application that, when completed, can be sent to several participating institutions.

Community College -- A two-year college offering courses that fit the needs of the community. Occupational, adult, and general education courses are included along with liberal arts transfer courses. Though the terms junior and community colleges are often used interchangeably, junior colleges are more often limited to liberal arts transfer courses.

Deferral -- A term used by the college to handle early decision candidates who were not accepted in December but have a chance in regular admissions.

Degree -- A title given as official recognition for satisfactorily completing a curriculum.

Diploma -- A document that states a person has satisfactorily completed a curriculum.

Gap Year -- A semester or year of experiential learning, typically taken after high school and prior to career or post-secondary education, in order to deepen one's practical, professional, and personal awareness.

General Educational Development Testing Program (GED) -- Upon successful completion of this 5 part test, a student may earn a Colorado High School Equivalency Certificate from the Colorado Department of Education. Nearly all employers, training programs and licensing boards accept this credential in the same manner they accept regular high school diplomas.

Graduate School -- The part of a university that offers programs for advanced degrees. (Master's, Doctor's)

Grants -- Money that's given, typically based on need, that doesn't have to be paid back, unless certain terms weren't met.

Liberal Arts College -- A college in which the emphasis is on a program of liberal arts and basic sciences, usually leading to a bachelor's degree. Some pre-professional programs such as pre-law and pre-medicine may also be offered.

Loans -- money one borrows that they must pay back, can include interest

Major -- A student's main field of study.

Open Admissions -- The college admissions policy is virtually open to all applicants with high school diplomas or their equivalent.(GED)

Proprietary School -- High priced, for-profit institution that provides training in specific job related skills. Programs can provide either certification or an associate degree. (i.e. Lincoln Tech)

Reply Date -- The date that an accepted student must indicate desire to attend. (Usually May 1st.)

Scholastic Assessment Test (SAT) -- A two-and-one-half hour multiple-choice exam measuring verbal and mathematical reasoning abilities. Vocabulary, verbal reasoning and comprehension of reading material are tested in the English sections; Arithmetic, elementary algebra and geometry are covered in the math sections.

Scholarships -- Money awarded that doesn't have to be paid back. They can be based on merit, need, etc.

Test Optional -- A college or university that allows all or some applicants to decide whether to submit SAT or ACT scores as a part of their application. If you choose not to send scores, it does not hinder your chances of acceptance.

Trade (Technical) School -- a post-secondary institution that offers training for a specific job. (i.e. Emily Griffith)

University -- An institution of post-high school education that has these main aims (1) teaching graduate and undergraduate programs; (2) conducting research to find new knowledge and more ways to use old knowledge; (3) making its findings and teachings available to society. The university grants advanced degrees as well as bachelor's degrees in many fields including liberal arts, sciences and professions.

Waiting List -- A kind of limbo that leans closer to rejection than acceptance. If placed on such a list for a school that still appeals to you, let the school know of your interest. It may sway a decision when openings appear

Western Undergraduate Exchange WICHE --There are thirteen western states that encourage students from other states to enroll at reduced tuition in certain university programs. Alaska, Nevada, Arizona, New Mexico, California, North Dakota, Colorado, Oregon, Hawaii, South Dakota, Idaho, Utah, Montana, Washington, Wyoming. www.wiche.edu

Work Study -- An opportunity to work on campus and get paid. These jobs tend to be more flexible and work around your academic schedule.

TEST PREPARATION

There are a number of **free resources** you can use to study for the SAT and ACT. The most commonly used are below:

[SAT study guide](#)

[ACT study resources](#)

[Khan Academy](#)

Khan Academy provides a free option in which you can connect your College Board account to your Khan Academy account and it will provide you with practice problems based on your previous PSAT or SAT scores and the areas you still need growth in.

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Additionally, there are several test preparation programs for the SAT and ACT available in the Metro Denver area. Littleton Public Schools does not endorse any specific test preparation programs. It is important to know that **research shows that there is no substantial change in test scores from the effects of such "prep" programs**. However, if this is something you're interested in looking into, a quick search online of SAT/ACT prep classes will give you a number of options to choose from. Asking other students at East may give you some ideas of specific organizations they've used as well.