



LEGAL PREP CHARTER ACADEMY
CLASS OF 2019
POST-SECONDARY PLANNING GUIDE

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Introduction to Post-secondary Planning

The purpose of this planning guide is to assist you in post-secondary planning. While principally devoted to the college selection and application process, we have included key information about vocational programs, the military, apprentice options, and career planning.

Legal Prep is fortunate to offer a full post-secondary planning team that is not available at most high schools. We work with students beginning their freshman year and continue through their first year as an alumni and beyond. The team works hard to listen to students and parents to develop an individualized program that helps students' reach their personal and professional goals. The last two years of high school are defined by a Junior and Senior Collegiate Scholar classes supported by an outside organization called One Goal. One Goal provides curriculum and additional staff support to help drive our students forward toward success.



We welcome student and family feedback and questions as we assist in this process. This guidebook is designed to provide basic information for seniors to assist in planning and better understanding all the pieces that make for a success post-secondary search. Our goal is building happy graduates with amazing futures.

- Mr. David Bennett and Ms. Zoey Keeney

Senior Goals

We are intentional in guiding our students in their post-graduate planning, and the team monitors progress in the senior year through mid-year milestones and end goals.

We have determined there are six-core competencies that seniors need to demonstrate in anticipation of high school graduation. The Senior Collegiate Scholar teacher develops evaluation tools used to evaluate growth for each quarter (Q1-4). The post-graduate team meets regularly to review student development on key milestone within each competency.

1. Explain the value of higher education and post-graduate planning (Q4)
 - Q1 Milestone: Define the economic benefits of higher education
 - Q2 Milestone: Explain higher education as part of long term personal growth
 - Q3 Milestone: Demonstrate where higher education fits in public policy
2. Understand basic financial literacy (Q4)

- Q1 Milestone: Define basic financial literacy and financial aid terms
 - Q2 Milestone: Explain the parts of a financial aid statement
 - Q3 Milestone: Calculate basic math associated with managing personal finance
3. Produce long-format research project/final personal statement (Q4)
 - Q1 Milestone: Completes a final version of a personal statement
 - Q2 Milestone: Creates an outline of their research topic
 - Q3 Milestone: Produces a first draft of the research paper
 4. Apply to seven match colleges or programs (Q4)
 - Q1 Milestone: Submit two college or program applications
 - Q2 Milestone: Submit four or program applications
 - Q3 Milestone: Produce an evaluation of options
 5. Apply to seven match scholarship (Q4)
 - Q1 Milestone: Submit one scholarship application
 - Q2 Milestone: Submit three applications
 - Q3 Milestone: Review options and evaluation additional scholarships
 6. Complete the financial aid process (Q4)
 - Q1 Milestone: Submit FAFSA
 - Q2 Milestone: Identifies verification documents
 - Q3 Milestone: Produce evaluation of various financial aid options

In addition for seniors intending on college, we track the practical pieces of enrollment such as registering for orientation, placement testing, housing, and summer transition.

Senior Calendar

Overview

September-October:	Finalize college list and post-secondary options
October-November:	Apply to match colleges and programs
November-January:	Apply for scholarships and financial aid
January-February:	Re-evaluate choices. Look for summer work.
March-April:	Review acceptances and financial offers
May 1:	Make a final decision



Specific Activities

Tues, Sept 11

Family College Night

- In collaboration with the PAC (Parent Teacher Committee)
- Highlight major senior milestones

Thur, Sept 20

College Trip

- Seniors will visit universities or programs in central Illinois or the Chicago area

Sat, Sept 22:

HBCU College Fair

- Held at Soldier Field w/ 25 HBCU colleges
- Opportunity to attend Miles v Morehouse Football game

Sept -Nov

College Representative Visits

- College counselors from around the country visit Legal Prep during this period to recruit students

Sat, Sept 29:

Chicago National College Fair

- Held at McCormick Place
- Meet college representatives from 400 universities from across the country

Mon, Oct 1

Free Application for Federal Student Aid

- Opening day for seniors to complete the FAFSA

Mon, Oct 1- Fri, Oct 12

FAFSA Completion Weeks

- Meetings with students and guardians to complete the FAFSA

Wed, Oct 10

SAT Testing Day

- The final SAT offered at LPCA for seniors
- Seniors have fee waivers if they wish to take later in the fall

Tues, Oct 23: (Selected Students)

Chicago Scholar On-Site Admission Day

Sat, Oct 27

First Application Complete

- All students must have one college application or program application complete

Spring 2019

Triton College Scavenger Hunt

- Seniors independently find key supports on the Triton campus

Tues, May 1

Post-Secondary and College Signing Day

World of Post-Secondary Pathways

EDUCATION	WORK	COMBINED APPROACHES	OTHER
College	Direct Placement	Work & College	Fifth Year Program
Vocational Training	Apprenticeship	Work + Vocational, Technical, Continuing Adult Ed, etc.	Institutional Setting
Technical School	Internship		Post-secondary Residential Program

Military (enlist, ROTC, Academies)	On-the-Job Training	School + School based employment (assistantship, internship, student employment, etc.)	Sheltered Workshop
Continuing & Adult Education	Government Sponsored – JobCorp, IETC		Supported Employment
Alternative Post-secondary Transition Program	Temporary Work Volunteer Work		Supported and Community Living

How is College Different from High School?

High School	College
High School is mandatory and free	College is voluntary and expensive.
Others usually structure time.	Students manage their own time.
Parents and teachers often remind students of their responsibilities and guide them in setting priorities.	Decision-making is largely the student's. The student must balance their responsibilities and set priorities.
Classes are structured and scheduled one after the other.	There are often hours between classes; class times vary throughout the day and evening.
6 hours each day – 30 hours a week – are spent in class.	Approximately 12-16 hours each week are spent in class.
Classes are arranged.	Each student decides his or her own schedule in consultation with an academic advisor. Schedules tend to look lighter than they really are.
Teachers carefully monitor class attendance.	Professors may not formally take roll, but they are still likely to know whether or not you attended.
Classes generally have no more than 35 students.	Classes vary greatly in size and may include 100 or more students.
A counselor guides course selection and monitors credits.	Each student must know the requirements for their major and program of study.
Teachers remind students of assignments, due dates and incomplete work.	Professors may not remind students of incomplete work. They expect students to read, save and consult the course syllabus (outline); the syllabus spells out exactly what is expected, when it is due and how it will be graded.
Teachers approach you if they believe assistance is needed.	Professors are usually open and helpful, but most expect the student to initiate contact if assistance is needed.

Teachers are often available for conversation before, during or after class.	Professors expect and want you to attend their scheduled office hours.
Teachers provide information missed if you are absent.	Professors expect students to obtain notes from their classmates if they miss class.
Students are expected to read short assignments that are then discussed, and often re-taught, in class.	Students are assigned substantial amounts of reading and writing, which may not be directly addressed in class.
Students generally receive assignments in both written and oral form, and may hand those assignments in during class time.	Students are often required to use email and the Internet for communication, class projects, submitting assignment, etc.
Through vehicles such as the IEP students, parents, teachers, counselors and support staff work together to ensure that student needs and accommodations are provided.	Students, not teachers, counselors or parents, must be able to identify their disability, provide documentation, and request accommodations and supports.
Students are usually corrected if their behavior is inappropriate.	Many moral and ethical decisions will arise. Students must take responsibility for their actions and decisions as well as the consequences they produce.
Review sessions are often held prior to tests. Test questions are usually directed at the ability to clearly recall what has been learned.	Students must work independently to prepare for tests. Review sessions by professors are rare. Students often must be able to apply information in new contexts.
Make-up tests are frequently available.	Make-up tests are unusual.
Students are not responsible for knowing graduation requirements.	Students must know and ensure they complete graduation requirements, which are complicated and may change.

Adapted from the “Choices: A Post-Secondary Planning Guide” [www. Postsecondarychoice.org](http://www.Postsecondarychoice.org)

Representatives Visiting Legal Prep

Each year dozens of universities, the military, and vocational programs send representatives to Legal Prep to visit with seniors. Most of these visits happen during the fall semester, with some additional/repeat visitors in the spring. These visits are a great opportunity for you to learn more about the schools and programs you are considering and to get some questions answered that may help you to narrow down your choices. It is also a chance for you to make a great impression, since the representative who visits Legal Prep is often the person who will be reviewing your application.

The schedule of colleges visiting Legal Prep is listed in Naviance. If you have a college/university in “Colleges I Am Thinking About” or “Colleges I Am Applying To” you will receive an automated e-mail when that college/university registers for a visit. It is your responsibility to note this visit in your calendar.

Seniors have the opportunity to attend up to four sessions using a college pass. These passes are distributed in advisory. Visits last one period and are held in the Legal Prep library. If you would like to attend, you must check-in with their teacher before you come to the library, and get a sign off to attend. This should

be done during the passing period. You are responsible for any missed school work. If teachers are giving a test, have a critical teaching lesson, or do not feel you deserves this privilege, they can always say no and retain you in their class.

Recommended Questions to Ask College Representatives

Admissions

- What are the admission requirements?
- What factors are considered for admission?
- What majors are offered? What are the most popular?
- What are the application deadlines for admission?
- Are interviews required?
- What GPA does your school accept?
- What kind of test scores do I need?
- Do you admit by major?

Academics

- What is the academic profile of the student you are interested in?
- What percentage of students graduate in four years?
- Are there internships available?
- What is the criteria for the honors program?
- What is the average class size?
- How accessible are professors outside of class?
- Will graduate students teach my courses?
- When must I choose a major?
- What student services are offered (tutoring, career counseling, study workshops, etc.)?
- What opportunities are available for study abroad?

Application

- What are the application deadlines? Is there a “best time” to apply?
- What percentage of applicants are admitted?
- Does the application cover scholarships, or do they require separate applications?
- Which application format is used by your school (Common App, School App, or both)?
- Are recommendation letters required? If not, does it help to send one anyway?
- What is the average range of test scores for incoming freshmen?

- Which entrance exams need to be taken (ACT/SAT/SAT Subject tests)?

Financial Aid

- What is the estimated annual total cost?
- What sources of financial aid and scholarships are available?
- What percentage of students receive financial aid?
- What is the average indebtedness at graduation?
- What financial aid forms are required and when is your deadline?

Housing

- What type of housing is available?
- Is it difficult to get on-campus housing?
- Is there a requirement that underclassmen live on campus?
- Is student housing guaranteed for four years?
- How and when do I apply for housing?
- How are roommates selected?

Student Life

- What is the geographic, ethnic, religious, and racial make-up of the student body?
- What special interest groups, activities, and fraternities/sororities are available?
- What’s it like on campus on the weekends?
- What are the hot issues on campus?
- What athletic division is your school a member of?
- Are intramural, club, and varsity sports offered?
- How are the sports and fitness facilities?
- What types of meal plans are available?

Other

- How many freshmen return as sophomores?
- How safe is the campus and its surrounding neighborhoods?

- Why is your school good for someone who'd like to study ?
- What sets your school apart from others?
- Do you have a 4-year graduation guarantee?
- What career services do you offer?
- What are recent graduates doing now

College Campus Visit

It is critical that you visit the colleges at the top of your list. Ideally this includes a tour of campus, meeting admissions representatives, conducting an admission's interview, talking with members of the financial aid office, sitting-in on a college class, eating in the dining hall, and connecting with extracurricular opportunities, like athletics, study abroad, research, and career services. In some cases colleges will allow you to stay overnight with a student in residence hall. Grab this opportunity if you can. At the very minimum, a college visit is a tour.



There is nothing that will make the college experience more real than spending time on a campus. Up to this point colleges are primarily a paper and or web construct. You will use all your senses when you visit. Is the campus in a busy city? Quiet rural field? Are students walking or driving around campus? Who is on campus? Boys? Girls? White students? Black

students? International students? Is the food in the dining hall made fresh or trucked in? Do people smile or walk right by? Is the campus green or a series of high-rises? A college visit asks you to feel the character of the place, not simply evaluate on dry stats.

While some colleges include an admission's interview in a campus visit and this becomes part of your application evaluation, for the most part this experience is for you to evaluate the college. For many students this is where "fit" becomes real. As you walk around campus and interact with various groups, do you feel that this is a place you can call home for several years? You need to set your own criteria for evaluation. Put your appraisal into three buckets: (1) "What do I NEED this campus to have?" (2) "What do I REALLY WANT?" (3) And "What would be NICE?" You are the buyer and you need to set the bar for what will make you lay out the cash.

College Fit

You will hear over and over again that finding a college is about finding the right "fit." What does this mean? When we talk about "fit," we are asking students to think hard about what criteria they feel is important in their college choices that actually fit their personality and goals. Not their parents. Not their friends. Not their coaches. And most certainly not their boyfriends or girlfriends. At the most basic level it is discovering what qualities of a college environment are going to help you succeed. This also incorporates the real factors that impact student choice, such as family situations, financial restrictions, disabilities, and other external pressures.

In guiding students, the Legal Prep team will focus on what we call the “5P’s”:

- **People:** What kinds of people do you want to be around? Are you interested in an HBCU? Is Greek life important? Do you want Big Ten or liberal art experience?
- **Place:** College is time to try some new geography. Where would you like spend two or four years? Have you always dreamed of living in Atlanta, DC, LA, or New York?
- **Person:** Who are you? Do you thrive in a smaller classroom? Do you love big lectures? Are you a social person? Do want to be in academic powerhouse? What are external impact factors?
- **Program:** Does the college have the types of academic and social programs you want?
- **Price:** What will this education cost you and your family? Is it affordable?

College Match

There are a huge number of variables that play into the selection of applicants for admissions. Two of the most critical pieces are GPA and test scores. While this is arguably not the best way to select amazing students, this is the system we work within. Because of this, we are providing a selectivity chart as well as some examples universities that exemplify these tiers. This is not a guarantee of admissions. Use this as a rough guide as you asses your options.

Cumulative GPA	<2.0	2.0-2.5	2.6-2.9	3.0-3.4	3.5-4.0
ACT or SAT					
<18/<930	2-year colleges (Tier 5)	Non-Selective (Tier 4)	Non-Selective (Tier 4)	Somewhat Selective (Tier 3)	Selective (Tier 2)
18-21 940-1090	2-year colleges (Tier 5)	Non-Selective (Tier 4)	Somewhat Selective (Tier 3)	Selective (Tier 2)	Selective (Tier 2)
22-24 1100-1190	Non-Selective (Tier 4)	Somewhat Selective (Tier 3)	Selective (Tier 2)	Selective (Tier 2)	Very Selective (Tier 1)
25+ 1200+	Somewhat Selective (Tier 3)	Selective (Tier 2)	Selective (Tier 2)	Very Selective (Tier 1)	Very Selective (Tier 1)

Very Selective (Tier 1)	
Harvard University (MA)	Ohio State University (OH)
Northwestern University (IL)	Stanford University (CA)
Princeton University (NJ)	University of Illinois at Urbana-Champaign (IL)
University of Chicago (IL)	University of Wisconsin at Madison (WI)
University of Michigan at Ann Arbor (MI)	University of California-LA (CA)
Selective (Tier 2)	
DePaul University (IL)	Howard University (DC)
Illinois State University (IL)	Iowa State University (IA)
Loyola University Chicago (IL)	Michigan State University (MI)
Purdue University (IN)	University of Illinois at Chicago (IL)
Somewhat Selective (Tier 3)	
Northern Illinois University (IL)	Southern Illinois University at Carbondale (IL)
Western Illinois University (IL)	Eastern Illinois University (IL)
Clark Atlanta University (GA)	University of WI-Milwaukee (WI)
Non-Selective 4-year (Tier 4)	
Chicago State University (IL)	Northeastern Illinois University
Northern Illinois University-CHANCE PRG (IL)	Jackson State University (MS)
Grambling State University (LA)	National-Louis University (IL)
Langston University (OK)	
2-Year (Tier 5)	
Chicago City Colleges-Malcolm X (IL)	Aruppe College at Loyola University (IL)
Parkland Community College (IL)	Kirkwood Community College (IA)

A Sample of Colleges that Have Accepted Legal Prep Students

Albion College	Central State University	Georgia State University
Alcorn State University	Clark Atlanta University	Grand Valley State University
Arizona State University	Columbia College Chicago	Holy Cross College
Aurora University	Concordia University Chicago	Illinois Central College
Ball State University	Cornell College	Illinois Eastern Community Colleges
Beloit College	DePaul University	Illinois Institute of Technology
Benedictine University (IL)	Dominican University	Illinois State University
Blackburn College	Eastern Illinois University	Indiana State University
Bradley University	Edgewood College	Iowa Wesleyan College
Butler University	Elmhurst College	Joliet Junior College
CCC, Harold Washington College	Ferris State University	Kirkwood Community College
CCC, Malcolm X College	Fisk University	Lake Forest College
Central Michigan University	Gannon University	
	Georgetown College	

Lewis University
 Loyola University Chicago
 Luther College
 Lynn University
 Monmouth College
 Moraine Valley Community College
 National Louis University
 New Jersey City University
 Northeastern Illinois University
 Northern Illinois University
 Northern Michigan University
 Northwestern Michigan College

Parkland College
 Prairie State College
 Quincy University
 Ripon College
 Robert Morris University Illinois
 Rochester Community and Technical College
 Rockford University
 Saint Joseph's College-IN
 South Suburban College
 Southern Illinois University-Carbondale
 Southern Illinois University-Edwardsville

The University of Akron
 Truman State University
 University of St. Francis
 University of Illinois at Chicago
 University of Illinois at Springfield
 University of Wisconsin, Milwaukee
 Western Illinois University
 Western Michigan University

Benefits of Attending a Community College

Prepares students to transfer to four-year universities	<ul style="list-style-type: none"> • Credits can transfer to most four-year institutions across the country. • Many community colleges offer articulation agreements with different four-year institutions.
Small class sizes	<ul style="list-style-type: none"> • Most community colleges have an average class size of 25 to 30 students. • For example, MLX tries to keep their class size at 21. • Students have an opportunity to interact more with professors and other classmates.
Faculty focused on teaching	<ul style="list-style-type: none"> • Community college faculty are primarily focused on teaching. • Tenure is awarded based on teaching skills rather than on research and publications. • Faculty have practical work experience helping students gain real-world perspectives.
Student diversity	<ul style="list-style-type: none"> • Community colleges give students the opportunity to work and learn in a multicultural environment. • Student diversity in community colleges provides students with an understanding and appreciation of diversity within our society and the workplace. • For many students the community college is their first exposure to a diverse student body; including traditional and non-traditional populations with life and work experiences.
Many programs to choose from	<ul style="list-style-type: none"> • Community colleges offer programs in all major areas of study – from art to science. • Community colleges offer career preparation regardless of whether you are planning on transferring, getting your associates degree, completing a technical program or certificate.

Use of latest technology	<ul style="list-style-type: none"> • Most community colleges have connections with local businesses and therefore are often equipped with state-of-the-art technology. • Community colleges are leaders in many cutting-edge fields.
Low tuition cost	<ul style="list-style-type: none"> • Community college tuition is approximately 50% lower than most four-year institutions. • For example, Chicago City College annual tuition is only \$3,780 compared to almost \$15,000 to attend a four-year public university in Illinois. • Students who attend a community college for two years and transfer to a four-year university can lower their costs significantly.
...and so much more!	<ul style="list-style-type: none"> • Community colleges provide excellent student support services. • Community colleges do more than just educate students; they give students encouragement and the confidence to continue with their education by pursuing a bachelor's, Master's, or doctoral degree. • Community colleges are a cost effective alternative to starting a career. • Community colleges encourage lifelong learning.

Apprentice and Vocational Programs

If you like hands-on learning, an apprenticeship may be the perfect career training opportunity for you. Apprenticeships offer paid, on-the-job training combined with classroom training. Here are a few of the benefits of apprentice programs: (1) Earn while you learn. (2) Receive mentoring from professionals/journeymen. (3) Develop industry skills that are transferable within the industry. (4) Earn credentials through certification testing. Examples of different types of vocations:

- Automobile mechanics
- Boilermakers
- Bricklayers and stonemasons
- Bulldozer and grader operators
- Bus and truck mechanics
- Carpenters
- Cement masons
- Crane and Tower Operators
- Culinary: Cook or Pastry Cook
- Electricians
- Glaziers
- Heating and Cooling System Mechanics
- Meat Cutters
- Certified Nursing Assistant
- Plumbers and Pipefitters
- Roofers
- Tool and Die Makers
- Welders

Many vocational programs in Illinois are Workforce Innovation and Opportunity Act (WIOA) approved, which means that students can receive financial assistance to be trained. To qualify you will go through career counseling with WIOA staff member who will provide a battery of tests and consultation about your best past forward. It is important to realize if you use WIOA funding you only get this kind of assistance one-time in your life. Programs can last anywhere from a few weeks to a year depending on the level of certification you seek.



The best site to look at options is the Illinois Worknet Center. You can search by geography, programs, cost, funding options, and certifications. Once you register you have access to a wealth of information. www.worknet.com

Military Recruiting Process

The process involves meeting with a recruiter, taking the Armed Services Vocational Aptitude Battery (ASVAB), going to a Military Entrance Processing Station (MEPS), choosing a Military Occupational Specialty (MOS), completing Basic Training as well as Advanced Individual Training (AIT).

Step 1: Take the ASVAB

The ASVAB is a multiple-choice exam that helps determine the careers for which an individual is best suited. Both traditional pen-and-paper exams and a computer-based version are available.

Step 2: Pass the physical examination

A recruiter will discuss physical requirements with recruits beforehand. The physical is a regular medical exam, similar to what you would receive at a family doctor.

Examinations include:

- Height and weight measurements
- Hearing and vision examinations
- Urine and blood tests
- Drug and alcohol tests
- Muscle group and joint maneuvers
- Specialized test if required (pregnancy test for women, body fat percentage test for those who are overweight, tests relating to any unusual medical history)



Step 3: Meet with a military counselor and determine career path

At this point, a service enlistment counselor meets with each recruit to find the right job specialty. A few different factors contribute to career selection:

- Needs of the Service

- ❑ Job availability
- ❑ ASVAB score
- ❑ Physical requirements (for example, a recruit needs normal color vision for some careers)
- ❑ Recruit preference
- ❑ Explore potential career fields here.
- ❑ The service enlistment counselor will also go over the enlistment agreement with the recruit. It is important to understand this fully before signing. When a recruit signs this agreement, he or she is making a serious commitment to the Military!
- ❑ At this time, recruits are also fingerprinted for their files, which are required for background checks and security clearances.

Step 4: Take the Oath of Enlistment

Once the recruit's career has been determined, he or she is ready to take the Oath of Enlistment. In this statement, the recruit vows to defend the U.S. Constitution and obey the Uniform Code of Military Justice (UCMJ).

I, (name), do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; and that I will obey the orders of the President of the United States and the orders of the officers appointed over me, according to regulations and the Uniform Code of Military Justice. So help me God.

Step 5: After going through a Military Entrance Processing Station (MEPS)

The new recruit now does one of two things, depending on the terms of his or her enlistment:

- ❑ Direct Ship – The recruit reports to Basic Training shortly after completing MEPS testing requirements. (It varies based on job assignment and branch.) A recruiter will provide instructions on transportation to Basic Training at this time.
- ❑ Delayed Entry Program (DEP) – The recruit commits to Basic Training at a time in the future, generally within one year. Most recruits enter DEP before shipping, including recruits who enlist before completing high school. Recruits enrolled in DEP may return to their homes until the time comes to report for duty.

Armed Services Vocational Battery (ASVAB) Test

Students interested in pursuing a military option after Legal Prep should review the criteria for the ASVAB test. The Armed Services Vocational Aptitude Battery measures your knowledge and ability in ten different areas. It is not an IQ test, but the ASVAB does help the military assess which jobs you are best suited to perform.

The ASVAB tests cover general science, arithmetic reasoning, word knowledge, paragraph comprehension, numerical operations, coding speed, auto and shop information, mathematics knowledge, mechanical comprehension and electronics information.



While there is no "failing" the ASVAB, you will need to score at least a 31 for the Army, 36 for the Air Force, 45 for the Coast Guard, 31 for the Marines, and 35 for the Navy to be considered for enlistment. The test is scored from 1-99. Your scores will be provided to you on a report called the ASVAB Student Results Sheet, with additional information to help you understand your score. In addition, each job in the military has specific score requirements based on the 10 test areas of the

ASVAB. You may be eligible to enlist, but based on your sub-scores may or may not be able to work in an area of specific interest.

ASVAB Test Areas

General Science - measures knowledge of life science, earth and space science, and physical science

Arithmetic Reasoning - measures ability to solve basic arithmetic word problems

Word Knowledge - measures ability to understand the meaning of words through synonyms

Paragraph Comprehension - measures ability to obtain information from written material

Mathematics Knowledge - measures knowledge of mathematical concepts and applications

Electronics Information - measures knowledge of electrical current, circuits, devices and electronic systems

Auto and Shop Information - measures knowledge of automotive maintenance and repair, and wood and metal shop practices

Mechanical Comprehension - measures knowledge of the principles of mechanical devices, structural support and properties of materials

Assembling Objects - measures ability with spatial relationships

You can review the basic elements and how the test plays into the process at www.officialasvab.com.

Athletics and the NCAA

The NCAA is the governing body of many intercollegiate sports. Each college regulated by the NCAA has established rules on eligibility, recruiting and financial aid and falls into one of the three membership divisions (Divisions I, II and III). Divisions are based on college size and the scope of their athletic programs and scholarships. The NCAA recommends that student-athletes register at the beginning of their junior year in high school, but many students register after their junior year. There is no registration deadline, but students must be cleared by the Eligibility Center before they receive athletic scholarships or compete at a Division I or II institution. Students must register online at the NCAA Eligibility Center. They will have to enter personal information, answer questions about their course work and sports participation outside of high school and pay a registration fee. Students who have received a waiver for the SAT or ACT are eligible for a waiver of the registration fee.



College Entrance Tests

Many colleges will require either the ACT or the SAT for admission. Most schools will take both. You may also need to take SAT subject tests. It is your responsibility to know which test(s) each college requires. Please check the college website for this information.



Legal Prep provide several opportunities to take the SAT at Legal Prep, as well as provide fee waivers to take the test at area high schools. We STRONGLY recommend that seniors take the exam at least three times. Historically test scores have improved dramatically for seniors that re-take the exam.

Legal Prep will provide test scores to colleges for free. Some universities require official scores be sent from the College Board (ordering.collegeboard.org), who manages the SAT. There may be a cost associated with this. Each senior has an account with collegeboard.org that allows students to review all their scores as well as order scores.

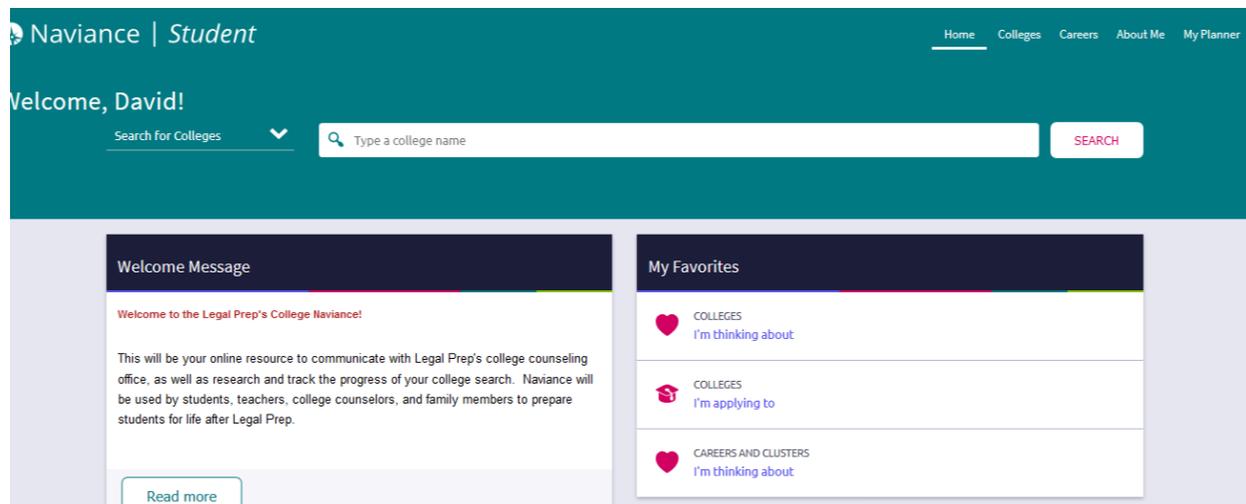
SAT Dates	Registration Deadline	Late Registration	Deadline for Change
Oct 10, 2018	Testing at LPCA	Testing at LPCA	Testing at LPCA
Nov 3, 2018	Oct 5, 2018	Oct 24, 2018	Oct 24, 2018
Dec 1, 2018	Nov 2, 2018	Nov 20, 2018	Nov 20, 2018
March 9, 2019	Feb 8, 2019	Feb 27, 2019	Feb 27, 2019

Post-Secondary Web Portal - Naviance

The post-secondary team manages most of the planning process through our online portal called "Naviance." This is a comprehensive website that students and families use for career and college planning, and is personalized for Legal Prep students.

Naviance allows you to:

- Get involved in the planning and advising process - Build a resume, complete online surveys, and manage timelines and deadlines for making decisions about colleges and careers.
- Research colleges - Compare GPA, standardized test scores, and other statistics to actual historical data of Legal Prep students who have applied and been admitted in the past.
- Research careers - Research hundreds of careers and career clusters, and take career assessments like the Career Interest Profiler and personality tests.
- Organize your college list - Request transcripts
- Connect- Sign up for college visits to LPCA, read LPCA's post-secondary newsletter, and work on projects assigned in Senior Collegiate Scholars



Naviance allows Legal Prep to:

- Send application documents such as your transcript, letters of recommendation, school profile, and counselor forms (secondary school reports).
- Share information with you about upcoming meetings and events, local scholarship opportunities, and other resources for college and career information.

How to login into LCPCA's Naviance

Website: student.naviance.com/lpca

Username: LPCA student email address

Password: LPCA student ID#

FERPA (Family Educational Rights and Privacy Act)

We want to make students and families aware that Legal Prep Charter Academy will send and discuss a student's educational records with organizations that support the student's post-secondary educational goals. This is done under the federal Family Education Rights and Privacy Act, commonly called FERPA.

Legal Prep provides this information to make students and families aware of what material is shared with post-secondary programs.

Shared

Official Academic Transcripts

Grade Point Average (GPA)

Class Rank

SAT and/or ACT Test Scores

Letters of Recommendation

Fee Waivers (based on family financial status)

Not Shared

Attendance Records
 Disciplinary Records

Students and families have access and can inspect all official documents above, EXCEPT letters of recommendation. Letters of recommendation are written in confidence between Legal Prep staff and post-secondary institutions, and are considered privileged statements. If students and families do not want letters of recommendations included as part of their academic records, they should make that request in writing to Legal Prep Charter Academy’s Director of College Counseling.

If you have further questions about FERPA or student record please contact Legal Prep’s college counseling staff or the main office.

The College Pre-Application Process

Before you even begin typing out an application you need to have a few pieces of critical information.

1. When is the application deadline?
2. What type of application are you going to complete?

STUDENTS: WHICH COLLEGE ADMISSION PROCESS BEST SUITS YOU?				
Non-Restrictive Application Plans			Restrictive Application Plans	
Regular Decision	Rolling Admission	Early Action (EA)	Early Decision (ED)	Restrictive Early Action (REA)
DEFINITION: Students submit an application by a specified date and receive a decision in a clearly stated period of time.	DEFINITION: Institutions review applications as they are submitted and render admission decisions throughout the admission cycle.	DEFINITION: Students apply early and receive a decision well in advance of the institution’s regular response date.	DEFINITION: Students make a commitment to a first-choice institution where, if admitted they definitely will enroll. The application deadline and decision deadline occur early.	DEFINITION: Students apply to an institution of preference and receive a decision early. They may be restricted from applying ED or EA or REA to other institutions. If offered enrollment, they have until May 1 to confirm.
COMMITMENT: NON-BINDING	COMMITMENT: NON-BINDING	COMMITMENT: NON-BINDING	COMMITMENT: BINDING	COMMITMENT: NON-BINDING

3. What support materials will I need?
 - Do you need recommendations? How many? Do you need an essay? Are they test-optional? Do they need writing samples?
4. Is this college a fit base on the 5P’s?

You will need take note of all of these pieces as you being your applications.

A national organization of college admission counselors was asked to rank the top ten part of the application. Here is what they said:

1. Grades in College Prep Courses
2. Strength of Curriculum
3. Admission Test Scores (SAT, ACT)
4. Essay or Writing Sample
5. Counselor Recommendation
6. Student's Demonstrated Interest
7. Teacher Recommendation
8. Class Rank
9. Extracurricular Activities
10. Interview

Completing the Application Process

This is very simplified description, but this will get you moving:

1. Complete the college application
 - Common Application
 - School's own application
2. Confirm you pushed the "submit" button.
3. Go to Naviance
 - Add college to your "apply to list"
 - Complete all the details: decision plan, application type, confirm submission
 - Request transcripts be sent. This includes your transcript, test score, fee waiver, recommendations, and high school profile.
4. Add that college to your FAFSA list
5. Search for university specific scholarships on their website.
6. Look for email confirmation and any requests for any follow up information
7. Set-up admission interview if possible

High School Transcript

This is your official academic history and is produced by Legal Prep. It documents each of the classes you took during your four of high school. Some students are told that colleges will look at grades prior to 9th grade, but this is not typically true. In some cases if you took an Algebra I or a foreign language in 8th grade this may appear on your transcript.

The transcript has several parts. The first is your classes and grades in chronological order. It will show the academic credits you received for your classes. In some cases classes are worth 0.5, 1.0, or even more credits depending on the amount of course work. The second part is the grading scale. Most schools use a 4.0 scale where an "A" is 4.0, a "B" is 3.0, and so forth. In many cases honors, Advanced Placement, or College-level courses will be given weighted credit. Other things that may be on your transcript include a

calculated weighted and unweighted GPA, semester GPAs, class rank, and standardized test scores (ACT or SAT). The final piece on the transcript is typically any current classes you are taking without grades. For seniors, this will be your fall semester classes. An official transcript will come with the high school's seal and counselor's signature. In most cases you will need to have this sent by the school.

Your transcript will follow you everywhere as you go through college. Take it seriously.

This is the number one piece of paper colleges will focus upon. With the central question, "Is this student academically ready for our college's program?" Colleges look to the transcript for the answer. In the hierarchy of all the pieces of your college application, college admissions counselors turn to your transcript before they look at anything else. With this in mind you should get ahead of any issues by meeting and talking with your admission counselor if possible to talk about any academic dips or issues. If you missed a semester because of illness or transferred schools, you should explain the details so the counselors are not left imagining what happened.

Within the framework provided by your high schools profile, admission committees will be assessing how well you did academically over your high school tenure. If your school offers honors classes, did you take them? What level did you complete math? How many years of foreign language did you take? Are there any holes in your record? Strengths? Weaknesses? They will be looking at all the pieces from Freshman year onward. In truth, most students will apply to college in the fall of their senior year, so the transcript will only represent through the end of Junior year. Depending on your academic record, you may want to submit senior fall and possibly spring grades to colleges to show them progress.

You request transcript, letters of recommendations, test scores, and fee waivers through Naviance.

College Essay or Personal Statement

The college essay, sometimes called the personal statement, is your opportunity to describe who you are to college or scholarship reader. Unfortunately, for the most part you will be assessed by statistics: GPA, ACT, and class rank. But you are more than numbers. Your essay allows you to tell YOUR story. Make it real. Make it something you are proud of. Take the time to write something with heart.

You won't have many opportunities to talk with the person making a decision on your application. This essay is who you are beyond the transcripts and score reports.

Each college or scholarship program has different criteria for what they are looking for. In general, they are looking for two things.(1) Can you write? They look at grammar, spelling, and complexity of sentence structure. (2) What are you saying? They want to see good, meaty content that shows your personal voice. Is your writing generic? What's your story? In the case of a specific essay question, they want to see you answer the question directly. Don't reuse your personal statement in these cases.

College Interview

The interview is the gold standard for admissions professionals to hear your college-bound voice. In 30 to 60 minutes you can give counselors a sense of your excitement about their college, why you applied, what you will contribute to their campus, and your personal journey that has led you to their doorstep. You get to describe your past, present, and future to someone who has the opportunity to be your advocate in the admissions process. These interviews happen on college campuses for the most part, but can also be held at coffee shops, libraries, or at high schools.

You won't have many opportunities to talk with a person making a decision on your application. This is it. The interview allows you to "make your case" for your admissions. In some cases the interview can leverage you into a college that might not be an option based on admission statistics. Realizing how many application colleges receive, an interview gives you an advantage by being a real person versus a bunch of paper.

The interview is one of the most subjectively parts of the application process. While there will be lots of standardized questions, it ultimately comes down to this: "Does the interviewer think you are good fit for the college?" Do you come across as prepared academically and socially for the college they represent? And do you make a positive impression. Most interviewers are very sympathetic to the anxiety of the college interview and they want you to succeed. In this success is defined by showing maturity and preparedness.

Financial Aid

Most financial aid is based on need and is administered through the financial aid office of individual colleges. The best source for information is the financial aid website at each college.

Students who are in need of financial aid usually are awarded a combination package made up of the following:

- Monetary award, grant, or scholarship which is given to the student and does not have to be repaid. An award may be for one year only or may be renewable if academic requirements are met.
- A loan which the student must repay after s/he leaves college. Parent loans are also available.
- Part-time employment, possibly related to a student's field of study.

Sources of Financial Aid

Institutional Funds

Most colleges have their own scholarships or grants as well as loan and work programs funded from endowments and operational budgets.

Federal Programs

Please note that financial aid programs, as sponsored by the federal government, may be changed or eliminated through legislation from year to year.

Three major federal programs are campus-based, that is, directly administered by colleges. Nearly all colleges participate in these programs.

- College Work Study Program (CWSP) - This program provides jobs for students with demonstrated need. Colleges may also administer other federal programs, including ones to assist students who enter nursing and other health programs.
- Guaranteed Student Loan Program (GSL) - This federally sponsored program is an important source of loan funds. These loans are made primarily by banks, savings and loan associations, and credit unions, but some colleges are also lenders. Loans are based on demonstrated need.
- Parent Loans for Undergraduate Students (PLUS) - The federally sponsored Parent Loans for Undergraduate Students allows parents of students to borrow money to help with their children's college costs.

State Funds

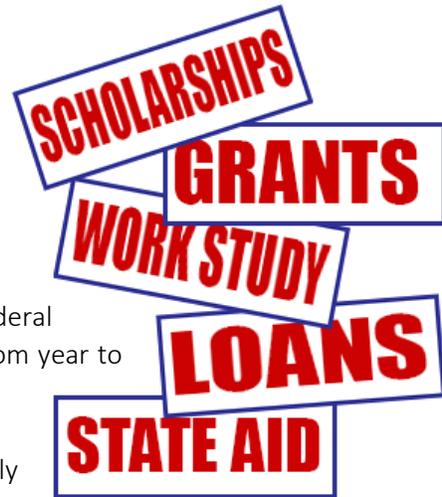
The state of Illinois provides scholarships and/or grants to help students attend the college of their choice. The regulations and application procedures for these programs vary. The largest grant program is the IL Monetary Assistance Program known as "MAP." See the Illinois Student Assistance Commission's website, www.isac.org, for more details.

Free Application for Federal Student Aid (FAFSA)

All families seeking financial aid must complete this form after October 1. In order to qualify for federal student aid you must meet some basic requirements including demonstrated financial need. Financial aid is calculated according to a formula established by law. The Expected Family Contribution (EFC) is a measure of your family's financial strength and is calculated from the information you report in the FAFSA. You may complete the form online by visiting www.fafsa.ed.gov.

CSS/PROFILE

CSS/PROFILE is a service of the College Board—a not-for-profit membership association of high schools, school systems, colleges and universities, and educational organizations. Colleges, universities, graduate and professional schools, and scholarship programs use the information collected on CSS/PROFILE to help them award non-federal student aid funds. Unlike the FAFSA, CSS/PROFILE is not required by every college



and university. Please check to see if this is required by the colleges and universities to which you plan to apply. There is a fee for this service. Some colleges will require you to complete both forms.

Senior Year Timeline for Financial Aid

September

- Carefully read the guidelines from the prospective college or university to determine what documentation they require in order to file for financial assistance.
- Student and one parent each need a FSA ID to file the FAFSA. Get your FSA ID before October 1, if possible. Go to fsaid.ed.gov to get your FSA ID.
- Attend Family Post-Secondary Planning Night.

October

- Submit your FAFSA! You may complete this process online at www.fafsa.ed.gov.
- Complete the CSS/PROFILE online at www.collegeboard.org (if necessary).
- You may use tax information from two years ago. Once your information has been processed you will receive a Student Aid Report (SAR).
- Check your SAR for accuracy. If your report has errors, return to the processing center for corrections. File the final corrected copy with your other college-related information.
- Watch for any mail that may come from the financial aid office at any of the schools to which you've applied. Open these e-mails and letters immediately as they may contain time-sensitive information.

All Year

- Students should regularly check the list of scholarships. There are many local scholarships available. See the college counseling team for more information.

FAFSA Details

To apply for federal student aid, such as federal grants, work-study, and loans, you need to complete the Free Application for Federal Student Aid (FAFSA) form. Completing and submitting the FAFSA form is free, and it gives you access to the largest source of financial aid to pay for college or career school.

In addition, many states and colleges use your FAFSA information to determine your eligibility for state and school aid, and some private financial aid providers may use your FAFSA information to determine whether you qualify for their aid.

To start the process you and one of parents/guardians must create a FSA ID. An FSA ID is a username and password that you must use to log in to certain U.S. Department of Education (ED) websites. Your FSA ID identifies you as someone who has the right to access your own personal information on ED websites such as the Free Application for Federal Student Aid (FAFSA) site at www.fafsa.gov.

It's important to understand that the student and the parent may not share an FSA ID: Your FSA ID is your signature, so it has to be unique to you. If you are a parent of a dependent student, you will need your own FSA ID if you want to sign your child's FAFSA form electronically. If you have more than one child attending college, you can use the same FSA ID to sign all applications, but each child must have his or her own.

Your FSA ID is used to sign legally binding documents electronically. It has the same legal status as a written signature.

Gathering the Documents Needed to Apply

The FAFSA questions ask for information about you (your name, date of birth, address, etc.) and about your financial situation. Depending on your circumstances (for instance, whether you're a U.S. citizen or what tax form you used), you might need the following information or documents as you fill out the application:

- Your Social Security number (it's important that you enter it correctly on the FAFSA form!)
- Your parents' Social Security numbers if you are a dependent student
- Your driver's license number if you have one
- Your Alien Registration number if you are not a U.S. citizen
- Federal tax information or tax returns including IRS W-2 information, for you (and your spouse, if you are married), and for your parents if you are a dependent student:
- IRS 1040, 1040A, 1040EZ
- Foreign tax return
- Tax return for Puerto Rico, Guam, American Samoa, the U.S. Virgin Islands, the Marshall Islands, the Federated States of Micronesia, or Palau
- Records of your untaxed income, such as child support received, interest income, and veterans benefits, for you, and for your parents if you are a dependent student
- Information on cash; savings and checking account balances; investments, including stocks and bonds and real estate (but not including the home in which you live); and business and farm assets for you, and for your parents if you are a dependent student

Some of our Favorite Scholarship Resources

[College Greenlight \(https://www.collegegreenlight.com\)](https://www.collegegreenlight.com)

With a focus on scholarships for under-represented students, this is a program Legal Prep has been suggesting for several years. They are eager to connect student to dollars.

[Scholarships.com \(https://www.scholarships.com/\)](https://www.scholarships.com/)

The free scholarship search is one of the most established and robust, tracking a reported \$19 billion in scholarships.

[Fastweb \(https://www.fastweb.com/\)](https://www.fastweb.com/)

Fastweb, owned by parent company Monster.com, is also a free scholarship search provider that claims to have more than 1.5 million scholarships in its database. Like scholarships.com, the site will find scholarships in its database and email you matches, deadlines and newsletters.

[College Board \(https://bigfuture.collegeboard.org/\)](https://bigfuture.collegeboard.org/)

The College Board's comprehensive BigFuture site helps students look up information about colleges and how to pay for school. Its scholarships search engine provides information on more than \$6 billion in scholarships, financial aid and internships.

Niche (<https://www.niche.com/colleges/scholarships/>)

On Niche.com, students can gain a sense of each school's "personality" by reading student reviews. They can also search for scholarships. Niche pairs students with the scholarships that match their qualifications, with student-friendly categories like no-essay scholarships.

Cappex (<https://www.cappex.com/>)

Cappex allows students to search both schools and scholarships, with a database of more than \$11 billion in scholarships. A proprietary calculator also allows students to gauge their chances of getting into prospective schools with user-generated data.

Guaranteed Scholarships (<http://www.guaranteed-scholarships.com/>)

This site is good place to see what scholarships are offered a specific colleges and universities. The "guarantee" is usually based on academic profile, test scores, or extracurricular involvement. In many cases you will not need to complete an essay or compete for these scholarships.

Planning for Students with Learning Differences: How to Disclose

[Why disclose in the post-secondary setting?](#)

As a student with a disability in elementary, middle and high school, you did not need to share information about your disability to receive accommodations because the school and your parents or guardians were there to assist you with arranging accommodations. Also, you had the support of the Individuals with Disabilities Education Act (IDEA), a law that entitles students with disabilities to receive a "free, appropriate public education."

Once you leave high school, the IDEA does not apply to you. Instead, as a person with a disability, you are covered under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Both of these laws require that covered individuals with disabilities must be provided with reasonable accommodations if the individual discloses a disability and the institution is a covered entity. These laws do not specify the process for obtaining accommodations in the same manner in which the IDEA does. Therefore, it is up to you to share information about your disability to make sure you receive the accommodations you need.

After high school, accommodations are usually provided by a program's disability support service only if you disclose your disability and request accommodations. Some reasons for disclosing your disability in a post-secondary setting include:

- Obtaining information about available supports and services, accessing reasonable accommodations.
- Discussing academic requirements and your course of study.
- Ensuring that faculty members implement the reasonable accommodations you require in order for you to be successful in your courses.
- Providing legal protection against discrimination (e.g., ADA).
- Securing general assistance in the transition to the post-secondary setting.

When to disclose your disability:

The timing of your disclosure depends upon when you need accommodations. Generally, there are five instances when it may be important to consider disclosure. If you choose to disclose your disability, colleges cannot disclose it to other parties without your permission

- Prior to Enrollment - you would disclose at this time if you needed accommodations during the application process. If an applicant meets the essential requirements for admission, an institution may not deny that applicant admission simply because he or she has a disability, nor may an institution categorically exclude an applicant with a particular disability as not being qualified for its program(s). An institution may deny admission to any student, disabled or not, who does not meet essential requirements for admission or participation. Institutions do not have a duty to identify students with disabilities
- At the time of admissions or enrollment - if you anticipate that you will need accommodations to complete your classes, it would be important to disclose at this point. Remember, you want to disclose your disability before you have trouble in a course due to a lack of accommodations. Also, disclosing early allows time for disability support services to plan and arrange needed accommodations.
- During your course of study - you would disclose at this point if you discover that you need accommodations while taking classes.
- After being diagnosed - you may want to disclose if you acquire a disability during your course of study and need accommodations to successfully complete the program.
- Never - you may choose not to disclose your disability if no accommodations are needed, or if you have decided to accommodate your needs personally. A student has no obligation to inform an institution of post-secondary education that he or she has a disability; however, if the student wants an institution to provide an academic adjustment or assign the student to accessible housing or other facilities, or a student wants other disability-related services, the student must identify himself or herself as having a disability. The disclosure of a disability is always voluntary.

How to disclose your disability:

Determine your own personal privacy boundaries concerning the amount and type of information you want to share with others. Pick a time when you are not rushed and can thoughtfully explain your needs to others. Remember to keep the disclosure conversation focused on your abilities and be self-determined and practical. It is also a good idea to practice talking about your disability with someone you trust to gain experience and feel comfortable.

What to disclose about your disability:

Programs may vary regarding the information they request from you. Below is information that you should be prepared to share with the disability support service staff.

- Information about your disability, including assessments and, if requested, documentation of your disability.
- Types of academic accommodations that have worked for you in the past.
- Types of academic accommodations you anticipate needing in the post-secondary setting.
- How your disability and other life experiences can contribute to success in your studies.
- How your disability affects your capacity to learn and study effectively.

To whom do you disclose your disability?

Generally, you should only disclose your disability to those individuals who have a need to know because of the accommodation process. You may consider disclosing to the program's disability support services' staff, academic advisor, directly on your application or to the admissions staff. It is a good idea to begin by disclosing to the disability services office to learn what the specific procedures are for your program. Disability services can best advise students on when and how to disclose disabilities to others within the post-secondary setting.

Adapted from: US Department of Labor, <http://www.dol.gov/odep/pubs/fact/wwwwh.htm>

Assessing College Readiness

Landmark College in Putney, VT is a leader in educating students with learning differences. They have developed an assessment form, which is useful in gauging college readiness. It is reproduced here with Landmark's permission. Landmark states: "This guide is designed as a first step in helping students understand the complex sets of skills, abilities and practices in five foundation areas – Academic Skills, Self-Understanding, Self-Advocacy, Executive Function and Motivation and Confidence. Landmark states that these five foundations "are particularly critical for students with learning disabilities or AD/HD in order to succeed in a traditional higher education setting." They caution that: "Scores obtained using this guide provide an opportunity for discussion; they are not intended to predict or limit a student's potential, or provide a diagnosis."

Directions:

For each of the foundation areas, you will find five questions. If the student can answer "yes" to each question, mark the "yes" box adjacent to the question with a check. Count checks marked in the "yes" boxes in each foundation area and record the number in the box marked "total."

Academic Skills	YES
1. Can you read up to 200 pages in a week?	
2. Do you have a system for taking notes?	
3. Can you write a paper of 5 or more organized pages that refers to two or more sources?	
4. Do you have a system for preparing for tests and exams?	
5. Can you clearly summarize a college-level reading assignment?	
Total from this section	
Self-Understanding (Metacognition)	YES
1. Can you define and describe your diagnosis of a learning [or other] disability?	
2. Have you read your psycho-educational testing?	
3. Do you know your academic strengths?	
4. Do you know which academic tasks give you the most difficulty?	
5. Can you identify the academic supports you need to be successful?	
Total from this section	
Self-Advocacy	YES

1. Do you know your legal rights as a student with a learning, AD/HD [or other] disability?	
2. When you run into difficulty, do you ask for help?	
3. Do you schedule your own appointments with doctors, advisors and counselors?	
4. Do you have access to your psycho-educational testing?	
5. If a student or college refused to provide you with an appropriate accommodation, would you contest the decision?	
Total from this section	
Executive Function	YES
1. Do you have a system for keeping track of your projects, books and papers?	
2. Do you have a system for scheduling and managing your time?	
3. Are you able to ignore difficulties and focus on the task at hand?	
4. Are you able to complete all the steps of a project in a timely manner?	
5. Do you have a strategy for competing tasks that you find boring?	
Total from this section	
Motivation and Confidence	YES
1. Do you have an academic subject that you find interesting?	
2. Do you know what you want to get out of your first year of college?	
3. Do you know that you can succeed?	
4. When you think about what you have to do in college are you excited?	
5. Can you imagine your life in 10 years?	
Total from this section	

How to score this guide

- Transfer the total for each foundation area into the spaces provided below. (Students may have significant strengths in some foundation areas; yet still struggle in one or more.)
- Add these totals together and record that number in the box at the bottom for “Total number of questions marked yes.”
- Multiply the total number of answers marked “yes” by four (4) to get the foundation percentile.

Academic Skills- Scoring below 3 in this area indicates that a student would benefit from explicit instruction (including direct explanation, guided practice and feedback) in Academic Skills. Further testing can help identify specific skills needing development. A student must be able to read and write with a high level of independence.	
Self-Understanding (Metacognition)- A score lower than 3 in Self-Understanding suggests that a student would benefit from further development of metacognition - a student's awareness and understanding of his [or her] own learning profile. A student must be intimately aware of his or her strengths and challenges in learning.	

<p>Self-Advocacy- Scoring less than 3 in Self-Advocacy indicates that a student would benefit from instruction in the laws and regulations regarding individuals with disabilities and higher education. Because college students are adults, they cannot be compelled to use services and accommodations and, therefore, are required to advocate for themselves. This means college students must personally request any required accommodations. A student must independently ask for - and at times even fight for - services and support.</p>	
<p>Executive Function- A score below 3 in this area suggests that a student would benefit from focused instruction on Executive Function skills. A student must be able to keep track of assignments, organize books/materials and manage time independently.</p>	
<p>Motivation and Confidence- Scoring below 3 in Motivation and Confidence suggests a student cannot clearly visualize successfully completing a college education. College students who would rather be somewhere else - working for a living, attending trade or technical school, pursuing dreams such as sailing around the world - are unlikely to take advantage of the resources necessary to complete a college degree. Furthermore, students who do not believe they are capable of doing the required work are likely to give up, even skipping classes or finals. A student must have clear set goals and believe that he or she can succeed.</p>	

Understanding the Results

The guide is intended for use as a starting point for discussion. Understanding the areas where a student might struggle can help determine appropriate supports. Scores developed through the questionnaire should provide a good sense of the various strengths and challenges the student faces.

For each Foundation Area, there is a brief definition followed by an explanation of implications associated with the score. These scoring implications for each Foundation Area are considered more important and informative than the overall percentile.

However, scoring 80% or higher suggests a student is likely to succeed independently in a traditional college environment. Scoring below 50 percent suggests a student is likely to struggle in a traditional college setting.

Adapted from the “Choices: A Post-Secondary Planning Guide” [www. Postsecondarychoice.org](http://www.Postsecondarychoice.org)

Helpful Websites

A student’s first stop for information on anything related to the college process should always be the post-secondary team and Naviance. Numerous college guidebooks, catalogs, and related materials are available in the college counseling office. The internet also offers a vast amount of information to help you with your college search.

GENERAL COLLEGE INFORMATION

Association of Catholic Colleges and Universities	www.accunet.org
College Information	www.wisemantech.com/guidance
College Guide	www.mycollegeguide.org
College of Lake County	www.clcillinois.edu
College Profiles	www.collegeprofiles.com
College View	www.collegeview.com
Go College	www.gocollege.com
Peterson's Guides	www.petersons.com
Princeton Review	www.princetonreview.com/college
Virtual Tours	www.campustours.com

FINANCIAL AID AND SCHOLARSHIPS

CSS/PROFILE	www.collegeboard.org
FAFSA	www.fafsa.ed.gov
FAFSA Forecaster	www.fafsa4caster.ed.gov
FastWeb Student Resource Network (Scholarships)	www.fastweb.com
Federal Student Aid Resources	www.studentaid.ed.gov/resources
The Financial Aid Information Page	www.finaid.org
Financial Fit	www.collegecountdown.com
Illinois Student Assistance Commission	www.isac.org
Net Price Calculator - link to colleges	www.collegecost.ed.gov/netpricecenter.aspx
Scholarships	www.scholarships.com
U.S. Department of Education Federal Student Aid	www.studentaid.ed.gov

TESTING TIPS AND INFORMATION

ACT	www.actstudent.org
College Board (SAT)	www.collegeboard.org

COLLEGE ATHLETICS

NAIA Eligibility Center	www.playnaia.org
National Association of Intercollegiate Athletics	www.naia.org
National Collegiate Athletic Association	www.ncaa.org
NCAA Eligibility Registration	www.eligibilitycenter.org

CAREER RESOURCES AND INTEREST SURVEYS

Career Builder	www.careerbuilder.com
Career Toolbox	www.myfuture.com

Careers by Major/Interests	www.niu.edu/careerservices/weblinks
Occupation Outlook Handbook	www.bls.gov/ooh

PROFESSIONAL WEBSITES

Architecture	www.acsa-arch.org
Dentistry	www.ada.org
Engineering	www.nspe.org
Game Design	www.igda.org
Law	www.americanbar.org/aba ; www.lsac.org
Medicine	www.aamc.org
Nursing	www.nursingworld.org
Pharmacy	www.pharmacist.com
Physical Therapy	www.apta.org
Sports Management	www.nassm.com
Veterinary	www.aavmc.org