



# College Advising Handbook

A-G Intervention and Support

**LAUSD**  
UNIFIED

# Table of Contents

Click tabs to jump to different sections in the handbook

- 4 Support Actions
- 5 Fall & Spring Calendar

- 8 Support Actions
- 9 The School Transcript
- 11 Advanced Placement (AP)
- 12 Concurrent Enrollment
- 12 CSU and UC Admission Requirements
- 14 Creating a list of colleges
- 14 Advising students on "Match & Fit" colleges
- 15 College Types
- 16 CTE Pathway and Careers
- 18 Early Assessment Program (EAP)
- 21 Graduation Requirements
- 24 LACCD & College Ready Promise
- 25 Seal of Biliteracy
- 25 TES (Transcript Evaluation System)

- 27 Support Actions
- 28 Choosing a Major
- 29 How Can Counselors Learn About Colleges and Careers?

- 30 Support Actions
- 31 Application
- 33 Eligibility in the Local Context (ELC) Program
- 33 Letters of Recommendation
- 34 Naviance and the College Application Process
- 35 School Profile

- 36 Support Actions
- 37 SBA
- 38 SAT vs. ACT
- 39 What Does "Test Optional" Mean?

- 40 Support Actions
- 41 AB 132 and AB 469
- 41 FAFSA or CADAA
- 44 Types of Financial Aid

- 47 Support Actions
- 48 Academic Eligibility Requirements
- 49 Terms to Know
- 50 Working with your school coach

- 51 Support Actions
- 52 Fifth Year Students/Foster and EL
- 52 Terms to know
- 53 Waivers and Exemptions

- 54 Summer Melt Activities
- 55 Accepted? What's Next?

# Welcome to School Counseling

## Support Actions

- ✓ Schedule individual counseling sessions with prioritizing students off track, to help them focus on personal needs and goals
- ✓ Hold group classroom lessons to discuss the college and career exploration process and procedures
- ✓ Communicate opportunities to participate in appropriate, personalized instructional intervention opportunities when necessary
- ✓ Meet with students who are on track but received a “D” or “F” at the spring semester 10-week mark reporting to provide support and identify needed intervention
- ✓ Provide resources to encourage career exploration. Discuss Career Pathways with students during their IGP meeting and notate in counseling communications and MISIS.
- ✓ Include parents whenever possible in IGP meetings to discuss college and career planning
- ✓ Utilize technology and online resources to support students in decision making, college choice, and career planning. (Please refer to [GPS for LA Unified/ GPS Naviance](#) or [K-12 Partnerships – California College Guidance Initiative](#) for support with resources)
- ✓ Host panels or workshops with college admissions and financial aid advisors to present admissions & campus-specific opportunities
- ✓ Create a local college event on your campus or with another school
- ✓ Invite recent graduates to return to the school and share their experiences through college
- ✓ Prepare your school materials that include the school profile (transcripts, recommendations, and profiles) to be sent to colleges on behalf of students

# Welcome to School Counseling

School counselors work to maximize student success, promoting access and equity for all students. School counselors help all students with applying academic achievement strategies, managing emotions, applying interpersonal skills, and planning for postsecondary options. School counselors work to create a future world where all students thrive.

To learn more about the counseling role and counseling programs, please visit [School Counseling Programs](#).



# Welcome to School Counseling

## College Advisement Fall & Spring Plan

### 9th and 10th Grade

FALL	SPRING
<ul style="list-style-type: none"><li>• 9<sup>th</sup> and 10<sup>th</sup> Grade</li><li>• Schedule classroom lessons to introduce/review graduation requirements</li><li>• Introduce Naviance, a website that allows students to explore colleges and careers. Students should complete Career Cluster Finder and SuperMatch College Search in Naviance</li><li>• Introduce how to calculate different GPAs and the importance of their financial aid</li><li>• Discuss student progress during IGP and encourage students to improve grades</li><li>• Provide students opportunities to recover failed courses</li><li>• Coordinate PSAT testing for 10th graders</li><li>• Share websites like the College Board, College Guidance Initiative, and the California College Guidance Initiative to start helping students research colleges based on GPA, location, college size, etc</li><li>• Schedule presentations from college and career professionals for students</li><li>• Meet with students earning 1 or more "D" or "F" after the 5 and 10-week mark</li><li>• Meet with students that are off-track in the first 10-weeks of each semester and provide a credit recovery plan</li></ul>	<ul style="list-style-type: none"><li>• Meet with students that are off track in the first 10-weeks of the semester and provide a credit recovery plan</li><li>• Help students explore Cluster Finder and build a resume on Naviance</li><li>• Encourage students to take Honors and AP courses</li><li>• Encourage students to retake courses where they earned a "D"</li><li>• Meet with students on calculating GPA, importance of a "C" or better and financial aid</li><li>• Schedule college field trips</li><li>• Review how to calculate and know the differences in GPAs</li><li>• Attend local college fairs and information sessions hosted by colleges</li></ul>

# Welcome to School Counseling

## 11th Grade

FALL	SPRING
<ul style="list-style-type: none"><li>• Meet with students that are off-track in the first 10-weeks of the semester and provide a credit recovery plan</li><li>• Schedule Naviance presentations and support students with College Match</li><li>• Invite Community College, UCs, and CSU representatives to your campus to speak to students about their programs</li><li>• Provide fee waivers to students and encourage those who are applying to private or out-of-state to take the SAT and ACT</li><li>• Review high school transcripts with students during the IGP meeting</li><li>• Schedule informational meetings with families in September and October to introduce the FAFSA/CADAA process</li><li>• Remind juniors to complete AchieveWorks Personality and the SuperMatch College Search in Naviance</li></ul>	<ul style="list-style-type: none"><li>• Meet with students that are off-track in the first 10-week of the semester and provide a credit recovery plan</li><li>• Review the College and Career Readiness Guide with students during the IGP meetings</li><li>• Set up meetings with parents and students to share the college application timeline</li><li>• Schedule IGP meetings with parents to review students' post-secondary plans</li><li>• Set up an NCAA meeting with all potential college athletes and their parents to discuss expectations</li></ul>

# Welcome to School Counseling

## 12th Grade

FALL	SPRING
<ul style="list-style-type: none"><li>• Upload student transcripts in bulk to Naviance to send to colleges.</li><li>• Review student transcripts, and review post-secondary plans with all students.</li><li>• Schedule senior meetings to finalize college lists, discuss financial aid, match/fit and A-G review.</li><li>• Update your school profile.</li><li>• Meet with students that are off-track in the first 10-week of the semester and provide a credit recovery plan.</li><li>• Organize and promote college and financial aid information day/evening sessions.</li><li>• Remind students to ask teachers for letters of recommendation.</li><li>• Invite recent high school graduates to share their college experiences.</li><li>• Encourage students with D's to improve their grades through an academic course extension opportunity or through credit recovery pathway.</li><li>• Schedule and publicize FAFSA/CADAA application workshops.</li></ul>	<ul style="list-style-type: none"><li>• Publicize scholarship opportunities on Naviance.</li><li>• Meet with students earning D's or F's and provide academic support.</li><li>• Schedule senior meetings with individual students to review college acceptance and financial aid letters.</li><li>• Begin planning for College Signing Day!</li><li>• Remind students to commit to a college by May 1 and plan out next required steps for transition.</li><li>• Meet with non-graduating seniors and enroll them in summer school.</li><li>• Gather student contact information to continue Summer Melt support.</li><li>• Invite LACCD to your campus to help with community college enrollment.</li><li>• Continue support with college transition (housing, college portals, college orientation).</li><li>• Advertise and monitor that all Senior Exit and College and Career Readiness surveys are completed prior to their last day of school.</li><li>• Send final transcripts to colleges.</li><li>• Log into CSAC to confirm graduation and confirm the release of financial aid.</li><li>• Look at results of Senior Exit Survey in Naviance to determine needed supports after graduation.</li></ul>

# Preparing Students for College & Career

## Support Actions

The primary goals in preparing students to apply to college and support with Career Exploration are:

- ✓ Ensure students understand the importance of taking college preparatory classes starting in 9th grade, even if they are certain they will go to college
- ✓ Schedule students into A-G courses and schedule students into classes based on their post-secondary plans
- ✓ Review student courses on transcripts and make sure they are aligned with college and or career aspirations
- ✓ Explain the difference between high school graduation requirements and college entrance requirements to students and families
- ✓ Review the College Readiness Guide found in MiSIS with ALL students during their IGP
- ✓ Encourage all students to take advantage of opportunities to take AP courses, concurrent enrollment, CTE (concentrator and capstone), and fourth year of math
- ✓ Provide teachers with relevant and timely information about college preparation and college entrance requirements so they can provide students with accurate information, too
- ✓ Communicate opportunities for academic assistance, tutoring, extra help, booster courses, and summer term for those students struggling to meet requirements
- ✓ Have students explore Naviance/ Career Exploration Naviance and complete district-assigned tasks

# Preparing Students for College & Career

## The Transcript

Grades and academic subjects are the single best predictor of success in college, and colleges look for evidence that the student has undertaken rigorous coursework. The transcript must clearly indicate AP or honors courses. So for most students, the transcript is the most important document in the college application process. Verify course names are in UCOP and are clear to colleges. Ensure the student's transcript is reviewed with the student at least once a year during the IGP meeting. Encourage students to take more advanced courses to add to their transcript. Add courses taken at community colleges to transcripts.

\* Most colleges require a mid-year report, which reflects senior grades at the end of the first semester. This is not the official transcript but the mid-year report. You will need to upload through Naviance.

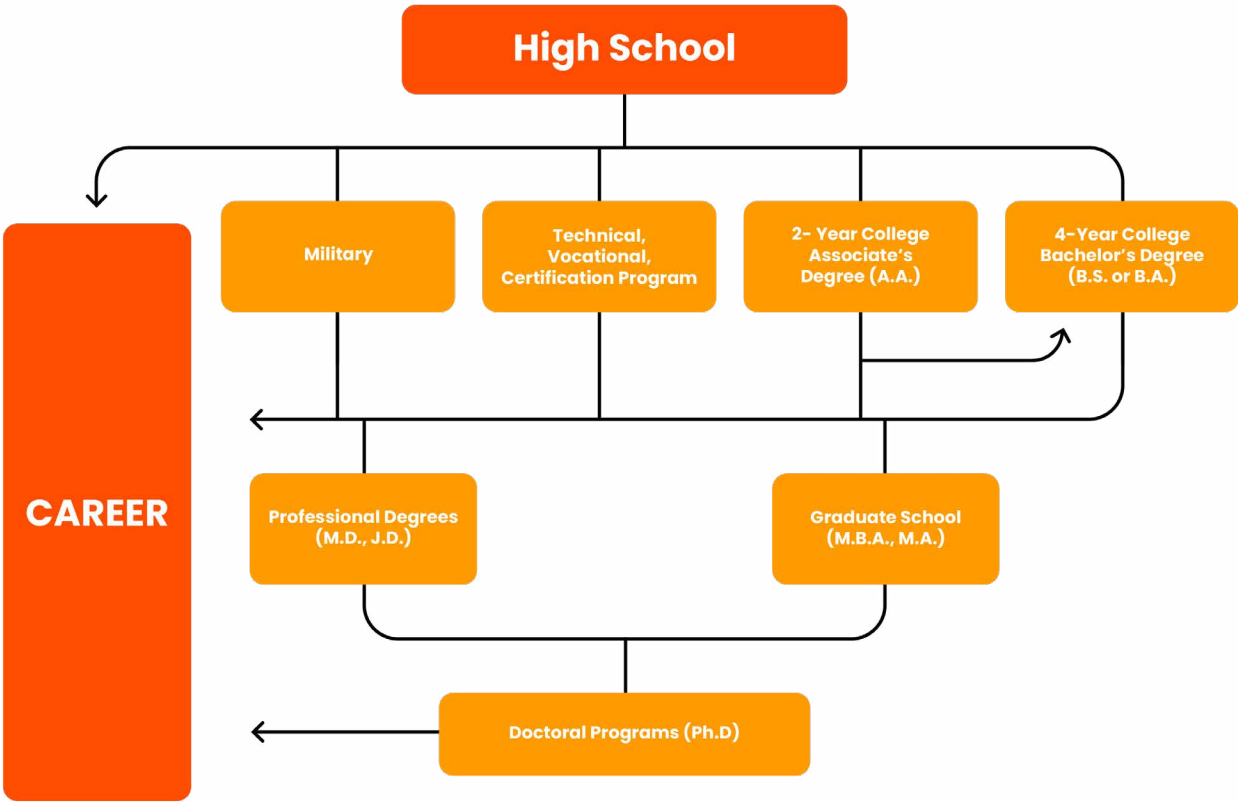


**TIP**  
Visit 9th-grade classes and introduce graduation and college requirements.

**TIP**  
Encourage all students to pursue some form of postsecondary education. There are postsecondary educational opportunities for everyone.

# Preparing Students for College & Career

## Postsecondary Pathways



# Preparing Students for College & Career

## Advanced Placement

### AP Classes

Colleges take into consideration students who have participated in rigorous academic programs. Honors courses, AP courses, community college, or advanced courses such as a 4<sup>th</sup> year of math or 3<sup>rd</sup> year of LOTE on a transcript to indicate that the student is likely to succeed in college. Admissions officers will use the school profile to determine how many advanced courses a high school offers and to what extent a student took advantage of those classes.

AP Exams are administered in May and are scored on a scale of 1 (low) to 5 (high), with a score of 3 considered passing. Please note that not all colleges provide course credit with an AP score of 3 or higher.

### Benefits to students

- Students may possibly earn credit([AP Central](#)), advance placement, or both, in college.
- Admissions officials know that an academically impressive high school transcript is a good indicator of college success.
- AP courses prepare students for the rigor of college.
- Classes add an additional point to GPA (ex. an “A” in a regular class equals 4 points but an A in an AP class earns 5 points towards their GPA).

\* Students do not have to take an AP course to take an AP exam.



# Preparing Students for College & Career

## College Coursework

### Dual Enrollment

Dual enrollment includes college courses that high schools offer during the school day. It is the goal of the District that all high school students have access to these courses. Dual enrollment courses are taught by college professors, but are entered in MiSiS as part of the student's schedule.

### Concurrent Enrollment

Students may also attend community college courses outside of the school day through concurrent enrollment. These classes are also entered into the student schedule in MiSiS.

The student is responsible for obtaining approval from their high school counselor prior to enrolling in college coursework. At that time, the counselor will determine whether the course will receive high school credit along with college credit or only college credit. Credit toward high school graduation for successful completion of community college courses may be granted to a student enrolled in a senior high school under the guidelines outlined in Bulletin-1040.4 Credit for Concurrent Enrollment in High School and Community College.

## CSU and UC Admission Requirements

The CSU, [Freshman: Admission Requirements | CSU](#), requires a minimum 15-unit pattern of courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area. A grade of C or better is required for each course a student is used to meeting any subject requirement.

To meet minimum admission requirements, [Subject requirement \(AG\)/ UC Admissions](#), for the UC system, a student must complete 15 year long high school courses with a letter grade of "C" or better — at least 11 of them prior to the last year of high school.

Keep in mind that taking approved high school (A-G) courses isn't the only way to satisfy these requirements. Students may also meet them by completing college courses or earning certain scores on AP or IB exams.

# Preparing Students for College & Career

## THE DIFFERENCE BETWEEN APPLYING TO A CSU vs UC

<b>CSU</b> <b>CALIFORNIA STATE UNIVERSITY</b> Minimum GPA 2.0	<b>UC</b> <b>UNIVERSITY OF CALIFORNIA</b> Minimum GPA 3.0
 <b>A</b> <b>History/Social Science</b> 2 years of History/Social Science including 1 year of US History and 1 year of an additional approved social science.	 <b>A</b> <b>History/Social Science</b> 2 years of History/Social Science including 1 year of US History and 1 year of an additional approved social science.
 <b>B</b> <b>English</b> 4 years of College Prep English Courses	 <b>B</b> <b>English</b> 4 years of College Prep English Courses
 <b>C</b> <b>Mathematics</b> 3 years of mathematics, 4 years recommended including Algebra I, Geometry and Algebra II and/or higher mathematics	 <b>C</b> <b>Mathematics</b> 3 years of mathematics, 4 years recommended including Algebra I, Geometry and Algebra II and/or higher mathematics
 <b>D</b> <b>Laboratory Science</b> 2 years of Laboratory Science, including 1 year of Biological Science and 1 year of Physical Science (Chemistry or Physics)	 <b>D</b> <b>Laboratory Science</b> 2 years of college-preparatory science, including or integrating topics that provide fundamental knowledge in 2 of these 3 subjects: biology, chemistry, or physics. 1 year of approved interdisciplinary or earth and space sciences coursework can meet one year of the requirement.
 <b>E</b> <b>Foreign Language</b> 2 years of the same language other than English	 <b>E</b> <b>Foreign Language</b> 2 years of the same language other than english, 3 years recommended
 <b>F</b> <b>Visual or Performing Arts</b> 1 year long course of Visual or Performing Arts	 <b>F</b> <b>Visual or Performing Arts</b> 1 year long course of Visual or Performing Arts
 <b>G</b> <b>College Prep Elective</b> 1 year of an approved College Preparatory Elective	 <b>G</b> <b>College Prep Elective</b> 1 year of an approved College Preparatory Elective

\*\*UC asks students to write a personal statement, and take extracurricular activities into consideration.

# Preparing Students for College & Career

## Advising students on “Match & Fit” Colleges

A fit school is when a college or university meets a student’s needs and wants academically, socially, and financially. A good college fit will meet most, if not all, of the student’s preferences in a college. It is important to talk to your students about the importance of finding a college that is right for them. Providing the College and Career Readiness Guide to students is also an excellent resource for students to find the right college for them. Students should think about who they are and what they want in a college. Students should be completing activities on [GPS for LA Unified/ GPS Naviance](#) in the fall and spring semesters.

## Creating a list of Colleges

By senior year, students should have a list of colleges to which they are going to apply. The college search should start in 9th grade with the online tool, Naviance, Navigating the Course to Guiding Students to Postsecondary Success and the College Readiness Guide.

### Students should have on their list:

- One or two safety colleges, colleges to which they will almost certainly be admitted.
- Some “probable” colleges where their GPA, test scores, and other features look very similar to those recently entering classes.
- A reach (or two): colleges where they meet the criteria for admissions but may not have the stellar qualifications of most first-year students.

#### TIP

Remind students they don’t have to know their major when they’re applying to colleges. For many students, it’s too much pressure to make the decision while still in high school.

#### TIP

If there is a college that you need to know more about because the majority of your students are applying there, call the admission office and schedule a visit.

# Preparing Students for College & Career

## College Types

### Arts colleges

Students can focus on a specific art/design program in addition to regular course work. They provide training in areas such as photography, music, theater, or fashion design. Most offer associate's or bachelor's degrees in the fine arts or a specialized field.

### Religious colleges

Some private colleges are connected to a religious faith. The connection may be historical only or affect day-to-day student life.

### Single-gender colleges

All two and four-year public colleges, and most private colleges, are coed. There are some private colleges that are specifically for male or female students only.

### Liberal arts colleges

These colleges offer a broad base of courses in the liberal arts, which includes areas such as literature, history, languages, mathematics, and life sciences. Most are private and offer four-year programs that lead to a bachelor's degree. These [Liberal Arts Colleges](#) can prepare you for a variety of careers or for graduate study.

### Military/Service Academies

The United States service academies, also known as the United States military academies, are federal academies for the undergraduate education and training of commissioned officers for the United States Armed Forces.

### HBCU colleges

Historically black colleges and universities (HBCUs) focus on educating African American students. HBCUs offer programs, services, and activities targeted to the underrepresented students they serve. For more information click here [HBCU Colleges & Universities](#).

### HSI Colleges

The Hispanic Association of Colleges and Universities, founded in 1986, represents more than 500 colleges and universities in the United States, Latin America, Spain, and school districts throughout the U.S. For more information click here [List of HSI and HACU schools - College Recruiter](#).

# Preparing Students for College & Career

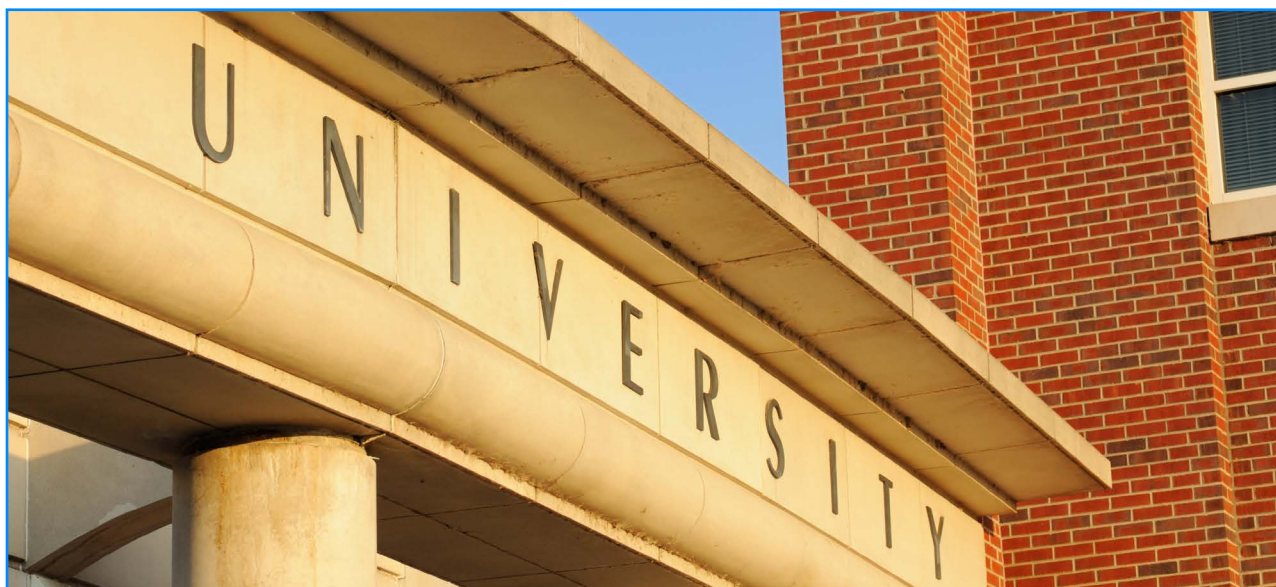
## Career and Technical Education (CTE) Pathway and Careers

CTE pathways ensure students graduate well-prepared for college, career, and life. To ensure CTE programs are rigorous, CDE identified [11 Elements of a High-Quality CTE Program](#). In addition, the State adopted CTE Model Curriculum Standards across [The 15 Industry Sectors and Pathways](#). These standards are aligned with the California Content Standards, Next Generation Science Core Ideas, and the History/Social Science Standards. For more information please review [CTE Policies and Procedures](#) and [CTE Course List](#).

CTE pathway completion is one of the elements identifying students as prepared or approaching prepared on the College and Career indicator of the California school dashboard. Students must be programmed, at a minimum, in a sequence of a Concentrator and then a Capstone course within the same career pathway.

### Requirements for a high school CTE pathway

- A two-year CTE course sequence, consisting of a Concentrator and a Capstone course, is required for students to complete the career pathway on the California Schools Dashboard.
- Schools offering a CTE program must offer, at minimum, both a Concentrator and a Capstone Course from the same pathway, or sub pathway where applicable.
- Students must be programmed into the correct course sequence, as courses build upon the skills acquired in the previous course.
- Double-rostering students from two different courses in the same instructional period is not allowed according to guidance from the CDE.



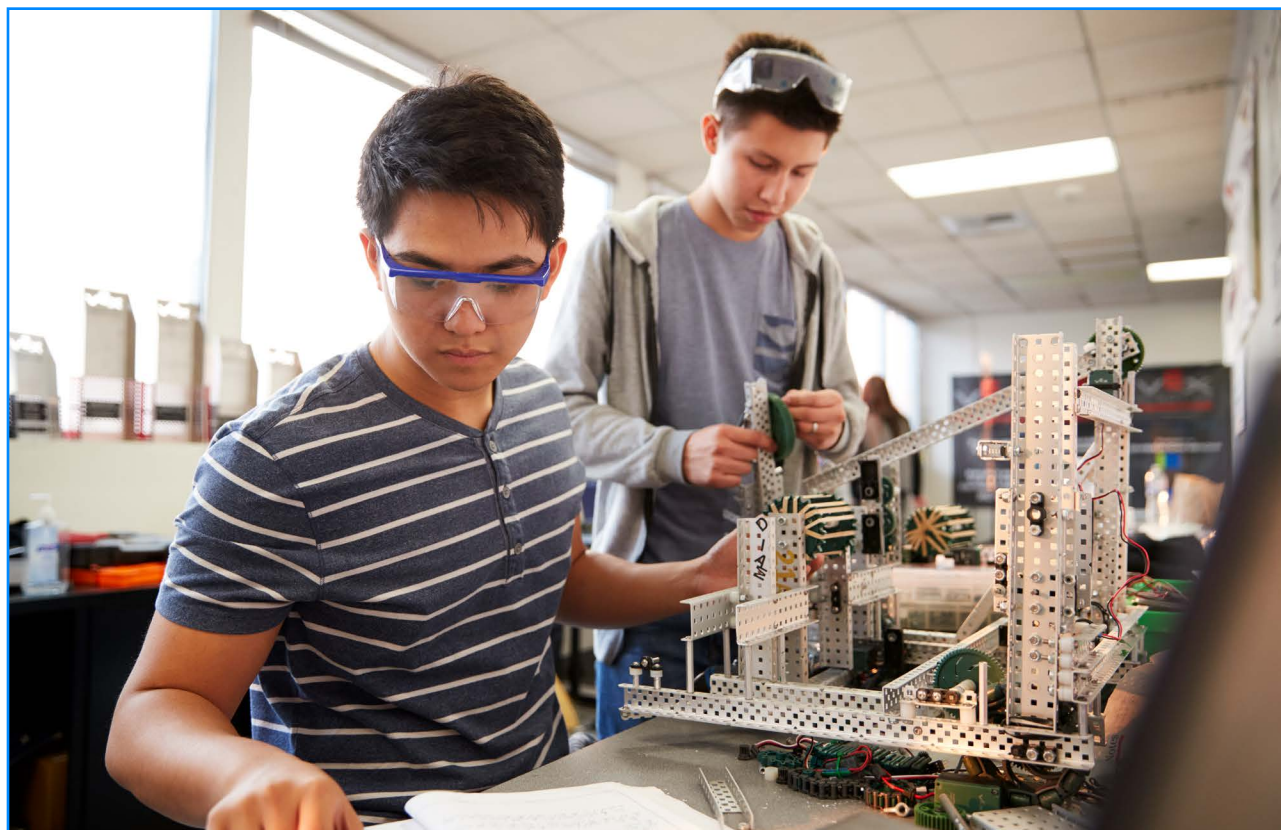
# Preparing Students for College & Career

## Careers

Naviance is a free online college and career research tool available to secondary LAUSD students. In [GPS for LA Unified/ GPS, Naviance](#) students can research colleges, careers, majors, and career matches. It is powered by their responses to questions and provides personalized information that helps students take their next steps toward college and career success.

### Students need to know what careers require ([Naviance](#))

- In “Careers” students have the following options: Favorite Careers and Clusters, Explore Careers, Clusters and Pathways, and Roadtrip Nation.
- Favorite Careers and Clusters—where students can add careers they are considering and/or researching. They can see how their strengths and skills fit the career pathway or cluster, and wages for each occupation.
- Explore Careers and Clusters and Pathways—where students can search various careers by title, education, or salary.
- Roadtrip Nation is a video library with various leader stories and interviews, where students can search by interest, theme, or leader.



# Preparing Students for College & Career

## Early Assessment Program (EAP)

Designed to provide students with an early signal of college academic preparation through California Assessments of Student Performance and Progress (CAASPP/EAP) results. For more information on how the CSU uses multiple measures (CAASPP/EAP, ACT, SAT, AP, high school, and college coursework) for placement, visit the [CSU Student Success Link](#).

The Early Assessment Program (EAP) determines if you are ready for college-level work in English and mathematics at the end of your junior year of high school. The early signal gives you the opportunity to improve your skills during your senior year or the summer before attending a CSU or community college.

### How EAP Status Is Reported

Students will find their EAP status reported on the front of the 2022–2023 Student Score Report. There are four possible EAP status levels, as described below:

#### Standard Exceeded (Level 4)

Students who score at the highest performance level “Standard Exceeded” (Level 4) will enroll in GE English and/or mathematics college level courses upon entering the CSU. Students are encouraged to continue preparation during the twelfth grade.

#### Standard Met (Level 3)

Students who score at the “Standard Met” (Level 3) performance level must complete an approved year-long English and/or mathematics course in the twelfth grade with a grade of “C–” or better. Students will enroll in GE English and/or mathematics college-level courses upon entering the CSU.

#### Standard Nearly Met (Level 2) and Standard Not Met (Level 1)

Students who score at the “Standard Nearly Met” (Level 2) or Standard Not Met (Level 1) performance level will be placed in supported GE English and/or mathematics college-level courses unless they meet the exemption criteria through completion of other multiple measures (ACT, SAT, high school coursework or high school grade point average, and college transfer coursework).

# Preparing Students for College & Career

## Are you ready?

### FOR COLLEGE LEVEL ENGLISH AND MATH

#### THE EARLY ASSESSMENT PROGRAM (EAP) WILL HELP YOU BE PREPARED!

The EAP helps students determine their readiness to take college level English and Math courses before attending a California State University (CSU), or one of the participating California Community Colleges.

#### What Makes a Course “College Level?”

Students who demonstrate readiness for college level courses have the English and Math skills necessary to succeed without the need for development coursework. The credits you earn in these courses count towards college degree requirements.

#### How Do Students Participate in EAP?

All 11th graders will participate in the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts/Literacy and Mathematics. Your EAP results are included on the (CAASPP) Individual Student Score Report provided by your school. Your score report will provide an indicator of your readiness to take college level courses. EAP results are not used for admission.

#### How Will Colleges Know You Are “College Ready?”

Let your EAP results count by releasing them to the CSU or California Community Colleges.  
**Simply mark the release button at the end of the test.**

# Preparing Students for College & Career

## Pathway to College Readiness

For English and Math College-Level Courses

### English

Ready	Conditionally Ready	Not Yet Ready/ Not Ready
SBA ELA: 4 Standard Exceeded	SBA ELA: 3 Standard Met	SBA ELA: 2 or 1 Standard Nearly or Not Met
or	or	or
ACT: 22+	ACT: 19-21	ACT: <=18
or	or	or
SAT:500+	SAT: 460-490	SAT: <=450
or		
AP: 3+ AP Language/ Literature Composition		

### Mathematics

Ready	Conditionally Ready	Not Yet Ready/ Not Ready
SBA Math: 4 Standard Exceeded	SBA Math: 3 Standard Met	SBA Math: 2 or 1 Standard Nearly or Not Met
or	or	or
ACT: 23+	ACT: 20-22	ACT: <=19
or	or	or
SAT:550+	SAT: 490-540	SAT: <=480
or		
AP: 3+ AP Calculus/ AP Statistics		

# Preparing Students for College & Career

## Graduation Requirements

### A-G Courses

The A-G requirements are a sequence of 15 courses that are required for admission to the California State University (CSU) system.

LAUSD incorporates the A-G requirements into its graduation requirements to ensure that all graduates are prepared for college. All students will complete the minimum course requirements for the CSU system, which includes passing their A-G classes with a "C" or better for acceptance to college.

### Graduation Requirements for the Classes of 2020–2025

Subject	Requirements
History/Social Science	1 Year World History 1 Year U.S. History 1 Semester of Principles of American Democracy 1 Semester of Economics
English	4 Years
Math	3 Years
Lab Science	1 Year Physical Science 1 Year Biological Science
Language other than English	2 Years in same language
Visual & Performing Arts	1 Year in same discipline
College Prep Elective	1 Year

# Preparing Students for College & Career

## Additional Requirements

Physical Education	<b>2 Years</b>
Health	<b>1 semester</b>
Service Learning	
Career Pathway	
<b>Total Numerical Credits</b>	<b>210 credits</b>

## Required Credits to Promote

<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
50	105	160	210

# Preparing Students for College & Career

## Non-Course Requirements

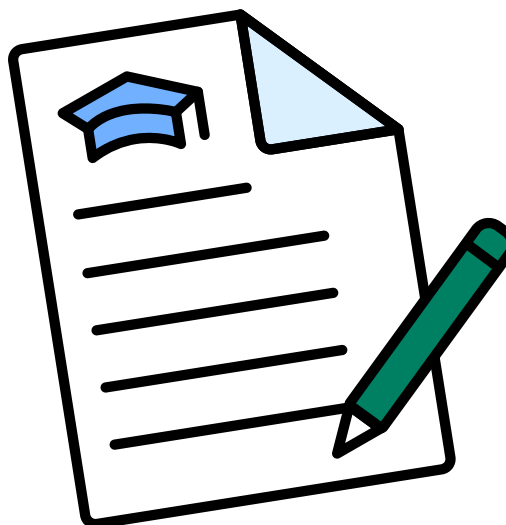
**Service Learning-** Students are expected to complete a service-learning experience that is integrated into the academic course curriculum. It must contain these 5 elements:

- Core Academic Learning
- Meaningful Service
- Student Voice
- Reflection
- Collaboration

For details please see [REF 365](#) Service-Learning Graduation Requirement. Completion of the Service Learning requirement must be documented in MISIS.

**Career Pathway-** During the ninth grade, students shall be given the opportunity to explore and evaluate interests, skills, talents, and abilities, and an opportunity to identify the industries and careers that they would like to pursue. Career exploration can be done via [ConnectED](#) online curriculum, career fairs, worksite tours, [GPS for LA Unified/ GPS Naviance](#) and work-based learning activities.

Advisory periods, homeroom, and counseling sessions are all options for delivering this exploration and assessment. As part of the annual Individual Graduation Plan (IGP) meeting, counselors will document the student's chosen career pathway, which must be aligned to CTE courses and career pathways available at the school site. Please refer to [REF-911.1](#), Career Pathways Graduation Requirement. The Career Pathway must be documented in MiSiS.



# Preparing Students for College & Career

## LACCD & College Ready Promise

The Los Angeles College Promise provides access to increase the number of community college graduates, university transfers, and workforce-ready students throughout our region. It is a partnership between Los Angeles Community College District (LACCD), Los Angeles Unified School District (LAUSD), the City of Los Angeles, L.A. Chamber of Commerce, UNITE LA, and private philanthropy.

### To qualify for Promise Year 1:

- Be a graduate from a California high school.
- Complete the [Los Angeles Pierce College \(LAPC\) Application](#) (Summer 2022)
- Complete O.A.C.:
  1. **Orientation:** Log in to your [Student Portal](#), select “Student Status,” and select “Orientation”. Complete all sections
  2. **Assessment:** Log in to your [Student Portal](#), select “Student Status”, select “Assessment Result”. If there are no assessment results posted, please speak with a [Counselor online](#).
  3. **Counseling:** Sign up for a virtual New Student Counseling Group to complete your first-semester education plan
    - Option 1: Sign up via [Cranium Cafe](#)
    - Option 2: [Live Chat](#) with Outreach staff
- Complete an application for financial aid, either the [Free Application for Federal Student Aid \(FAFSA\)](#) or [California Dream Act, 2022-2023](#).
- If you are interested in the Pierce Promise Program, complete both Pierce College [Interest Form](#) and the Los Angeles College Promise [Interest Form](#).
- Enroll as a full-time student in Fall 2022 & Spring 2023.
- For more information on the LA College Promise please refer to the [LACCD LA College Promise Welcome Kit](#).

# Preparing Students for College & Career

## Seal of Biliteracy

A recognition awarded to graduating seniors who have attained a high level of proficiency in speaking, reading, and writing in one or more languages, in addition to English.

Since the 2010–2011 school year, the “LAUSD Pathway to Biliteracy” and “LAUSD Seal of Biliteracy” awards have been presented annually to LAUSD students in grades 5, 8, and 12 who demonstrate excellence in English and in a language other than English. With the introduction of AB815 in the 2012–2013 school year, the “State Seal of Biliteracy” was added to the District’s Biliteracy Awards Initiative for 12th grade. These awards build upon the rich linguistic and cultural assets of the District’s students and communicate that the mastery of English and other world languages is an important skill that is advantageous in an ever-growing, interconnected global society.

- [Entering Biliteracy Awards in MISIS](#)
- [REF-5306.9 Guide for Issuing Seal of Biliteracy](#)
- [2022 High School Seal of Biliteracy Designee Form](#)

## TES (Transcript Evaluation System)

TES is an online college tool that makes it easy for California high school counselors, schools and districts to track students’ progress toward college eligibility. For more information click here [How it works | TES](#).

### What TES can do for you

#### A–G progress analysis

At its most basic level, TES evaluates student academic records to determine UC and CSU eligibility status. The evaluation embeds the admissions processes and policies from both UC and CSU, including repeat rules, validations by coursework, and test scores.

#### Accurate and reliable evaluation

The two-step verification process results in the most accurate A–G transcript analysis available. The system uses a proprietary algorithm to check students’ progress toward A–G course completion. When the automated analysis is complete, each transcript is manually reviewed for accuracy by a UC evaluator.

# Preparing Students for College & Career

## **CMP alignment**

TES provides assistance with aligning courses and transcript abbreviations contained in a district's Student Information Systems to what appears in the school lists of A-G approved courses in the Course Management Portal (CMP). Courses are verified again through UC's Course Management Portal (CMP), the authorized database of all approved A-G coursework.

## **Streamline the UC application**

New for the fall 2022 application: Students from TES-participating schools can now automatically import their courses and grades into the UC application.

## **Who TES can help**

TES addresses common eligibility obstacles confronting all college aspirants – in particular those from first-generation, low-income, and underrepresented backgrounds – who may be unaware of the specific courses, grades, and exams they must complete to be eligible for entering California's public higher-education systems. TES helps them know where they stand in their individual progress toward meeting UC's and CSU's requirements.

## **Counselors**

Streamlined transcript evaluation gives counselors more one-on-one time with students to discuss their progress and identify the next steps toward achieving college eligibility.

## **Schools and districts**

TES can show A-G completion trends over years, to inform master course planning and to close opportunity gaps. Evaluations are used by districts and schools to make data-informed decisions about course placement and to identify courses that could be classified as A-G but are not.

# Helping Students Explore Colleges and Careers

## Support Actions

- ✓ Begin with Naviance interest & career survey. Once students know the area they want to pursue in their career and the needed education, then students can search for colleges.
- ✓ Provide students with the tools for researching colleges and careers <https://achieve.lausd.net/gps> (super match college search in Naviance).
  - [California Career Zone](#)
  - [CareerOneStop](#)
  - [Career Finder | Roadtrip Nation](#)
  - [ASVAB Career Exploration Program](#)
- ✓ Emphasize to students that the first step in researching colleges is to examine their own interests, goals, and plans for the future.
  - [A-G Junior Booklet](#)
- ✓ Communicate often with students and parents- through newsletters, emails, and parent workshops.
- ✓ Include parents in the college search whenever possible.
- ✓ Ensure students attend college field trips either in person or virtual throughout the school year.
- ✓ Attend the CSU and UC conferences as well as WACAC to learn more about the college process, admission requirements and financial aid opportunities related to the CSU and UC systems.

# Helping Students Explore Colleges and Careers

The goal is to help students learn to research colleges and provide resources for them to explore different opportunities on their own. Students need individual support in college search.

## Choosing a Major

Choosing a major can be complicated for students, especially if students have multiple interests or don't know what kind of career they want to pursue. According to a 2020 Best Colleges study, [3 in 5 college graduates would change their majors](#) if they could go back.

There are many factors a student should consider before committing to a major, including the program cost, salary expectations, and employment rates in that field. In addition, a student should think about their personality, personal and professional goals, and interests.

Including these variables in a student's decision process can help ensure they choose a major that resonates with their personal mission, values, and passions. Here are some resources students can explore to decide on a major.

- [GPS for LA Unified/ GPS Naviance](#)
- [List of Careers and Jobs](#)
- [Guide to Choosing College Majors/ The Princeton Review](#)
- [The Student's Guide to Choosing a Major/ Best Colleges](#)

### TIP

Exposing students early and often to different college types will help clarify the best choice for them.

### TIP

Finding a college with the right "match and fit" is more important than a "big name" recognition.

## How can counselors learn about colleges and careers?

There are over 3,000 colleges to choose from in the continental United States alone, and they span a wide range of types that students can find interesting. In this section, we will investigate how to support students to consider options like location, size, availability of majors, demographics, admission requirements, and cost to develop their ideal college list.

If you are going to advise students on college selection it's important to be familiar with college campuses.

Here are some strategies to help you gather specific information about colleges that might interest your students:

- **Naviance:** GPS for [LA Unified/ GPS Naviance](#)
- **College websites:** Most colleges have developed robust websites with a wealth of information about their campuses, academic programs, admissions, financial aid policies, and procedures. Many also host or link to social media venues where you can connect to members of the college community.
- **College tours:** Most experienced counselors agree that the best way to familiarize yourself with a college is to make an in-person visit. In addition to contacting schools in your area to arrange a tour, you can ask college reps if their schools have counselor tour programs.
- **Visits by college representatives and college fairs:** You can make use of the resources your school provides for students to research colleges. College fairs also offer counselors the opportunity to talk to several reps in one night.
- **Counselor days:** Some colleges and counseling organizations sponsor programs that bring the school counselors to college rather than college representatives to the high schools. Counselors spend the day at various colleges talking to admission deans.
- **Counselor Networking:** Ensure you attend networking events and learn from others in the field.

# Advising Students through the College Application Process

## Support Actions

- ✓ Be familiar with the application process
- ✓ [A-G Senior College Journal 2022-2023](#)
- ✓ [A-G Junior Booklet 2022 2023](#)
- ✓ Remind students to start asking teachers for letters of recommendation
- ✓ Have brag sheets ready for students to complete
- ✓ Ensure students complete a resume
- ✓ Ensure students complete their Naviance tasks
- ✓ Develop a calendar and procedures to keep your students on task during the application process
- ✓ Create the school profile that effectively describes your school to admissions personnel
- ✓ Lab hours should be used to provide 1:1 support for all students
- ✓ Review the application process for students who hope to play NCAA sports
- ✓ Review NCAA School Counselor resource site

# Advising Students through the College Application Process

Students should be advised on how many colleges to apply to; five to eight is typical. If you multiply the number of college-bound seniors in your school by an average of five colleges for each student, you will get a sense of the number of transcript uploads and letters of recommendation. The typical application process includes the following:

## The application form

- [California State University](#)
- [University of California](#)
- [Common App](#)

## The transcript and the school profile

- transcripts should be uploaded through [GPS for LA Unified/ GPS Naviance](#)

## The Application

Be familiar with the applications and requirements of the colleges attended by most students. Most colleges post their applications on the college website to complete online.

## Encourage all students to apply to a post-secondary school.

**1. Community Colleges-** These are often referred to as “two-year schools.” They offer vocational and trade certification programs, academic courses, concurrent enrollment and community education, and transfer pathways to 4-year institutions. Students can apply at Los Angeles Community College District and take advantage of [lacollegepromise.org](http://lacollegepromise.org).

**2. California State University (CSU)-** The California 4-year system has 23 campuses that offer undergraduate and graduate programs. Students can apply at California State University.

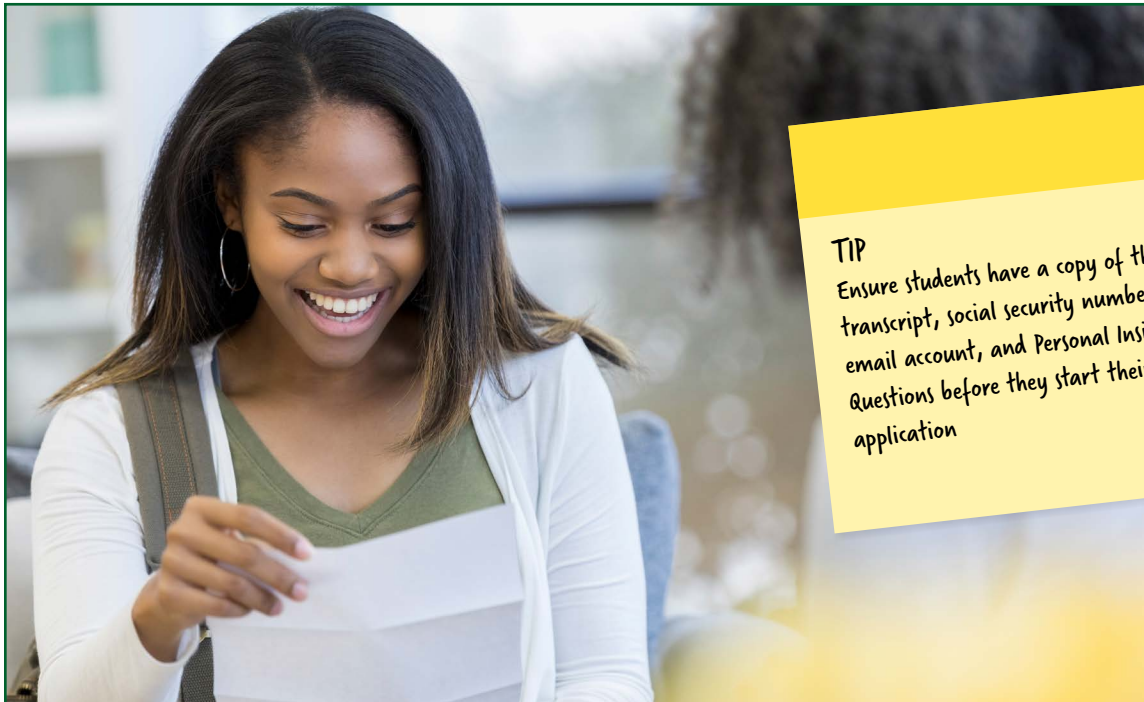
# Advising Students through the College Application Process

## The Application (continued)

**3. University of California (UC)**– This public 4-year system has nine undergraduate and graduate campuses and one that offers graduate programs only. Students can apply at [University of California](#).

**4. Out-of-state public schools**– It is harder to gain acceptance to a top university if a student is not a resident of that state. In some cases, such as at Georgia Tech, the University of Michigan, UNC-Chapel Hill, and the University of Texas Austin, the acceptance rates for in-staters are more than double that of non-residents. Many other institutions offer a more modest advantage to hometown applicants and some schools actually accept more students from out-of-state (UCLA is an example in this category). There are more than 350 colleges and universities all over the U.S.

**5. Private and independent colleges**– These offer small class sizes and personalized attention to students. There are over 100 campuses outside of the state system in California. Students apply to individual colleges through their websites or the Common Application. Students interested in a private school can apply at [Common App](#).



### TIP

Ensure students have a copy of their transcript, social security number, email account, and Personal Insight Questions before they start their UC application

# Advising Students through the College Application Process

## Eligibility in the Local Context (ELC) Program

[Eligibility in the Local Context \(ELC\) Program/ UCOP](#) (ELC) is a program by which the University of California identifies top-performing California high school students. Unlike the broader statewide eligibility pathway, which seeks to recognize top students from throughout the state, ELC draws qualified students from among the top nine percent of each participating high school.

### The ELC program was implemented to:

- Increase the pool of eligible students
- Meet the guidelines of the California Master Plan for Higher Education, which states that the top 12.5 percent of public high school graduates will be considered UC-eligible
- Give UC a presence in each California high school and stimulate a college-going culture at those schools that typically do not send many graduates to the university

## Letters of Recommendation

Letters of recommendation from counselors and teachers can bring the student to life for the admissions committee. Usually, a college admission office requires one of the following:

- A letter of recommendation from a counselor; or
- A letter of recommendation from a counselor and one from a teacher; or
- A letter of recommendation from a counselor and two from teachers

### TIP

Students will come to you with last minute requests for recommendations. You should meet with them in advance and give them a deadline on when to request letters of recommendation.

# Advising Students through the College Application Process

## Steps to writing a letter of recommendation

1. Develop a way of obtaining information from your students (brag sheet)
  - [Brag sheet: - Student questionnaire for teacher letter of recommendation](#)
2. Establish procedures to ensure that students provide the information in time for you to meet college deadlines.
3. Explain to teachers the importance of writing recommendation letters for students. Recommendation letters are primarily to convey the teacher's classroom experiences with the student, and to give colleges an idea of how the student is likely to perform academically.
  - [Letter of Recommendation Samples for Students](#)

## Naviance

Schools and students can make great strides towards college and career readiness by utilizing Naviance. Counselors can support implementation at their schools with grade-level tasks such as lessons, personal interest surveys, research functions, etc.

### Students should:

- Create a resume and keep it updated to show consistent engagement in extracurricular activities.
- Prepare a "brag sheet" - this will be helpful to share with teachers and others when requesting letters of recommendation.
- Create college lists and access virtual campus tours

Naviance streamlines all aspects of the college application process including links to the Common Application, uploading transcripts, and letters of recommendation.

## Naviance and the Application Process

Schools have a number of approaches to handling student college applications. An online tool like [GPS for LA Unified/ GPS Naviance](#) is a great resource for schools. Naviance should help manage your students' application process and support students with the college search. Naviance is also used to upload midyear reports and final transcripts. Most schools appreciate Naviance as it allows students to do their part and the school does the rest. Please review the following Job Aids for extra support.

- [LAUSD: Naviance eDocs Workbook and Technical Job Aide](#)
- [Job Aid Letter of Recommendation](#)

# Advising Students through the College Application Process

## The School Profile

The school profile is the document that describes your school to colleges and helps admissions staff put student transcripts in context. You should update your school profile annually, and while it's a good idea to post it on your school's website, you should enclose a copy with every application. Here's an example of a [School Profile](#).

### TIP

It's hard to manage the application process when students go online themselves. It's easy for students to hit submit but it can be harder for you to track. Have a system to keep track of their application process to make it easy on everyone and prevent mistakes.

# College Readiness Tests & Courses

## Support Actions

- ✓ Ensure students understand the college exams
- ✓ Know where to find specific test requirements for colleges
- ✓ Inform students that admission test scores are intended to be used by colleges and universities as supplementary to school transcripts
- ✓ Encourage all potential college-bound students to take admission tests regardless of the [Test-Optional Colleges for 2022-2023](#) rule due to the covid pandemic

# College Readiness Tests & Courses

Although the key item in a student's file is the academic record or transcript, standardized tests are an important part of the college admission process.

## SBA

The Smarter Balanced Assessment system provides accurate measures of achievement and growth while challenging students to think critically and solve real-world problems. A core principle of the Smarter Balanced [Student Testing Branch/Smarter Balanced Assessments \(SBA\)](#) system is equity and accessibility for students. The Smarter Balanced Assessment Consortium is a multi-state consortium working collaboratively to develop a student assessment system aligned with a common core of academic content standards for English language arts/literacy and mathematics. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness. Smarter Balanced test scores at all grades provide important information to parents, teachers, and school systems. But these new higher education policies ensure that Smarter scores benefit students even more and ease the transition from high school to college.



# College Readiness Tests & Courses

## SAT vs. ACT

Exam	SAT	ACT
Areas	Critical Reading, Math, Writing Essay (optional)	English, Reading, Math, Science, Writing Section (optional)
Scoring	1600 (+ separate essay score)	36 (+ separate writing score)
Cost	\$60	\$66 \$91 (with writing)
Register	<a href="https://collegeboard.org">collegeboard.org</a>	<a href="https://actstudent.org">actstudent.org</a>

### Fee waiver: 2 free ACT Exams, 2 free SAT Exams, and 2 free SAT subject Tests

**UC schools** will not consider SAT or ACT test scores when making admissions decisions or awarding scholarships. If students choose to submit test scores as part of their student application, they may be used as an alternative method of fulfilling minimum requirements for eligibility or for course placement after students enroll.

- [Exam requirement | UC Admissions](#)

**Cal State schools** have suspended the use of ACT/SAT examinations in determining admission eligibility for all CSU campuses for the 2022-2023 and 2023-2024 academic years.

- [CSU to Suspend Standardized Testing Requirement for Upcoming Admission Cycles/ CSU](#)

It is encouraged that students applying to private colleges or out-of-state schools take the ACT or SAT.



# College Readiness Tests & Courses

## What does “Test Optional” Mean?

Test optional, means that a student does not need to submit SAT or ACT scores to be considered for admission to a particular school. So while some students may submit test scores, they are not required to do so. If a student took the SAT or ACT but didn't score as highly as they hoped to, they could apply to test-optional colleges in order to avoid having to send any unsatisfactory scores that could potentially hurt their application.

- [Test Optional Colleges for 2022-2023](#)

If your student is applying to a test-optional university, you might be wondering whether they should submit their SAT/ACT test scores or not. This depends on a few factors.

### Submit SAT/ACT Scores if...

- If the student is applying to a highly selective test-optional college and earned SAT/ACT scores in the school's middle 50% range or higher. A student should strongly consider submitting scores to maximize the chances of getting admitted.
  - Your student got a high SAT/ACT score
  - The school is recommending that students submit scores
  - Students did not take any SAT subject tests, AP tests, or IB tests

### Do NOT Submit SAT/ACT Scores if...

- Students got a low SAT/ACT score
- Students did far better on the AP tests and/or IB tests than they did on the SAT/ACT
- Students met the minimum class rank or GPA requirements for the school

**Test Flexible** schools are slightly different from regular test-optional colleges. At these schools, a student may submit other scores in place of SAT/ACT scores. A student can fulfill the SAT/ACT requirement by submitting scores from SAT subject tests, AP tests, IB tests, and/or school administered tests.

**Test Blind** schools will not consider SAT/ACT test scores during the admission process, even if a student includes them. Test blind schools include the UC schools (at least through 2025), Hampshire College, and Washington State University. The number of test blind schools is growing however, it's still a very rare policy.

# Financial Aid

## Support Actions

- ✓ Understand the financial aid process in general and be able to explain key points to students and families with the support of the FAST Guide [DOI FAST KIT 2021-2022.pdf](#)
- ✓ Schedule financial aid workshops for parents and students. Go to [Cash for College](#) for assistance with workshops
- ✓ Introduce students to the EverFi-series of lessons on-what loans are, what rates are, what credit is, [EVERFI Financial Literacy for High School](#)
- ✓ Host financial aid events at your school
- ✓ Be familiar with major state financial aid sources and the process for obtaining that aid. [Types of Financial Aid](#)
- ✓ Know the deadlines for financial aid (March 2nd). Students can still apply to FAFSA/CADAA after the deadline but the chances of receiving financial aid are much slimmer
- ✓ Inform students that GPA matters when it comes to financial aid [Cal Grant Grade Point Average \(GPA\) Questions and Answers for Colleges](#)
- ✓ Provide multiple opportunities for students to move from D's to C's or better
- ✓ Counselors need to meet with parents regarding financial planning
- ✓ Family size matters re: FAFSA [Your Number of Family Members in 2021-22 \(Household Size\) | Federal Student Aid](#)
- ✓ Support families understand the opt-out option in 11th grade

# Financial Aid

Although you need to understand some basics about college costs and financial aid, you don't need to be an expert on the subject.

## AB 132 and AB 469

### AB 132

AB 132 will require school districts to confirm seniors have completed the FAFSA or California Dream Act application before graduating, or opt out of the process. AB 132 requires all high school seniors to complete a FAFSA or CADAA application or an opt-out form. LA Unified will distribute opt-out forms each year to all juniors. Seniors may opt in or out through their senior year.

### AB 469

This bill requires on or before September 1, 2023, and each year thereafter, the commission and the State Department of Education to facilitate the completion of the Free Application for Federal Student Aid and the form established for purposes of the California Dream Act, by requiring the department to share the current school year's roster of pupils with the commission, and requiring the commission to match data on pupil completion of financial aid forms, as specified.

## FAFSA or CADAA

FAFSA	CADAA
<p><b>Who should file a FAFSA?</b> U.S. Citizen or Permanent Resident with a valid social security number. Current and former foster youth who were dependent or ward of the court may qualify for the Chafee Grant.</p> <ul style="list-style-type: none"><li>• <a href="http://www.fafsa.gov">www.fafsa.gov</a></li></ul>	<p><b>Who should file the CA Dream Act Application?</b> Undocumented students with or without a DACA social security number or with Temporary Protection Status (TPS). Students must meet AB 540 criteria.</p> <ul style="list-style-type: none"><li>• <a href="https://dream.csac.ca.gov/application/NewUserAccess.aspx">https://dream.csac.ca.gov/application/NewUserAccess.aspx</a></li></ul>

# Financial Aid

**The FAFSA** is an online process, with students' recommended first step to create an account and obtain a FSA ID. This allows students to complete all required steps for filling out their online application. Students can begin the process on October 1st. They are advised to submit the FAFSA by the **March 2nd priority deadline**. For tools on supporting students and families with completing FAFSA and CADAA please visit: [studentaid.gov](https://studentaid.gov).

## Major Changes for the 2024–2025 Financial Aid Application

The Free Application for Federal Student Aid, branded as the “Better FAFSA,” is all new for 2024–2025 and includes the biggest changes to the form and process in decades. Set for a delayed launch in **December 2023**, the Better FAFSA will translate to a shorter and simpler form. Please note the 2024–2025 financial aid application deadline for the Cal Grant and Middle-Class Scholarship (MCS) programs has been extended from March 2, 2024, to April 2, 2024.

### Top 10 Changes Coming to the Better FAFSA

1. **FSA ID:** An FSA ID will need to be created and confirmed prior to accessing a FAFSA
2. **FSA ID Two-Step Verification:** Everyone who attempts to use their FSA ID to log into the 2024–2025 FAFSA will go through a multi-factor authentication process.
3. **Number in College:** The Student Aid Index (SAI) formula will no longer be divided by the number in college.
4. **Family Size:** The new name for household size is family size and will be determined by the number of exemptions claimed on the federal tax returns. Because family situations can change, there will be a question that allows the student to modify the family size to reflect the current number.
5. **Number of Colleges Listed on the FAFSA:** Students will now be able to list up to 20 colleges on the FAFSA which should facilitate students applying to more than 10 colleges.
6. **Role-based Form:** Each person/role on the FAFSA will only be able to see questions related to their role. When a student logs in, they will only be able to see questions that should be answered by the student. The parent or spouse will need to log in to see the questions related to their role. Once the appropriate people have completed the questions for their role, the FAFSA will be able to be submitted.

# Financial Aid

## Top 10 Changes Coming to the Better FAFSA (cont.)

7. **Assets:** Families with an adjusted gross income of greater than \$60,000 (up from \$50,000) or those who filed certain schedules will be required to submit assets. There are no exemptions for reporting net business or family farm value. Current FAFSA filers may see an increase in their SAI due to having to report all business or farm net values with no change in income.
8. **Negative SAI:** The new SAI formula may result in a student receiving a negative SAI down to -1500. This SAI will be assigned to all non-filer families. It will not result in a larger Pell Grant than a zero SAI and colleges will not be permitted to award students more than the cost of attendance.
9. **Pell Grant Eligibility:** Pell Grant eligibility will continue to be calculated based on the SAI but will also be calculated using Federal Poverty Tables and the family make-up, size, and income. If the student meets the Poverty Table guidelines for the maximum or minimum Pell award and the SAI calculation, the student will be awarded the highest Pell Grant amount determined by the two separate formulas.
10. **Identifying Those Who Will Contribute Information (Roles):** If a student begins the FAFSA, they will be asked to identify the parent(s) or spouse who will be contributing financial information on the form. It will be critical that they enter those person(s) information as it appears in their FSA ID so that it will match and they be able to log-in and access the student's FAFSA.

## Documents needed to complete FAFSA

- Social Security Number
- Alien Registration Number if you are not a U.S. citizen
- Parent's "prior" federal income tax return W-2s, and other records of money earned. The application allows for the transfer of federal tax return information, using the IRS Data Retrieval Tool
- Bank statements and records of investments, if applicable
- Records of untaxed income, if applicable
- FAFSA ID to sign electronically

\*Please note Lab Hours will be distributed to schools to support FAFSA/CADAA completion.

### TIP

Discuss financial aid with students early and often. Students should not hear about financial aid during senior year.

# Financial Aid

## **Students that are undocumented should not complete the FAFSA but the Dream Act**

- For students who do not qualify, they may be eligible for the Dream Act Application if they are undocumented or have a DACA social security number. Refer to the following link for more details: [Financial Aid Eligibility/ Federal Student Aid](#)
- There may be some scholarships and other aid available through their consulate or embassy in the U.S. The student can also access free online scholarships through Naviance.

## **Students with undocumented parents**

Students with undocumented parents should enter zeros for the parent's SSN on the FAFSA application. They should not enter an ITIN number, which is only used for tax purposes.

CSAC released a joint statement with the California Department of Education stating, "The information provided via the California Dream Act Application is used solely to determine eligibility for state financial aid and isn't shared with the federal government or used for immigration enforcement purposes. The CSAC will protect this information to the fullest extent of the law."

## **Independent vs. Dependent**

- For dependent students, they will report both their own and their parents' information.
- Students who are filing independently can only use their own information.
- Click the following link for more information: [Dependency Status/ Federal Student Aid](#)

## **FAFSA Submission Summary**

The FAFSA form and the FAFSA Submission Summary (formally known as the Student Aid Report) are used by individuals applying for federal student aid. After submitting the FAFSA form, the applicant receives a FAFSA Submission Summary, which is a summary of the data provided on the FAFSA form. The applicant reviews the FAFSA Submission Summary for accuracy and if necessary, makes corrections or updates to the submitted FAFSA data.

# Financial Aid

## Types of Financial Aid

<b>Grants</b>	Free money from the state, the federal government, and/or the university, based on financial need. Grants do not have to be paid back.
<b>Scholarships</b>	Free money awarded to students for academic achievement, interests, special talents, financial need, or a combination of different factors.
<b>Work study</b>	Federal program which funds part-time student employment to help pay for college. The amount awarded to each student is based on their individual need.

## Grants

<b>Grant</b>	<b>Cal Grant A</b>	<b>Cal Grant B</b>	<b>Cal Grant C</b>
<b>GPA Minimum</b>	<b>3.0</b>	<b>2.0</b>	<b>No GPA</b>
<b>Degree Requirements</b>	<ul style="list-style-type: none"><li>• 2 year program</li><li>• AA or Bachelor Degree</li></ul>	<ul style="list-style-type: none"><li>• 1 year program</li><li>• Certificate, AA, or Bachelor Degree</li></ul>	<ul style="list-style-type: none"><li>• At least 4 months in length</li></ul>
<b>Award Coverage</b>	<ul style="list-style-type: none"><li>• 4 years of tuition &amp; fees at eligible CA schools</li></ul>	<ul style="list-style-type: none"><li>• 2-4 years of tuition &amp; fees at eligible CA school</li><li>• \$1,672 Access Award for 4 years</li></ul>	<ul style="list-style-type: none"><li>• Occupation/technical program</li></ul>

# Financial Aid

## Cash for College:

The L.A. Cash for College program is administered by the Los Angeles Area Chamber of Commerce. Its mission is to increase FAFSA and Dream Act Application completion by high school students. In addition to the annual College and Career Convention, the program holds application workshops and information sessions at schools and local district offices that serve over 20,000 students annually. [Cash for College](#)

## Work-Study:

- This program provides part-time jobs for students with financial need, allowing them to earn money to help pay educational expenses.
- The program is available to full-time or part-time students.
- It's administered by schools participating in the Federal Work-Study Program. Students should check with their intended school's financial aid office to find out if the school participates.
- Refer to this link for more information: [Work-Study Jobs/ Federal Student Aid](#)

## Loans:

As part of the financial aid package, students may be offered loans from various sources – the federal government, private sources such as banks, financial institutions, or other organizations. Loans made by the federal government, called federal student loans, usually have more benefits than loans from banks or other private sources. All loans have to be repaid, with interest rates that vary according to the source.

- Direct subsidized loans are loans made to eligible undergraduate students who demonstrate financial need to help cover the costs of higher education.
- Direct unsubsidized loans are loans made to eligible undergraduate, graduate, and professional students, but eligibility is not based on financial need.
- Refer to the link below for more details and an explanation of the loan types: <https://studentaid.ed.gov/sa/types/loans>



# Financial Aid

## **Scholarships:**

Scholarships may be awarded on the basis of need, or they may be given for academic achievement or talent. Students may seek private scholarships on their own using different websites and/or [GPS for LA Unified/ GPS Naviance](#).

### **Warren Christopher Scholarship**

Each year, LAUSD high school committees (comprehensive, pilot, options, and affiliated charters) are asked to identify one promising 10th grade student from their school. From these finalists, the Warren Christopher Scholarship Committee selects a small number of “Christopher Scholars,” a designation that is noted in the student’s official school record. Upon graduation from high school and enrollment in an accredited college or university, each Christopher Scholar receives a financial award.

The Warren Christopher Scholarship Awards are intended to encourage promising high school students to continue to excel, graduate, and pursue a college education.



# Advising Student Athletes

## Support Actions

- ✓ Share with athletes the academic requirements established by the athletic association in order to play sports. <https://hs-articulation.ucop.edu/agcourselist>
- ✓ Know the academic requirements and eligibility rules for college athletics as determined by the major athletic associations. For more information please visit [High school counselors](#)
- ✓ Develop a strong working relationship with your school's athletic director and the individual coaches. Keep coaches up to date on the college application process. [Webinar for HS Staff Understanding Initial-Eligibility Standards for Student Athletes](#)
- ✓ Ensure students review the 12th grade College Journal and follow the steps under the NCAA page. [A-G Senior College Journal](#)
- ✓ Review your school's List of Approved Core Courses and be sure it is accurate and up to date <https://hs-articulation.ucop.edu/agcourselist>
- ✓ Advise students to register at [www.eligibilitycenter.org](http://www.eligibilitycenter.org) by the end of their junior year

# Advising Student Athletes

Helping student athletes can be one of the most challenging aspects of counseling. First, more people are involved – the high school coach, parents, and admissions office and second, the high school coach may be providing the student with guidance on the college admissions process.

## Academic Eligibility Requirements

Students who want to participate in athletics or receive an athletic scholarship must:

- Graduate from high school
- Complete 16 core courses
- Present a minimum required grade point average in the core courses

The NCAA permanently removed a requirement that first-year Division I and II athletes earn a qualifying SAT or ACT score to participate in sports.

The NCAA does not accept different versions of core courses for credit recovery. A student who wishes to recover credits must take the same course as students earning initial credit. Although you may offer credit-recovery versions of Edgenuity courses at your school, those courses are not NCAA-eligible.



# Advising Student Athletes

## Terms To Know

**Core courses**– courses that are academic, college preparatory and meet high school graduation requirements in one of the following areas: English, mathematics, science, social science, or foreign language.

**Core GPA**– GPA in the courses the NCAA counts when determining eligibility.

**Eligibility requirements**– Academic standards that students must meet in order to participate in collegiate sports.

**National Letter of Intent**– A legally binding contract in which the prospective student-athlete agrees to attend a specified college for one academic year.

**Qualifier**– A prospective student-athlete who meets NCAA initial eligibility requirements. A qualifier is eligible for four years of practice, competition, and athletic financial aid.

**Division I colleges**– Can offer full scholarships and partial scholarships to their athletes.

**Division II**–Colleges are less competitive athletically than Division I, colleges in Division II have different eligibility guidelines as well.

**Division III**–Colleges are less competitive than Division II, these colleges have no academic eligibility requirements. No NCAA financial aid is provided, although these colleges may offer athletic scholarships of their own.

### TIP

Print out all the NCAA eligibility requirements (grades and test score requirements) for the coaches and give it to them so they have a visual they can show the athletes.

# Advising Student Athletes

## Working with your School Coach

It's essential that you work with your school coach and keep them informed of college admission policies [NCAA.org](https://www.ncaa.org). Coaches need to support student-athletes and make sure students are attending class and doing well. Keeping in touch with the coaches will enable you to find out if students are on the right track. Coaches should have students on bi-weekly grade checks. **Coaches have the power to motivate their athletes' minds and muscles as they train to improve performance** (Northcentral University, 2018). The only way to achieve this is by maintaining a positive relationship with their players and proving they can trust and fully commit to their team.



### TIP

Meet with the athletic director each year and review the process of gaining NCAA eligibility. The coach will help determine who is Division I or Division II material. Then meet with students to make sure they are on the right track.

### TIP

Go meet with the athletic director. Meet and let them know you are willing to help student-athletes with the college admission process.

# Considerations for Special Population Students

## Support Actions

- ✓ Advise students with special needs who are qualified for college they can attend and succeed in college, [BUL 6257.1.pdf](#)
- ✓ Explain to students and families the differences between what high schools must, under law, provide to students with IEPs and what colleges must provide [Transition Services to College](#)
- ✓ Help students learn to voice their needs and to take charge of their educational plans with the support of the DOTS office <https://achieve.lausd.net/spedDOTS>
- ✓ Collaborate with the transition counselor during student transition IEP
- ✓ Understand waivers and exemptions, work with the student's case carrier to implement the waivers and exemptions [BUL 6257.1.pdf](#)
- ✓ Learn what colleges may provide to students with disabilities [College Guide for Students with Learning Disabilities](#)

# Considerations for Special Population Students

## 5th Year Students/Foster and EL

Students determined to be eligible for a graduation exemption per EC § 51225.1 and 51225.2, may choose to graduate under LAUSD or CDE requirements. Students who can complete all LAUSD or CDE requirements within five years have the right to remain in their comprehensive high school of attendance for a fifth year, even if they are over 18 years old during the additional year. High school students who are off-track with grades of "F" will receive a parent notification letter from the school, regarding the courses that need to be recovered and information on how they can access support to get back on track. Refer to :

- [Policy Bulletin BUL-076308 Division of Instruction Page 1 of 35 October 7, 2019 TITLE: Graduation Requirements for the Classes of 2020-2023](#)

## Terms to know

### Accommodations

At the high school level, provisions are made to classified, or eligible students, usually along with modifications and services. Examples of accommodations include removing educational barriers and extended time for testing.

### 504 Plan

A legal document designed to plan accommodations to assist students who have an impaired major life function and who are in a regular education setting. For more information on 504 plans please visit [Section 504 and the Rehabilitation Act of 1973](#).

### Free Appropriate Public Education

The federal mandate that applies to all children with disabilities. To comply with FAPE standards, a school district must provide special education and related services at no cost to the child or his or her parents.

### Individual Education Plan (IEP)

The basic tool for designing and delivering support and services for students with disabilities. The IEP is a legal agreement developed by the school district and the parent or guardian to guide, orchestrate and document specially designed instruction for a student with a disability, based on his or her unique academic, social, physical, and management needs.

# Considerations for Special Population Students

## Modifications

At the high school level, procedural or other alterations are provided for the benefit of classified students, usually along with accommodations and services.

## Services

At the high school level, direct individualized assistance is provided to classified, or eligible, students by the special education department, along with accommodations. Services are available only to students with an IEP.

## Waivers and Exceptions

Students with disabilities working towards a diploma are required to meet the same graduation standards as their peers without an Individual Education Program (IEP). Certain waivers and exemptions are available to eligible students with disabilities with an IEP to allow them to remain eligible for graduation with a high school diploma. The IEP team does not have the authority to grant waivers beyond those defined in District policy. Please refer to the following District policies for additional guidelines and procedures for waivers.

### There are waivers for:

#### **Algebra 1:** [REF-5982.2](#)

Algebra 1 Waiver Procedures for Students with Disabilities

#### **Algebra 2:** [BUL 6257.1](#)

Algebra 2 Waiver Procedures for Students with Disabilities

**LOTE:** (Languages Other Than English): All students must be enrolled in and pass (earn a mark of “D” or better) year one of a LOTE course. An exemption from the second year of LOTE is possible, in some cases, for students with disabilities.

[BUL 6257.1](#)– Certificate of Completion Students with disabilities who do not complete all the requirements for a diploma may be eligible for a Certificate of Completion.

Students on the core curriculum who earn a certificate of completion without earning a diploma are eligible to continue receiving special education services until they reach 22 years of age, or until earning a diploma, whichever comes first.

Students who participate in the alternate curriculum, as indicated in their IEP, may be enrolled in graduation credit courses with core standards modified, as appropriate.

# Post Graduation Support and Activities

## Summer Melt Activities

- ✓ Review admissions and financial aid offers with students
- ✓ Senior Exit Surveys
- ✓ College and Career Readiness Survey
- ✓ Enter in Naviance Reports showing who was accepted, waitlisted, rejected by GPA & test scores
- ✓ Support students with admission offers and following up on acceptance letters
- ✓ Help students decline other offers of admission
- ✓ Help students set up college email accounts
- ✓ Upload final transcripts for students
- ✓ Support students with signing up for freshman orientation
- ✓ Support students register for college placement tests if required
- ✓ Support students with obtaining college housing

### Accepted? What's next?

A student that has been accepted into a postsecondary institution but does not show up for classes in the fall is described as experiencing “summer melt”. While many challenges contribute to students “melting”, lead [researcher](#) Benjamin L. Castleman and Lindsay C. Page, co-authors of Summer Melt, report that anywhere from 10 to 40 percent of students presumed to be headed to college fail to matriculate at any postsecondary institution in the fall following high school. Added to this are family responsibilities, negative pressures, fear, and doubt about their abilities, which can influence students to abandon their college plans. Counselors can support the successful transition to college by identifying students at risk of melting beginning in or before the spring semester with strong preparation and providing extra systems of support during the summer.

**Carefully help students read every email, text, or letter they receive from their college. Here's some of the information they can expect to receive.**

- Confirmation of final financial aid award. Indicate which awards they will accept, and return the signed form to the financial aid office.
- Housing and meal-plan forms. Look for a housing application and contract, and instructions for selecting a roommate and paying their housing deposit. They will also get instructions for selecting a meal plan. Check with the housing or admissions office for further instructions.
- Medical records and coverage. Your college may want to see your immunization record or require a physical exam. It may also offer you medical insurance.
- Bills for room and board, tuition, and other fees. Colleges normally expect students and families to pay what they owe by the beginning of each semester or quarter.



# Resources for Counselors

[GPS for LA Unified /GPS Home](#)

**Connecting students to colleges**

[Greenlight Landing /Cappex](#)

**Financial Aid Information**

[CSAC.gov](#)

**Graduation Requirements Bulletin**

[Graduation Requirements for the Classes of 2020-2025](#)

**NCAN E-Learning Trainings**

[National College Attainment Network](#)



# Professional Organizations

School counselors are supported by numerous state and national associations. National organizations that can provide valuable resources include the College Board, the National Association for College Admissions Counseling, the American School Counselor Association, WACAC, CASC, and NCAN. Each organization convenes membership meetings, provides professional development activities, and is active in Washington on behalf of school counselors.

Membership and/or other types of involvement in professional counseling organizations help to ensure that practicing counselors have regular exposure to the latest research and clinical innovation and regular opportunities to share their own successes and challenges with professional colleagues. Please feel free to join the following organizations.

[American School Counselor Association](#)

[College Board](#)

[National Association for College Admission Counseling](#)

[National College Attainment Network](#)

[WACAC](#)

[CASC](#)



## A-G Intervention and Support