

# **School Counselors and FAFSA Completion: Systemic Best Practices to Increase FAFSA Submissions and Completions in Your School & District**

**NOSCA Fall 2012 Webinar Series  
December 12, 2012**

**Moderator:**

**April Bell**

Director  
The College Board

**Expert Panelists:**

**Greg Darnieder**

Senior Advisor to the Secretary  
on the College Access Initiative  
U.S. Department of Education

**Laura Owen**

Assistant Professor  
Johns Hopkins University  
School of Education

# Expert Panelists Introductions



**April Bell, Moderator**  
Director, College Board  
[nosca.collegeboard.org](http://nosca.collegeboard.org)



**Greg Darnieder**  
Senior Advisor to the Secretary on the College Access Initiative  
U.S. Department of Education  
[greg.darnieder@ed.gov](mailto:greg.darnieder@ed.gov)



**Laura Owen**  
Assistant Professor  
Johns Hopkins University, School of Education  
<http://education.jhu.edu>



## **NOSCA: National Office for School Counselor Advocacy**

### **NOSCA's Vision**

- Every student exits high school with the educational preparation and social capital necessary for college and career success and full participation in a democratic society and global community.

### **NOSCA's Mission**

- Endorse and institutionalize school counseling practice that advocates for equitable educational access and rigorous academic preparation necessary for college and career readiness for all students.

# NOSCA's "Own the Turf" Campaign

**11,000+**  
**Participants**



A national advocacy campaign to galvanize and mobilize school counselors to “own the turf” of college and career readiness counseling and take the lead in establishing a college-going culture in their schools, districts, communities and/or states.

# NOSCA: National Office for School Counselor Advocacy



Home About NOSCA Research & Policies News & Commentary Tools & Resources Events & Professional Development

About NOSCA NOSCA Team Advisors NOSCA Press Awards **Own the Turf** Outreach Initiatives Request Materials Form

## Pledge to “Own the Turf”

Join the campaign to own the turf of college and career readiness counseling. Sign up now by using the online form below, or the form included in the Own the Turf toolkit. School counselors and collaborative partners who join the campaign will receive an advocacy kit and a wide range of strategies and practical tools to support their efforts to build college and career readiness. [View the Pledge](#)

- Be part of a national movement.
- Gain new strategies and tools.
- Belong to the online community.
- Share experiences and effective practices.
- Get involved.
- View the [Own the Turf webinar](#).

### The “Own the Turf” Campaign

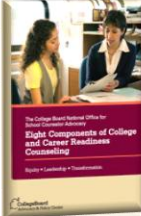
Galvanize and mobilize counselors to “Own the Turf” of college and career readiness counseling.



**Join the [Own the Turf] campaign** Pledge today and receive a free “Own the Turf” toolkit

[nosca.collegeboard.org](http://nosca.collegeboard.org)





# NOSCA's Eight Components of College and Career Readiness Counseling

*A Systemic K-12 Approach*

The Eight Components of College and Career Readiness Counseling should be applied in elementary, middle and high schools.

Component	Elementary	Middle	High
College Aspirations	•	•	•
Academic Planning for College and Career Readiness	•	•	•
Enrichment and Extracurricular Engagement	•	•	•
College and Career Exploration and Selection Processes	•	•	•
College and Career Assessments	•	•	•
College Affordability Planning	•	•	•
College and Career Admission Processes			•
Transition from High School to College Enrollment			•

# College and Career Readiness Counseling A Systemic K-12 Approach

**Elementary School** – To create early awareness, knowledge and skills that lay the foundation for academic rigor and social development necessary for college and career readiness.

**Middle School** – To create opportunities to explore and deepen college and career knowledge and skill necessary for academic planning and goal setting.

**High School** – To create college and career pathways that promote full implementation of personal goals that ensure the widest range of future life options.

# Component #6: College Affordability Planning

## “Why It Matters”

### Elementary School:

Understanding basic finance and how to use and manage money are essential skills that build a foundation for **financial literacy**. Students who apply their knowledge of everyday **financial decisions** and engage in meaningful activities related to finance are equipped to increase and expand their financial literacy and financial aid knowledge in future years.

### Middle School:

Understanding **financial planning** and the use and management of money is critical for students and families. These skills will assist them in **making sound financial plans and decisions** related to students’ future educational goals.

### High School:

Money is one of the biggest barriers to enrolling in college or career/technical school. Students (and families) who are **equipped to make informed financial decisions** are more likely to prepare for, enter and complete college or career/technical school. Therefore, **securing financial aid** for students is an essential part of completing the college and career application, admission and transition process.



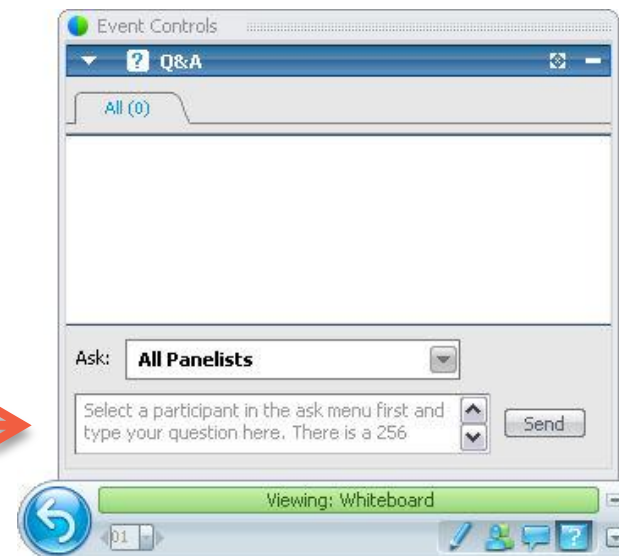
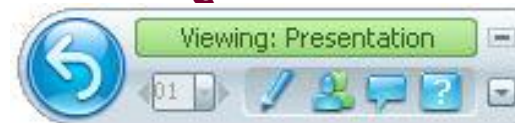
# Submitting Online Questions

Questions may be submitted at any time during the presentation.

## To submit a question:

- Click on the Question Mark icon (?) on the floating toolbar on your Web Session screen (as shown at the right).
- This will open the Q&A window on your computer only.
- Type your question into the small dialog box and click the Send Button.

### Q&A Icon



# **The Relationship Between FAFSA Completion and College Attainment**



U.S. Department of Education

**Greg Darnieder**

Senior Advisor to the Secretary on the College Access Initiative  
U.S. Department of Education

[greg.darnieder@ed.gov](mailto:greg.darnieder@ed.gov)



## Key Collaborators

- The Consortium on Chicago School Research at the University of Chicago
- Chicago Public Schools - College and Career Strategy
- National FAFSA Completion Project

# FAFSA Application Trends

- FAFSA completion rates among low-income households continue at rates between 32 and 35% for the past six years

**National FAFSA Completion Rate – 57%.**

FAFSA Completion  
Important step to  
support college  
entry

# Removing Barriers

Filing a FAFSA and applying to multiple colleges shape students' likelihood of being accepted to and enrolling in a four-year college.

**Key Finding**



## **Barriers to College Attainment**

*Lessons from Chicago*

Jenny Nagaoka, Melissa Roderick, and Vanessa Coca,  
**The Consortium on Chicago School Research at  
The University of Chicago January 2009**  
[www.americanprogress.org](http://www.americanprogress.org)

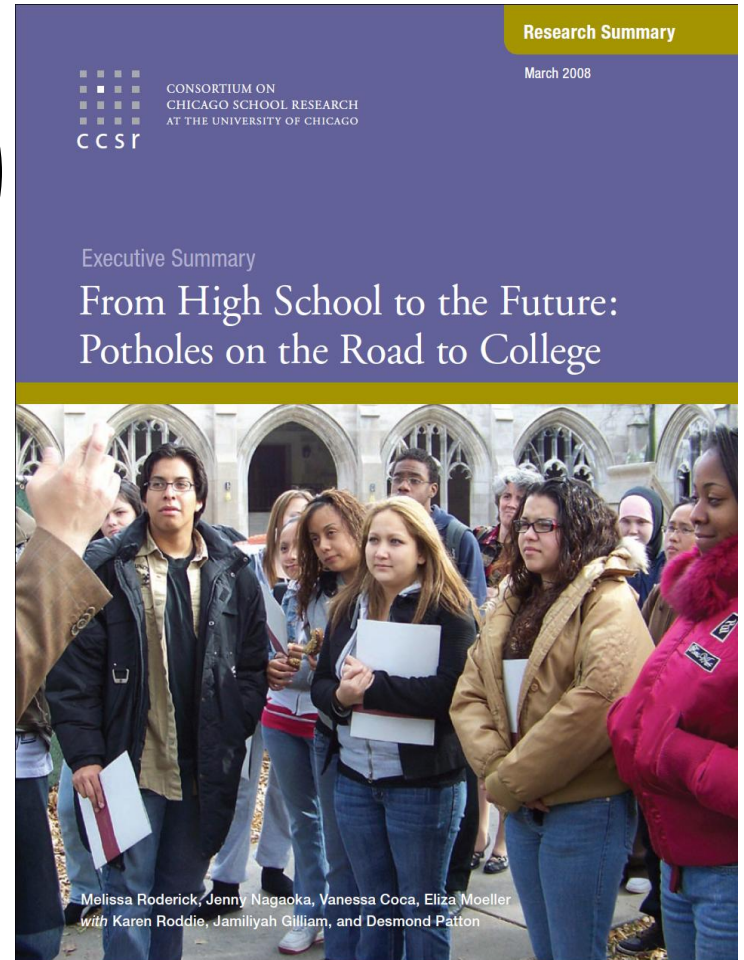
# College and Career Readiness Strategy

Consortium on  
Chicago School  
Research

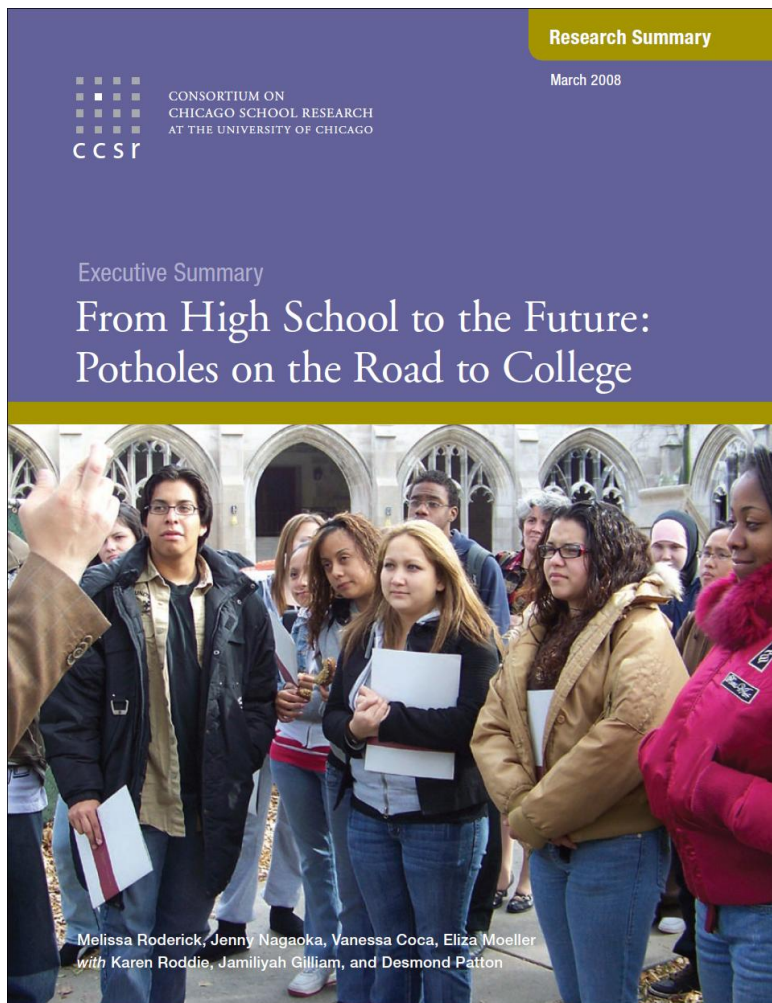
FAFSA  
Completion

Recommendation #2

*Help Students and Families  
Manage The High  
Cost Of College*



# Financial Capital



- College Cost Myths
- Incomplete FAFSA
- No FAFSA completion
- Late FAFSA completion
- Lacked Knowledge About
- FAFSA Completion
- And Money For College



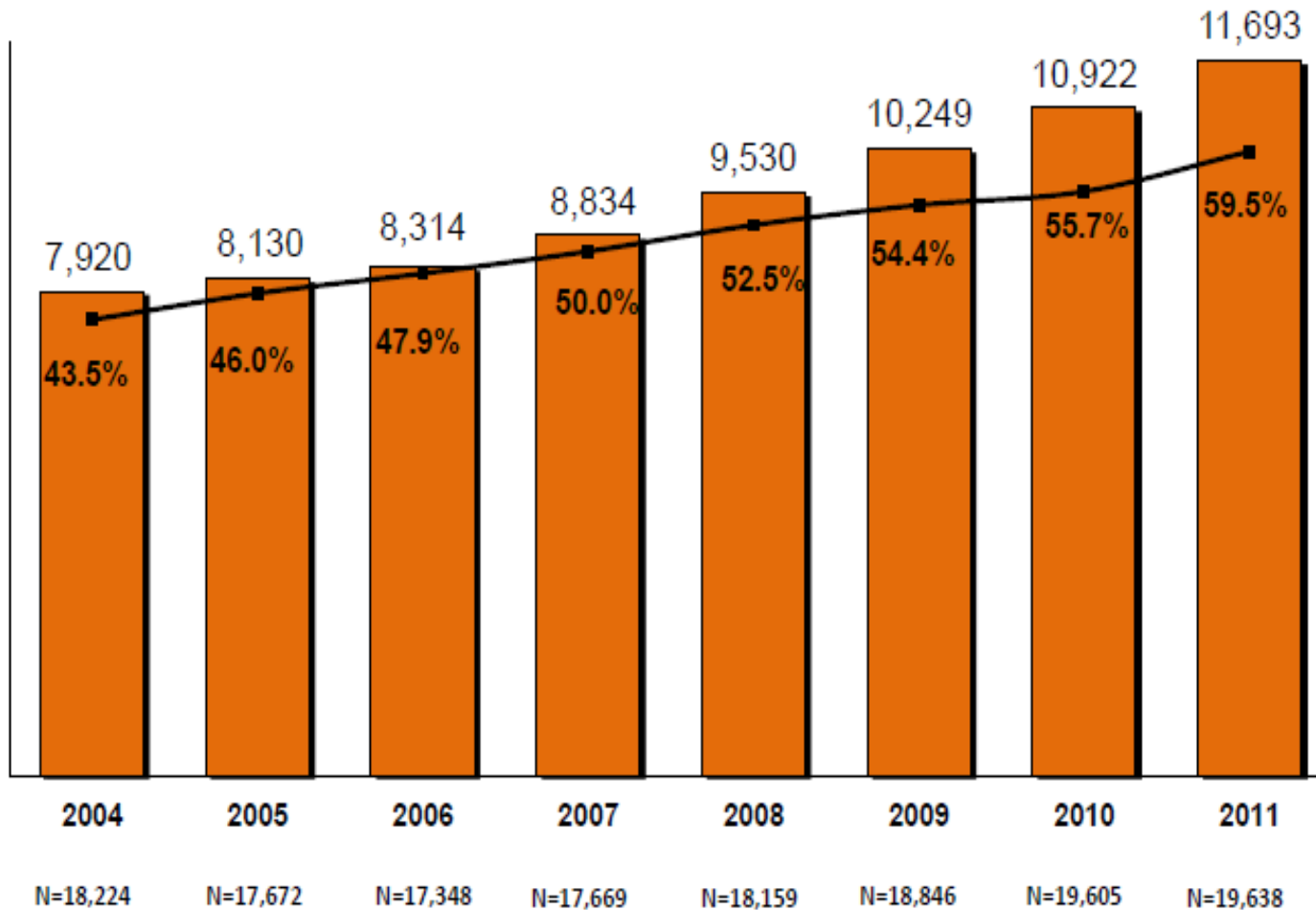
# Chicago Public Schools (CPS)

- 59.5% of CPS 2011 graduates enrolled in college by November 1, 2011.
- An increase of 3.8 percentage points from 2010 and an increase of 16.0 percentage points since 2004.
- This is the seventh consecutive year CPS has seen increases in its college enrollment rate, and the largest increase since CPS began tracking college enrollment in 2004.

# College Enrollment of CPS Graduates 2004-2011

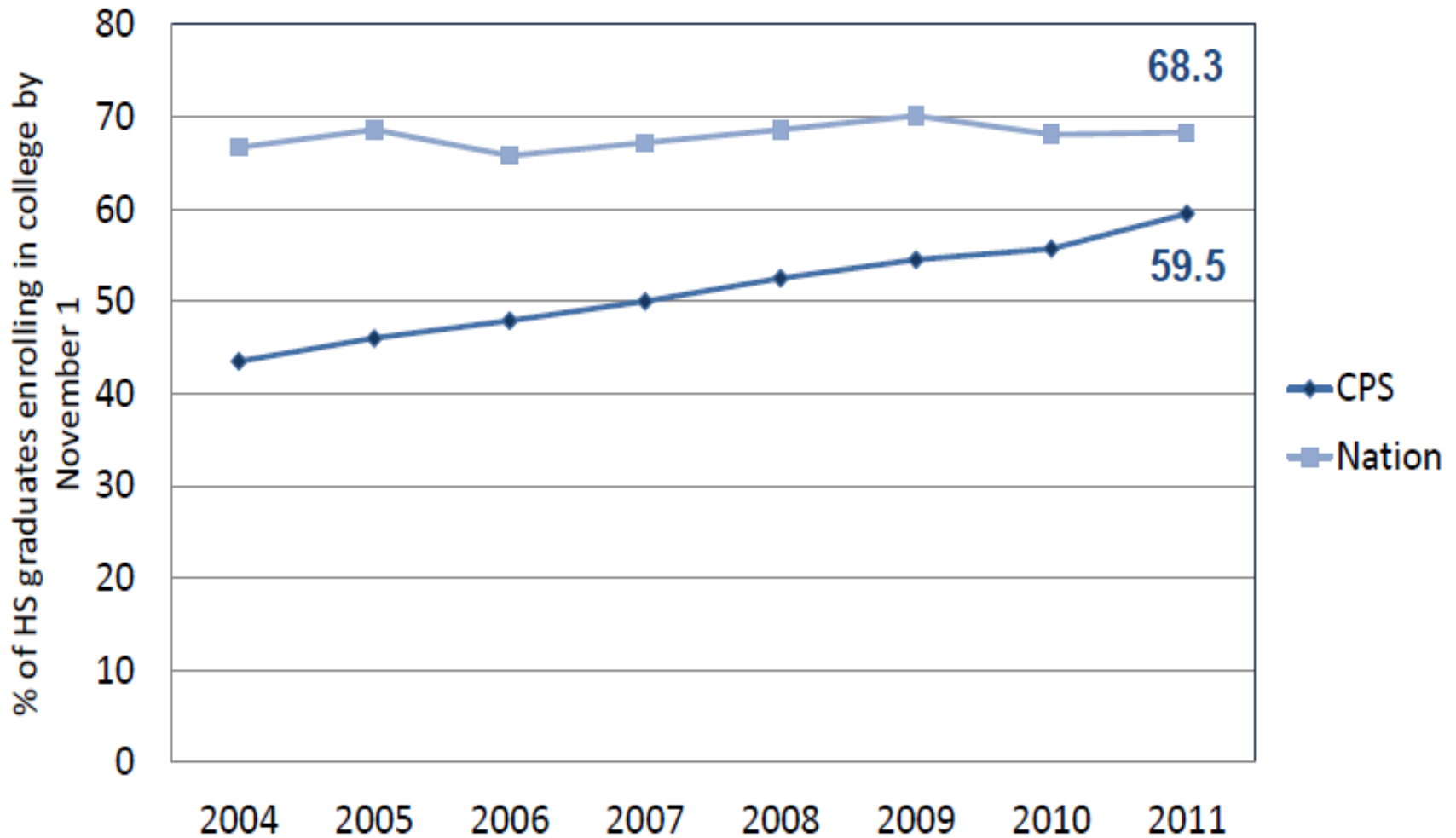


Number Enrolled    Percent Enrolled

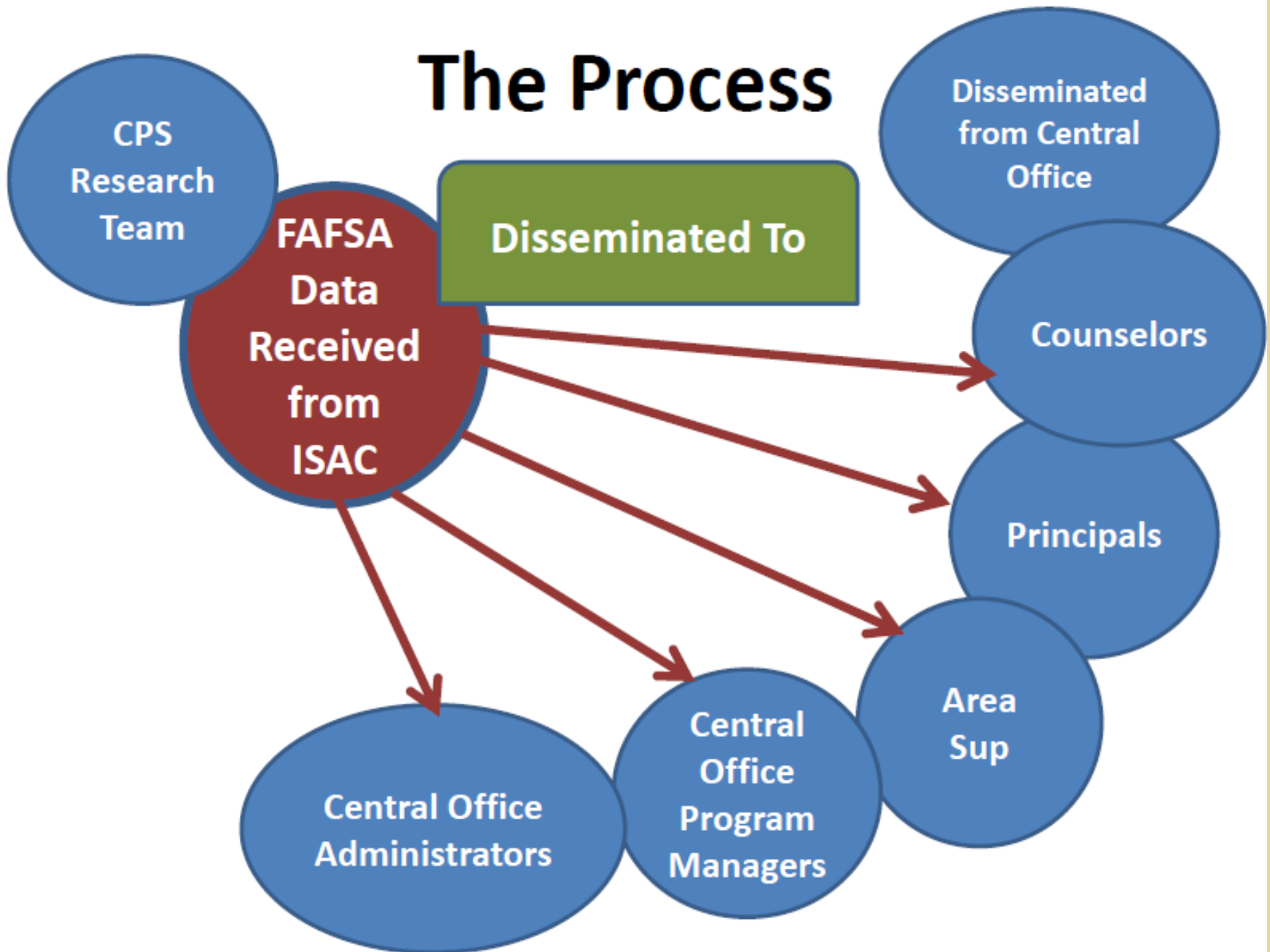


Between 2004 - 2011 Increase of **3,773** Students Enrolled

# CPS is narrowing the college enrollment gap with the nation



# The Process



# Reporting and Accountability

1. District data broken out by **student subgroups**
2. Web-based in-time **school-level data** reports
3. Web-based in-time **student data** within schools

Annual  
District  
Reports

School  
Level  
Reports

- FAFSA lists by student name allowed school staff to work on FAFSA completions and problem solve around specific student issues
- Counselor caseload strategy not “random acts of guidance”
- Capacity Building through school based collaborations

## Department of Education FAFSA Tracking Pilot Program

In 2010, the Department of Education piloted a FAFSA Completion Project to assist local educational agencies (LEAs) and secondary school administrators in determining which of their students have completed a **Free Application for Federal Student Aid (FAFSA)** for the upcoming school year.

The pilot currently provides **principals, counselors and college access professionals** across 20 participating school districts and high schools with verifiable and actionable information to use in increasing FAFSA completion among their student population.

Key studies have indicated that FAFSA completion correlates strongly with **college enrollment**, particularly among low-income populations.

# The FAFSA Tracking Project

## US Department of Education

**92**  
**Randomly**  
**Selected**  
**Sites**

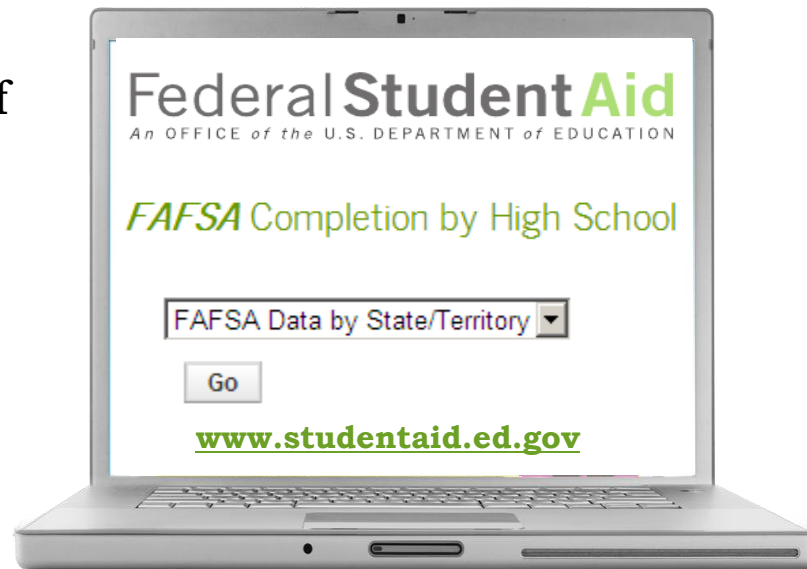
These sites receive filing status by student name on FAFSA submissions, thus enhancing the use of district, school and community resources to increase completion rates

# FAFSA Completion By High School

For high schools to track their progress FSA regularly updates estimates for the first twelve months of an application cycle.

From January through June, data releases are **biweekly** starting on the third Friday of January.

For the remainder of the calendar year, data releases are **monthly** occurring on the first Friday of the month starting on the first Friday of August.



<http://studentaid.ed.gov/about/data-center/student/application-volume/fafsa-completion-high-school>





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# **Narrowing the College Opportunity Gap: Helping Students and Families Navigate the Financial Aid Process**



**JOHNS HOPKINS**  
UNIVERSITY

**School of Education**

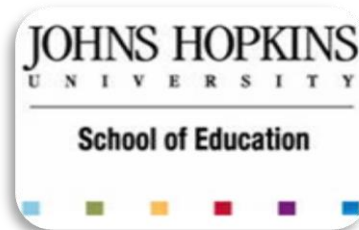
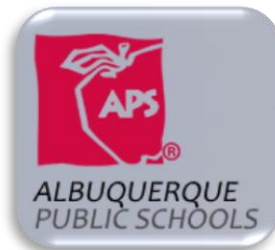


**Laura Owen**

Assistant Professor

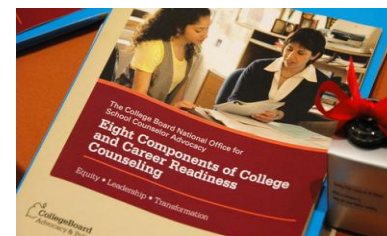
Johns Hopkins University, School of Education

<http://education.jhu.edu>



# NOSCA's Eight Components of College and Career Readiness

1. Student aspirations for college
2. Academic planning for college and career readiness
3. Enrichment and extracurricular engagement
4. College and career exploration and selection process
5. College and career assessment
6. College affordability planning
7. College and career admission processes
8. Transitioning from high school graduation to college enrollment



College Board Advocacy and Policy Center. (2010).  
*Eight components of college and career readiness counseling.*

# Gaps the Research

- ❑ For many students the simple issue of financial aid is the difference between going to college and not and these factors deserve attention (Tierney, Corwin, & Colyar, 2005)
- ❑ Research has not sufficiently focused on the key role of school counselors in providing guidance students need to make informed postsecondary decisions (Holcomb-McCoy, Lee, Bryan, & Young, 2011)

# FAFSA Completion Project

- ❑ In 2010, 20 school districts across the US were selected to participate
- ❑ US Department of Education's FSA database was utilized to determine if a student had submitted a FAFSA form to the US Department of Education (DOE).
- ❑ School districts submitted directory information (name, date of birth and zip code) for the graduating seniors

# DOE Match

- ❑ DOE matched each student's information to their FAFSA record and returned FAFSA information to the district.
  - No match in FSA database
  - FAFSA complete but missing signature
  - FAFSA complete and filed
  - FAFSA begun but not complete
  
- ❑ Disconnect between student self-reported FAFSA status and actual FAFSA completion.

# Multi-pronged Campaign



**FAFSA Summit**



**District and City  
Partnership**

**Trusted Centers**





# Collaborative Relationships



## Media Coverage



START HERE  
GO FURTHER  
FEDERAL STUDENT AID

## Counselor Training

## Community Partnerships



## Student Involvement



New Mexico  
Educational  
Assistance  
Foundation



# District Wide Focus on College and Career Readiness

- ❑ Reallocation of resources
  - 14 full-time College and Career Counselors
  
- ❑ All counselors were encouraged to:
  - support and increase student FAFSA completion
  
  - promote a college-going culture in the school
  
  - leverage relationships within the local community
  
  - ensure that all students (Pre K-12), including those with alternative educational needs, had the means, opportunity and preparation to attend college

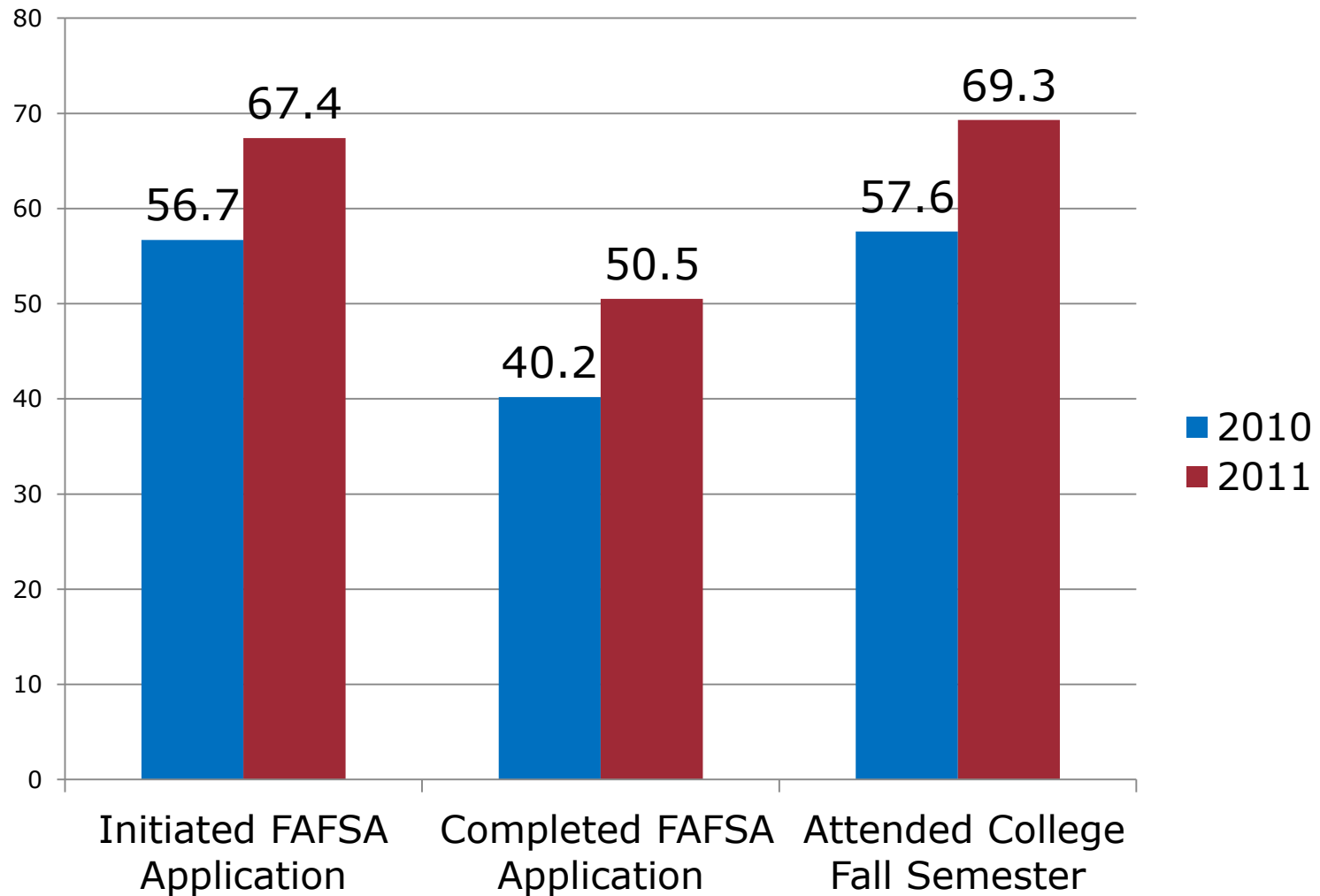
# Program Evaluation

- ❑ 8,655 high school graduates
  
- ❑ Longitudinal databases were used to quantify the impact the outreach had on FAFSA Completion and College Enrollment.
  - US Department of Education's Federal Student Aid FAFSA database
  
  - National Student Clearinghouse (NSC) database

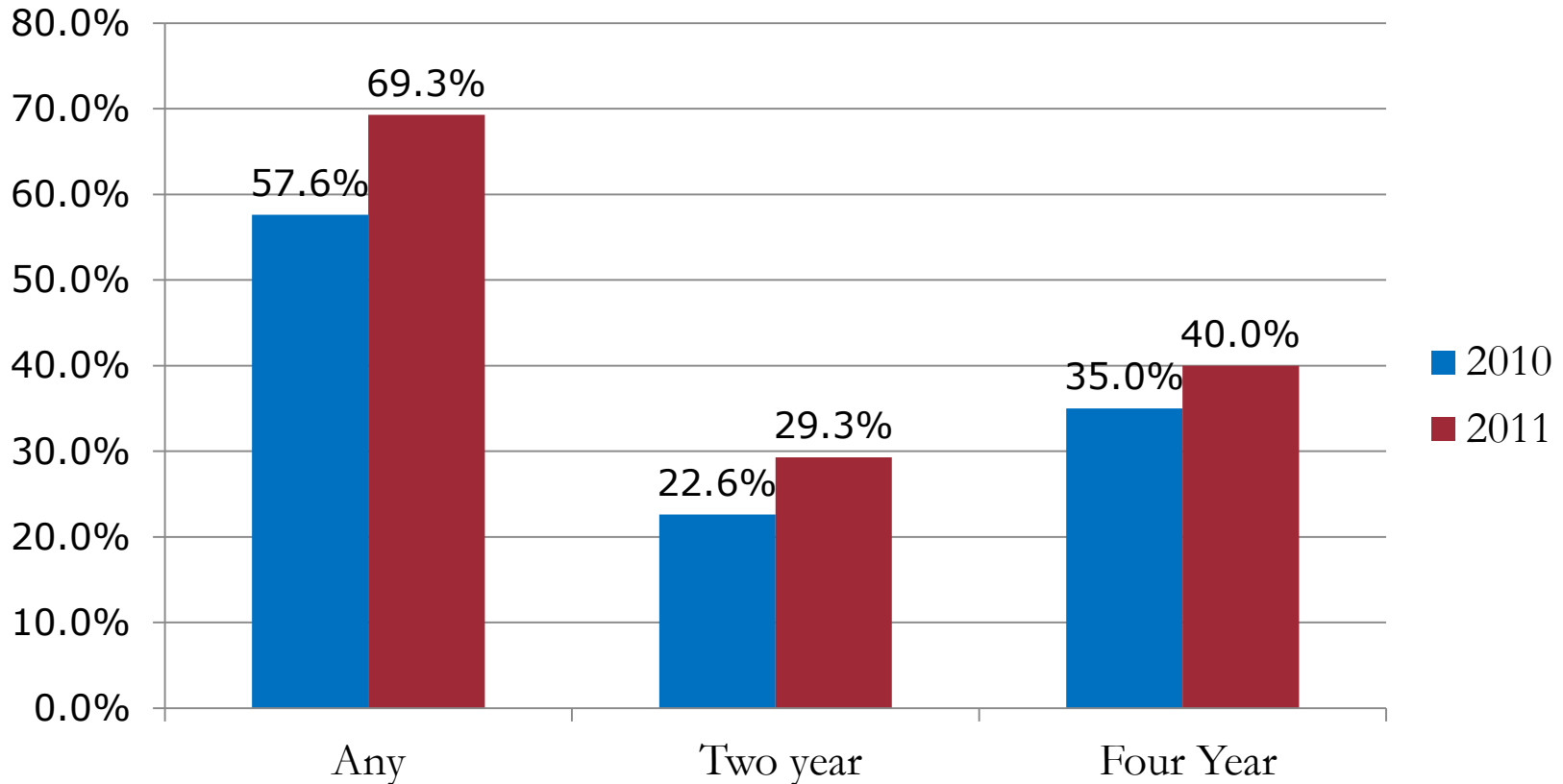
# Results

- ❑ Year to Year Results
- ❑ 2 year and 4 year attendance rates
- ❑ H&R Block Study Comparison
- ❑ College Attendance by Ethnicity

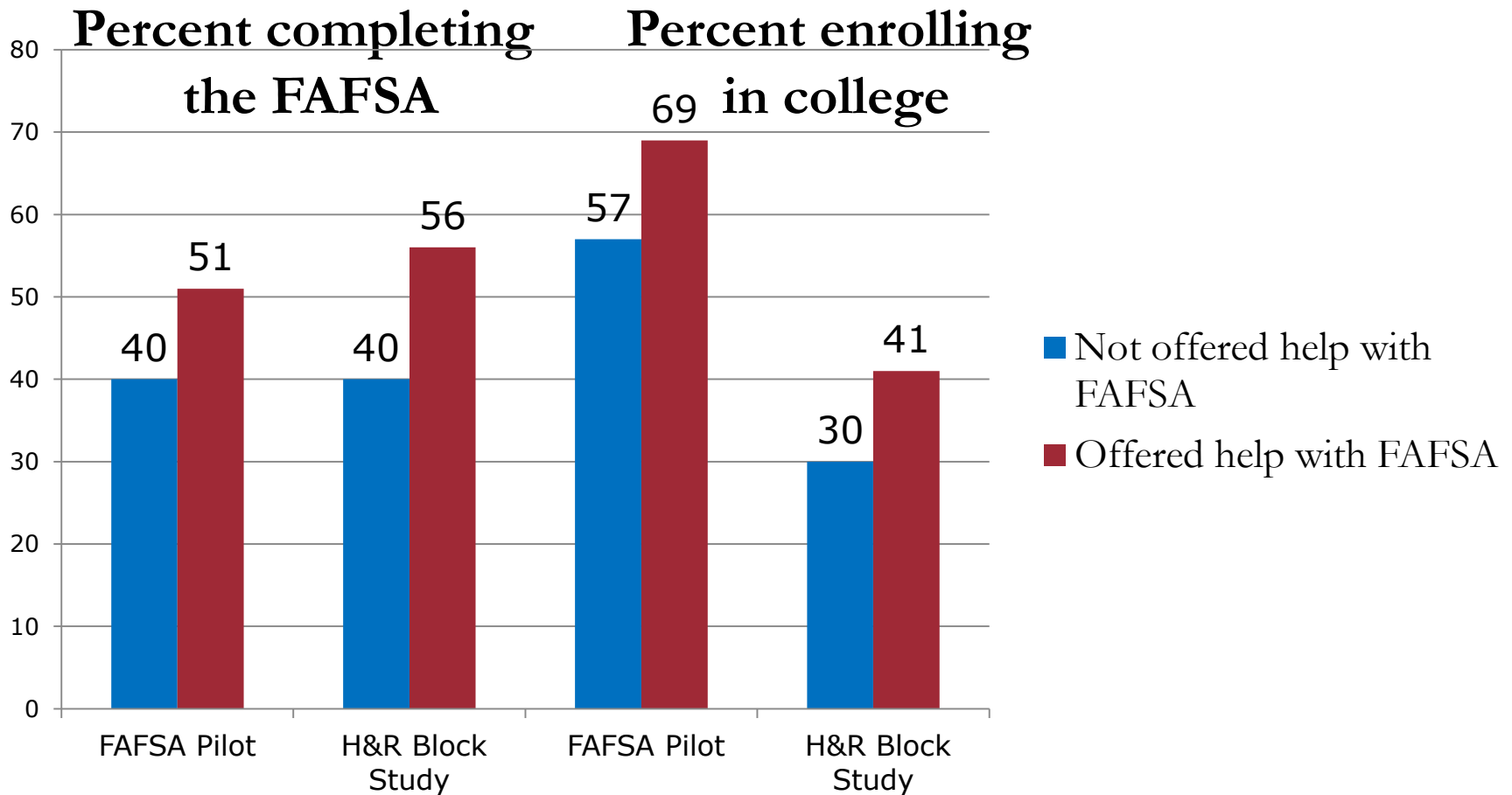
# Year to Year Results (2010 vs. 2011)



# College Attendance District Wide



# Comparison to H&R Block Study



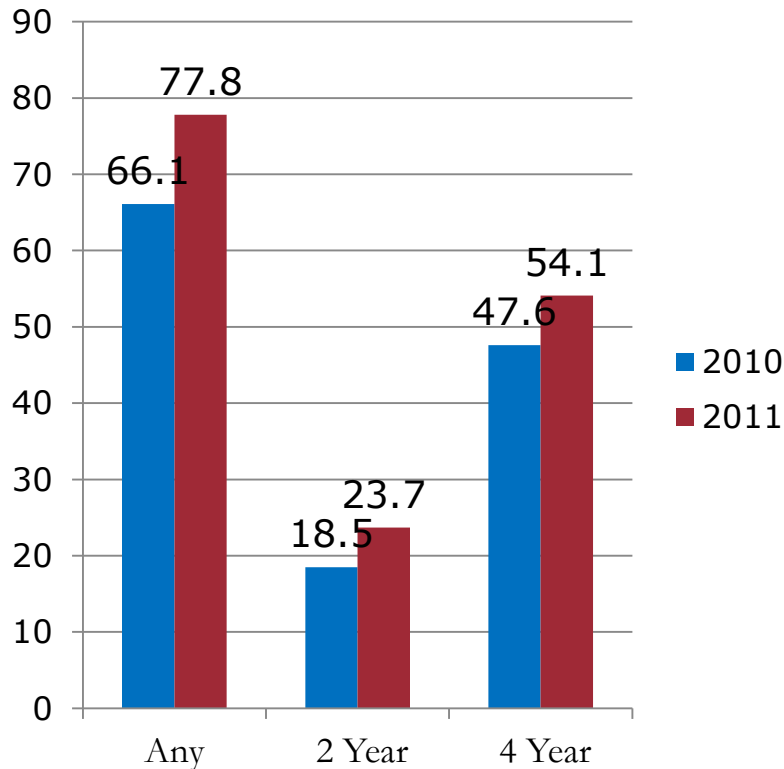
*(Bettinger, Long, Oreopoulos & Sanbonmatsu, 2012)*

# College Enrollment Results by Ethnicity

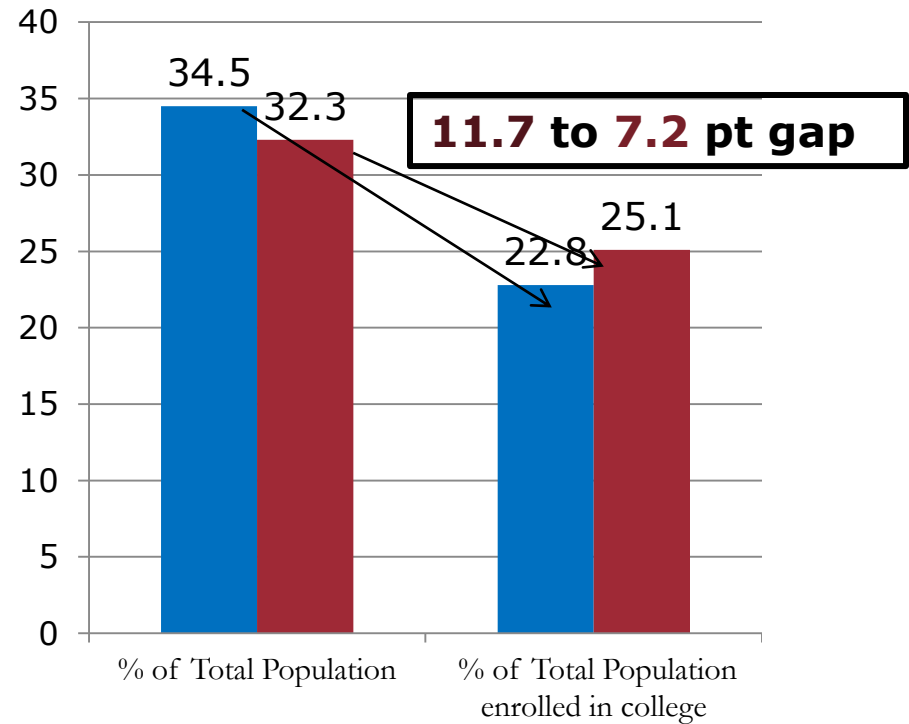




# White – non Hispanic

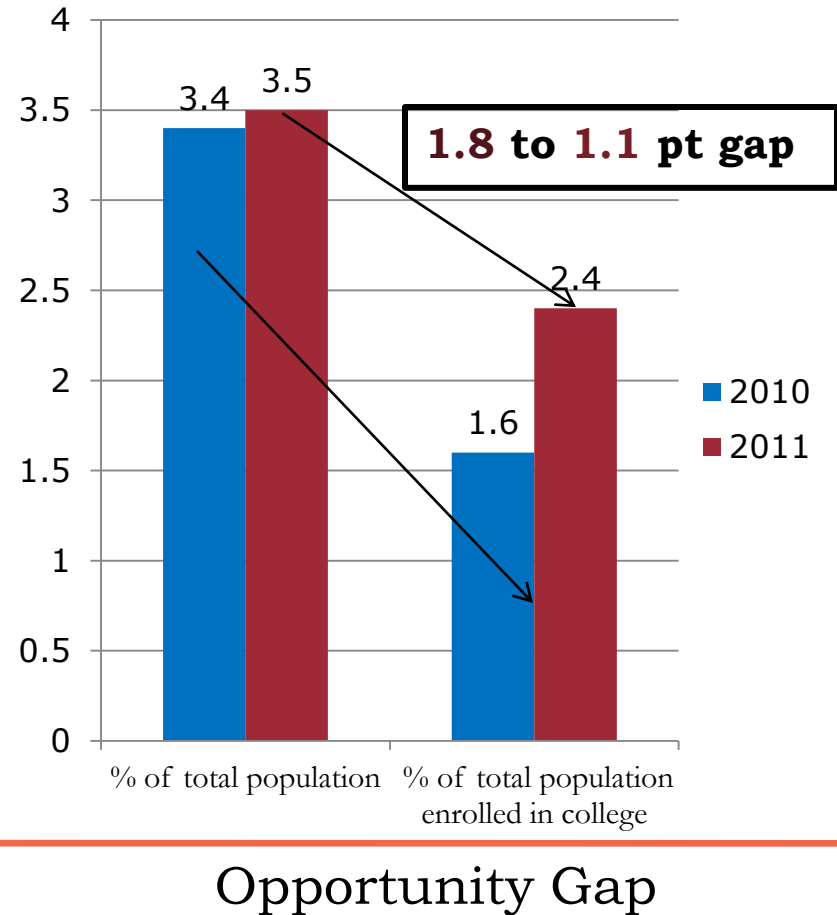
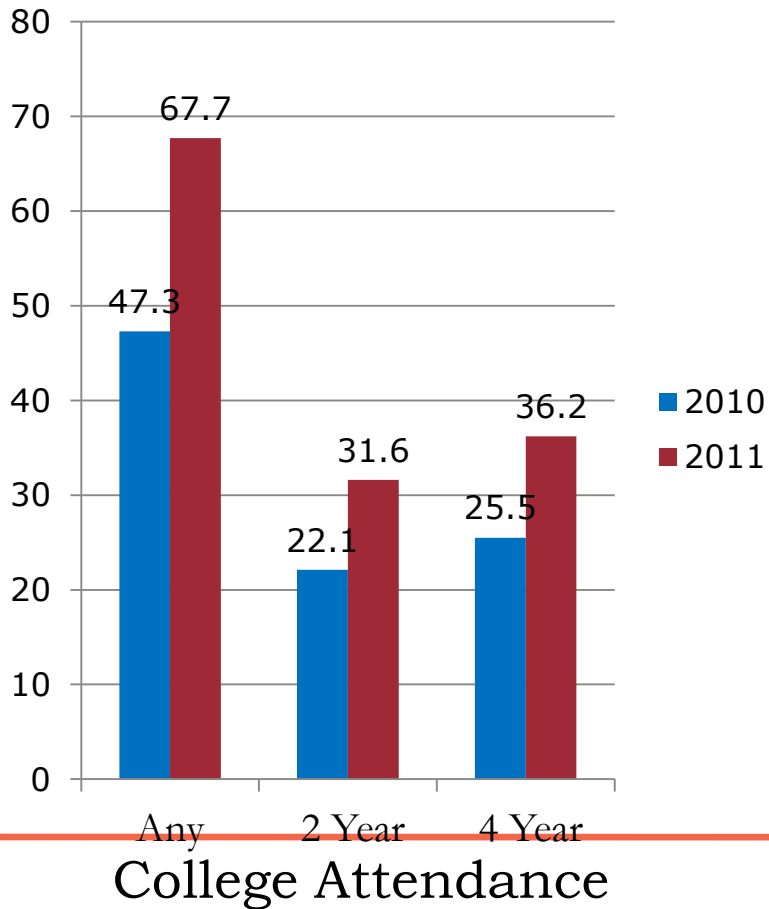


College Attendance

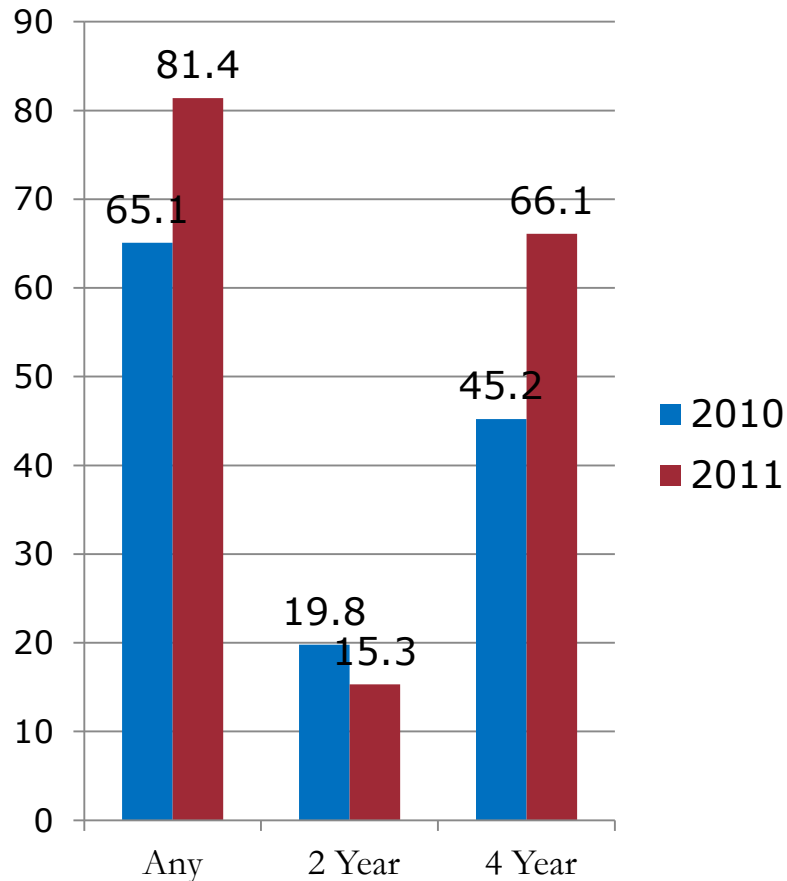


Opportunity Gap

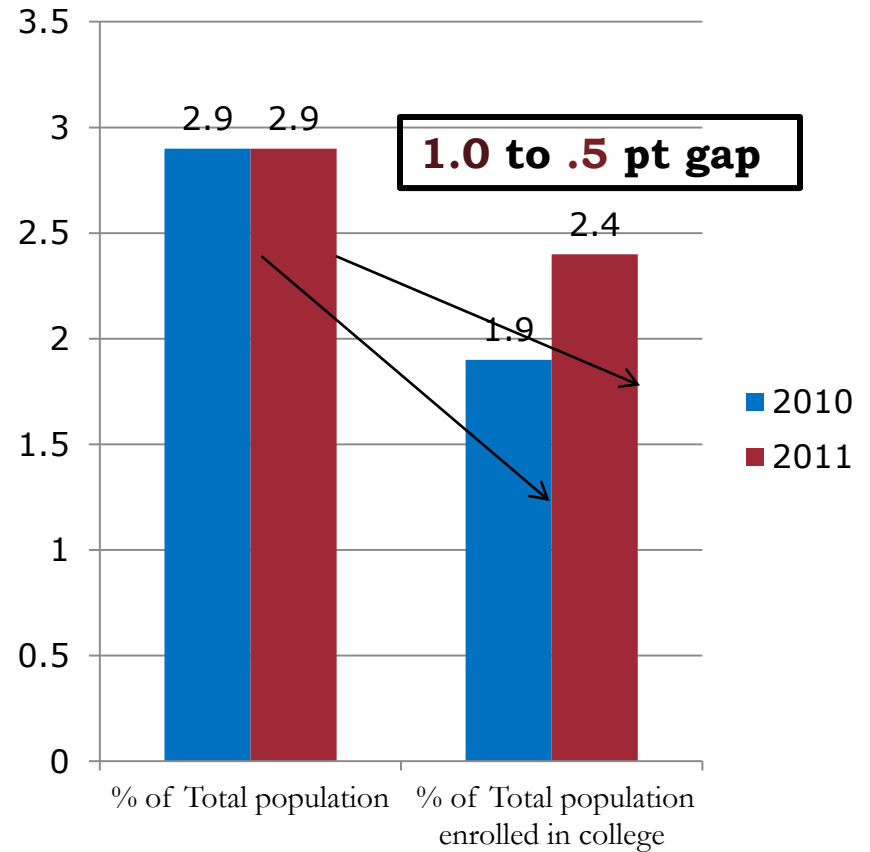
# African American



# Asian

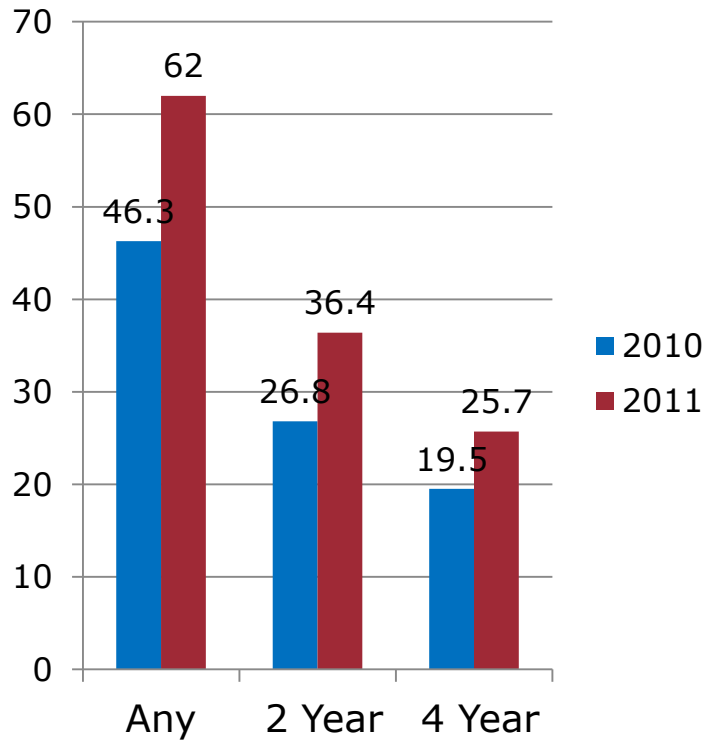


College Attendance

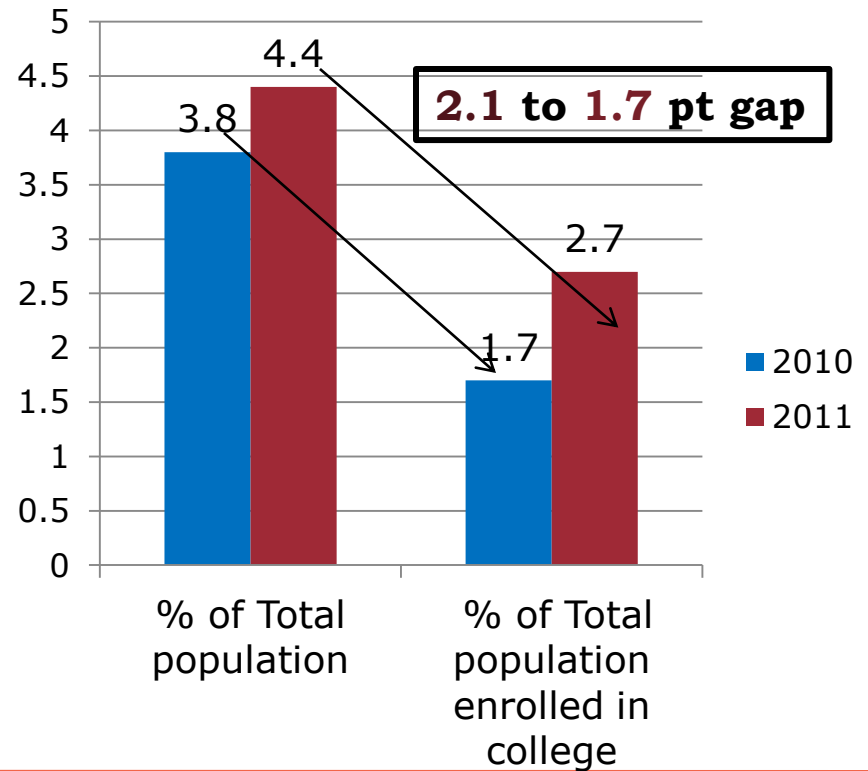


Opportunity Gap

# Native American

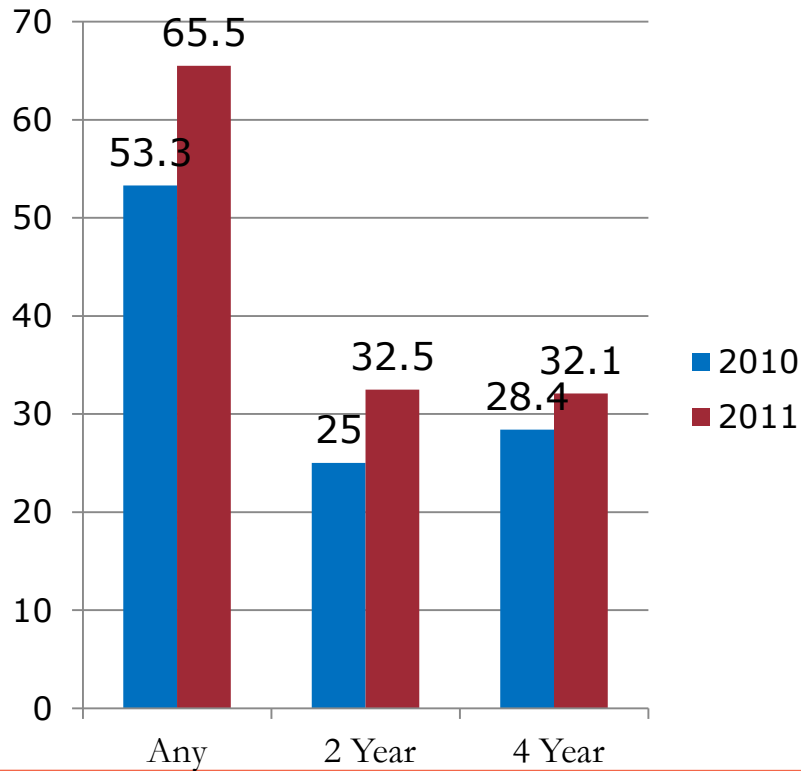


College Attendance

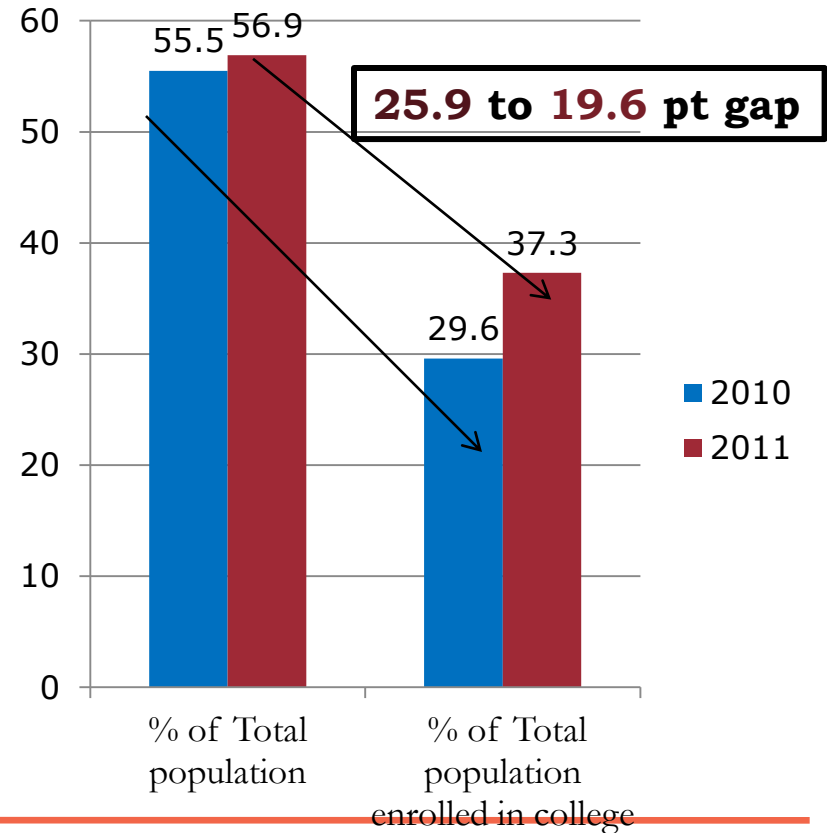


Opportunity Gap

# Hispanic



College Attendance



Opportunity Gap

# Summer Melt Work – Castleman & Page

*Summer melt* is a term traditionally used by college admissions officers to describe the phenomenon that students pay a deposit to attend a particular college but do not matriculate *at that college* the following fall.

Here, we use *summer melt* to describe the phenomenon that college-intending students fail to enroll *at all* following high school graduation.

# Magnitude of the Summer Attrition Problem

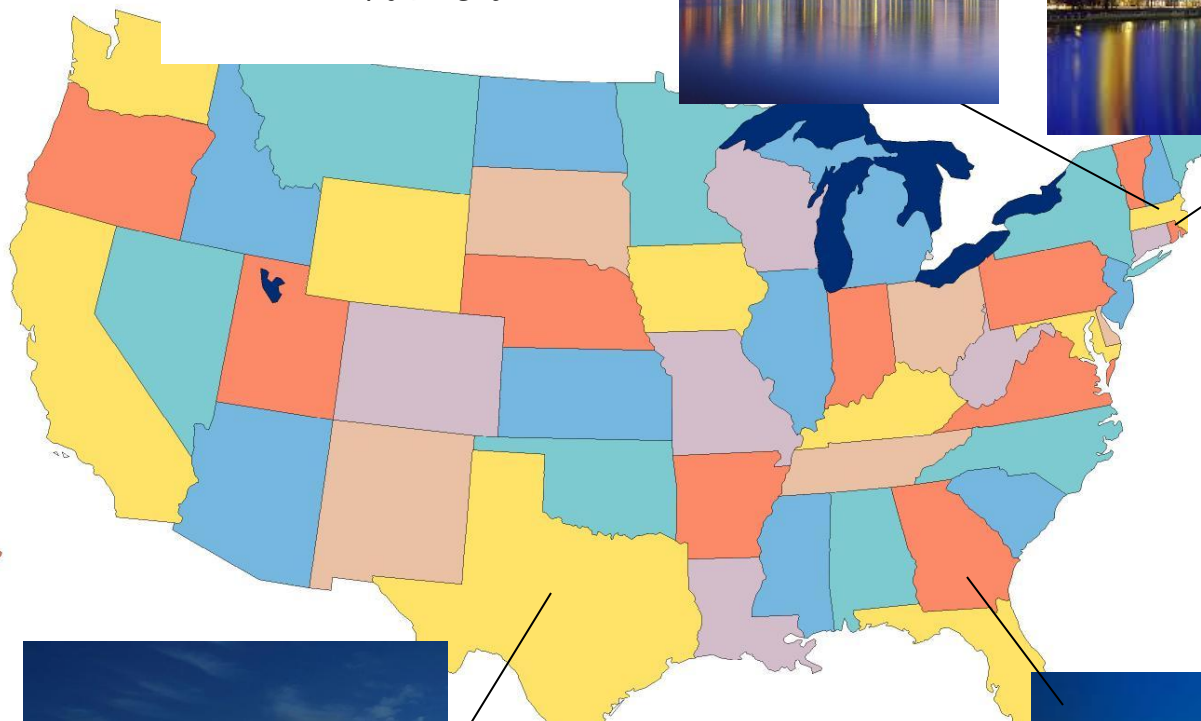
**Boston, MA:**  
21% melt



**Providence:**  
33% melt



**Nationally:**  
10-20% melt



**Southwest  
district:**  
44% melt



**Fulton County, GA:**  
22% melt



# The Challenge and Opportunity of Summer

Are students making optimal decisions not to enroll in college?

<p><b>Informational barriers to enrollment*</b></p>	<p><b>Advantages of summer intervention</b></p>
<ul style="list-style-type: none"> <li>• Unanticipated costs (e.g. health insurance) that affect students' college-going decisions</li> <li>• Navigating financial aid award letters</li> <li>• Difficulty interpreting tuition bill</li> <li>• Difficulty accessing/completing required paperwork</li> <li>• Lack of access to school counselors/professional guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Students have signaled a strong intention to enroll</li> <li>• Summer barriers more easily targeted than other problems?</li> <li>• Students more responsive to outreach/support?</li> <li>• Ample supply of school counselors to staff outreach efforts</li> </ul>

(\*Arnold, 2009; Avery and Kane, 2004; Bettinger et al, 2010; Dynarski and Scott-Clayton, 2006)



# Top 5 services provided to students in the summer

- ❑ Provided financial aid assistance
- ❑ Met (or talked with) graduate and/or family member
- ❑ Provided encouragement or reassurance
- ❑ Followed-up or tracked needs/sent transcript
- ❑ Connected to a staff member at the college

*Based on results from summer outreach in Fulton County, GA*

# Summer 2012 Outreach

Eight urban districts in the Northeast, Mid-Atlantic, Midwest, Southwest, and Mountain West

Approximately 25,000 students

Peer mentors reach out to students over the summer, HS counselors on hand to support

HS counselors stationed at high schools and colleges reach out to students over the summer.

Digital messaging campaign to students with reminders of key summer tasks



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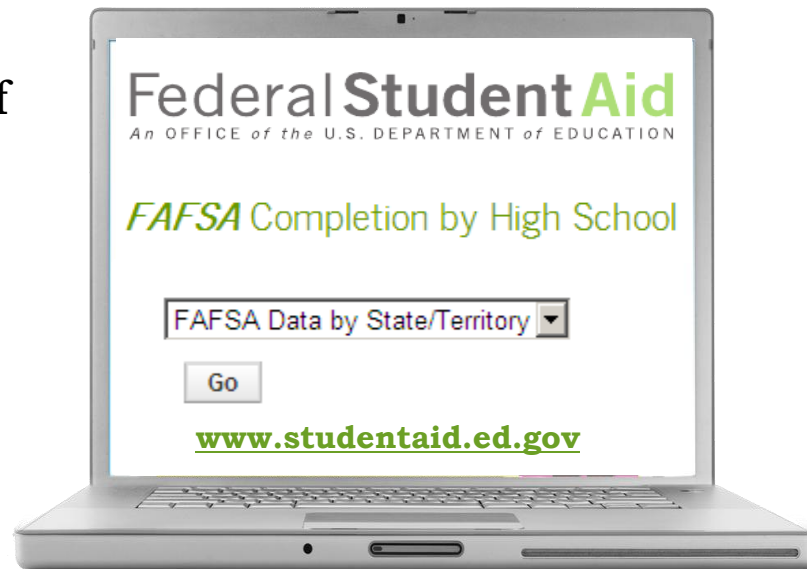
# Resources & Tools and Question & Answer Segment

# FAFSA Completion By High School

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<http://studentaid.ed.gov/about/data-center/student/application-volume/fafsa-completion-high-school>

# Federal Student Aid (FSA) For Counselors

Resources to help you help your students:

**[www.fsa4counselors.ed.gov](http://www.fsa4counselors.ed.gov)**

- Information about free training for counselors.
- Financial aid PowerPoint presentation and script.
- Federal Student Aid Publications Ordering System:

**[www.FSAPubs.gov](http://www.FSAPubs.gov)**

These PPs are the sessions conducted by FSA and the release of the federal updates for the upcoming year. Over 6,000 FAA and others participate at these conferences in December.

- ✓ **Power points for all 2011/2012 sessions**
- ✓ **Recommended Session Videos: GS-1, 31, 32, & 33**
- ✓ **For new counselors, see Fall Conference 2010 sessions: GS-2, 29, 48, & 49**

[www.fsa4counselors.ed.gov](http://www.fsa4counselors.ed.gov)

**FSA Conferences**

2011  
[Fall Conference](#)

  
Watch Session Videos

[Foreign Schools Information](#)  
[Software Developers Conference](#)

2010  
[Fall Conference](#)

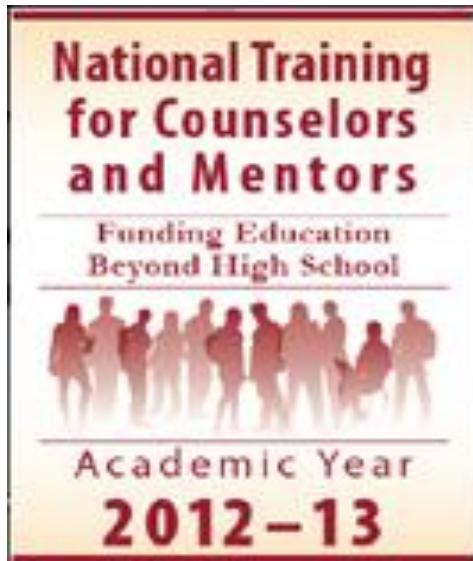
**What's New**  
[2011 Fall Conference](#) is being held at the MGM Grand Conference Center.  
Some of the presentations are now posted and available for download [here](#).  
View photos from the conference [here!](#).  
Attendees as of 11.30.11: **6,741**

**Useful Resources**  
[Training for Financial Aid Professionals](#)  
[2011 NASFAA Leadership Conference](#)  
[Information for Financial Aid Professionals \(IFAP\)](#)



# Resources for Counseling Families on Preparing Financially for College

*The National Training for Counselors and Mentors (NT4CM) 2011-2012 academic year initiative is under way!*



- Provide **free** training, information, resources, and tools regarding federal, state, and local financial aid programs for counselors and mentors working with students and their families.
- States that participate in NT4CM receive:
  - free** training materials from the U.S. DOE
  - free** publicity materials to promote state training and initiatives, and ongoing support and suggestions from other participating states.



# Resources For Students & Families

**Student Aid on the Web** -planning for college, paying for college, and repaying student loans:

[www.studentaid.ed.gov](http://www.studentaid.ed.gov)

**College.gov**—inspiration for students who think college might not be for them: [www.college.gov](http://www.college.gov)

**College Preparation Checklist** - a student's or parent's first stop for information on academic and financial preparation:

[www.studentaid.ed.gov/collprep](http://www.studentaid.ed.gov/collprep)

**Funding Your Education:** e Guide to Federal Student Aid—book to help students or parents understand the financial aid process and maximize the resources on the comprehensive [www.studentaid.ed.gov](http://www.studentaid.ed.gov) website:

[www.studentaid.ed.gov/guide](http://www.studentaid.ed.gov/guide)

**Do You Need Money for College?** Federal Student Aid at a Glance—quick glimpse outlining the federal student aid programs, eligibility criteria, and application tips:

[www.studentaid.ed.gov/needmoney](http://www.studentaid.ed.gov/needmoney)

**Looking for Student Aid Without Getting Scammed:**

[www.studentaid.ed.gov/LSA](http://www.studentaid.ed.gov/LSA)

**Fact sheets on various topics:**

[www.studentaid.ed.gov/pubs](http://www.studentaid.ed.gov/pubs)

**FAFSA on the Web/Federal School Codes:**

[www.fafsa.gov](http://www.fafsa.gov)

**PIN information and registration:**

[www.pin.ed.gov](http://www.pin.ed.gov)

**FAFSA4casterSM**—early estimate of aid eligibility:

[www.fafsa4caster.ed.gov](http://www.fafsa4caster.ed.gov)

*Have a question?*

**1-800-4-FED-AID**

**Get All  
Questions  
Answered  
!**

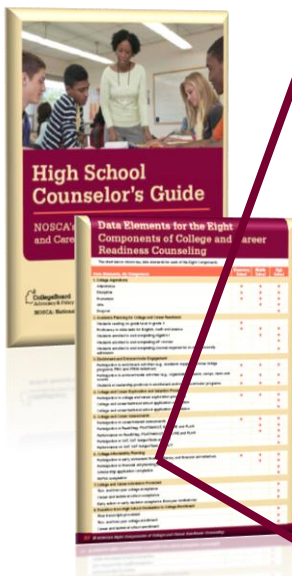
# Component #6: College Affordability Planning

## Relevant Data to Measure Student Progress and Your Accountability & Effectiveness K-12

### Data Elements for the Eight Components of College and Career Readiness Counseling

The chart below shows key data elements for each of the Eight Components.

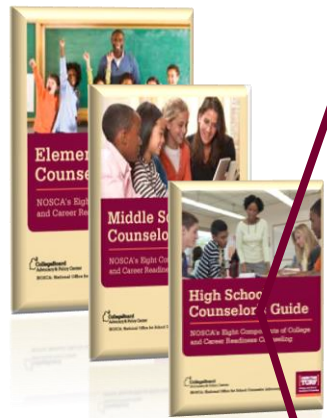
Data Elements, By Component	Elementary School	Middle School	High School
<b>6. College Affordability Planning</b>			
Participation in early awareness financial literacy and financial aid initiatives	●	●	●
Participation in financial aid planning processes		●	●
Scholarship application completion			●
FAFSA completion			●



HS Guide: Page 20  
EM & MS Guide: Page 16

**Source:** High (Elementary, Middle) School Counselor's Guide: NOSCA's Eight Components of College and Career Readiness Counseling, National Office of School Counselor Advocacy, The College Board, 2011.

# Component #6: College Affordability Planning Strategies for FAFSA Completion



**Component**

## 6

### College Affordability Planning \*High School Guide

**✓ THE GOAL**  
Provide students and families with comprehensive information about college costs, options for paying for college, and the financial aid and scholarship processes and eligibility requirements, so they are able to plan for and afford a college education.

**✓ WHY IT MATTERS**  
Money is one of the biggest barriers to enrolling in college or career/technical school. Students (and families) who are equipped to make informed financial decisions are more likely to prepare for, enter and complete college or career/technical school. Therefore, securing financial aid for students is an essential part of completing the college and career application, admission and transition process.

**✓ WHAT TO MEASURE**  
Early introduction to financial literacy and financial planning encourages students and families to engage in the timely completion and submission of FAFSA and scholarship applications.

**Relevant data**

- Participation in early awareness financial literacy and financial aid initiatives
- Participation in financial aid planning processes
- Scholarship application completion
- Free Application for Federal Student Aid (FAFSA) completion

**✓ WHAT TO LOOK FOR**  
**Data by student groups**  
Break down the data to assess performance of student groups, paying close attention to traditionally underserved populations. (See page 3 for a list of the student groups.)

**Disparities between student groups**  
For example:

- Do students from low socioeconomic backgrounds participate in financial literacy/financial aid opportunities at the same rates as their more advantaged peers?
- How do scholarship application completion rates for 12th-grade Latino students compare to those of 12th-grade African American students?
- How do FAFSA completion rates for white students compare to those of Asian students?

**✓ WHAT TO DO**  
**Work systemwide**  
Work systemwide — with students, schools, districts, parents and families, and communities — to reach everyone. Focus your work on the students who need the most help, and then use data to assess the impact of those efforts. In this way, you will create equitable interventions and begin to close the gaps.

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High School Counselor's Guide: Component 6 ■ 1

**✓ WORK SYSTEMWIDE**

**Students** (Individual, Group, Classroom and Grade)

- Ensure students understand financial aid application processes, including application completion and submission procedures, educational debt, adhering to deadlines, understanding Student Aid Reports (SARs) and financial aid award letters, federal borrowing and repayment options tailored for diverse student groups, application signatures, and communicating with financial aid offices.
- Familiarize students with financial aid publications and applications, including FAFSA, state agency applications, scholarship/grant applications, and financial literacy glossaries.
- Ensure that students with special and unusual circumstances (e.g., independent students, students with incarcerated or missing parents, foster care students, and wards of the court) have information about federal, state and institutional financial aid guidelines for application and submission, including supporting documentation and verification information.

**School**

- Collaborate with teachers schoolwide to include financial literacy and financial aid awareness into lessons about basic finance, wealth, money management, and the financial aid application and submission process.
- Use student FAFSA data to create structures to monitor application completion, make application updates and corrections, and ensure students receive and review aid reports.
- Disseminate free financial literacy and financial aid information, resources and tools in multiple languages from federal and state entities such as the U.S. Department of Education, the Federal Trade Commission, the U.S. Financial Literacy and Education Commission, and the State Higher Education Commission.

**District**

- Collaborate with other high school counselors to develop and implement districtwide financial aid events at which students can complete FAFSA and other critical forms. Hold districtwide competitions for FAFSA completion to encourage higher college and career/technical school enrollment rates.
- Collaborate with middle school counselors to align financial literacy efforts in middle and high school so students' planning is coherent and continuous. Identify families who are new to the district and who may not have had this planning in middle school.

**Parents and Families**

- Create outreach efforts to ensure that parents and families are aware of their role in assisting their children in the college affordability process (see student interventions above).
- Ensure that parents and families engage in the financial aid application process knowing that family financial circumstances may not prevent their students from applying for and/or receiving most financial aid.
- Disseminate free federal and state financial literacy and financial aid publications, brochures and website information that can help parents submit supporting financial aid documentation to colleges, universities and career/technical schools.

**Community**

- Partner with community businesses and financial institutions to develop and provide scholarship and stipend opportunities for students and/or support financial literacy initiatives.
- Encourage community leaders to help spread the word about financial literacy initiatives by serving as speakers and mentors and assisting students with documentation retrieval and submission, application review and submission.
- Use federal and state outreach personnel and toolkits from federal financial literacy and financial aid agencies to enhance school- and community-based initiatives.

Source: High School Counselor's Guide: NOSCA's Eight Components of College and Career Readiness Counseling, National Office of School Counselor Advocacy, The College Board, 2011.

# A Crosswalk to Connect the Dots

1. NOSCA's Eight Components	2. Data Elements	3. Systemwide Interventions	4. Tools, Resources & Programs
1. College Aspirations			
2. Academic Planning for College and Career Readiness			
3. Enrichment and Extracurricular Engagement			
4. College and Career Exploration and Selection Process			
5. College and Career Assessment			
6. College Affordability Planning			
7. College and Career Admissions Process			
8. Transition from High School Graduation to College Enrollment			

# NOSCA Publications



Source: [nosca.collegeboard.org](http://nosca.collegeboard.org)



## Online Tools & Resources

Get Started ▾ Find Colleges ▾ Explore Careers ▾ **Pay for College ▾** Get In ▾ Make a Plan ▾

Figuring out how to pay for college can have your head swimming with numbers. Hover over a graphic, and we'll help clear up some of the confusion.



### Pay for College:

- Financial Aid 101
- College Costs
- Scholarships & Grants
- Paying Your Share
- Financial Aid Awards
- Loans
- Tools & Calculators
- CSS/Financial Aid Profiles

**Bigfuture.collegeboard.org**

## Online Tools & Resources

The screenshot shows the Facebook app interface for the 'MY COLLEGE DOLLARS' app. At the top, the Facebook logo is visible, followed by a 'Sign Up' button and the text 'Connect and share with the people in your life.' Below this, the app's header features the 'MY COLLEGE DOLLARS' logo in large yellow letters, the CollegeBoard logo, a 'GET SCHOOLED' badge, and a 'Share' button. A yellow hand icon is pointing at the 'Share' button. The main content area has a dark background with the text: 'Connect now with the nearly \$6 BILLION in available scholarship aid and \$45 BILLION in federal and state grants.' Below this is a navigation bar with links for 'Scholarships', 'Federal and State Money', 'Other Ways to Pay', and 'My Calendar'. A large yellow 'M TV' logo is displayed on the left. On the right, a yellow speech bubble says 'HEY!' and a 'SIGN IN' button is visible. Text next to the speech bubble reads: 'You are 1-click away from your FREE personalized scholarship matches and alerts!'.

### Pay for College:

- **Search** the most comprehensive scholarship database on the web.
- **Discover** the most important step in financial aid.
- **Track** your scholarship deadlines and applications

<http://apps.facebook.com/mycollegedollars/>



# The Net Price Calculator Website

## The College Board's Net Price Calculator

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Welcome! We're glad you're exploring how to plan and pay for your college education. Colleges that you may think are out of your price range may be affordable.



Using the NPC

Financial Aid 101

Announcements

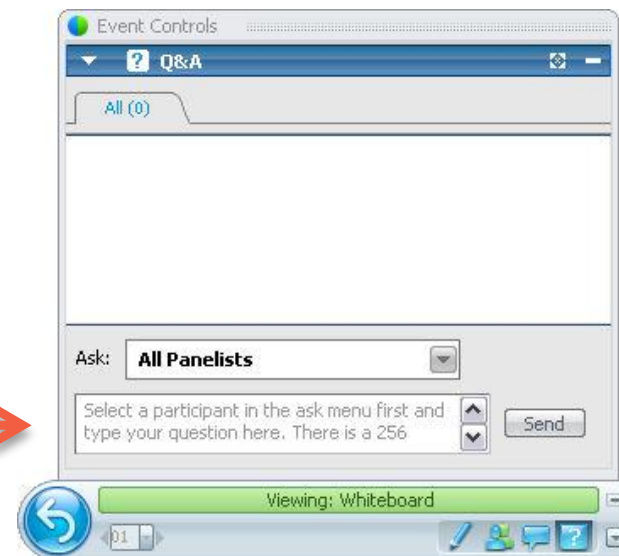
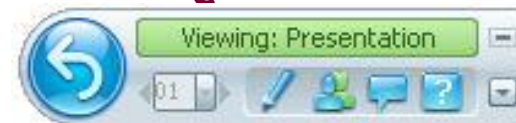
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Questions may be submitted at any time during the presentation.

## To submit a question:

- Click on the Question Mark icon (?) on the floating toolbar on your Web Session screen (as shown at the right).
- This will open the Q&A window on your computer only.
- Type your question into the small dialog box and click the Send Button.

### Q&A Icon



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Our goal is to promote the value of school counselors as leaders in school reform, student achievement and college readiness.

### 2012 National Survey of School Counselors

True North: Charting the Course to College and Career Readiness

The 2012 National Survey of School Counselors, True North: Charting the Course to College and Career Readiness, provides powerful evidence that school counselors and their administrators know true north – and they are poised to chart the course of their students' college and career success. However, a lack of focus, training, accountability, and resources for counselors stands in the way of real progress

[Learn more about the 2012 survey >](#)



2012 National Survey of School Counselors

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