

POST HIGH SCHOOL PLANNING GUIDE

BROKEN BOW HIGH SCHOOL
2011-2012



The purpose of this book is to provide students and parents with information that will assist them in post-high school plans. This booklet was designed by counselors of Lincoln Public Schools and was modified to meet the needs of Broken Bow High School. It is provided to keep students and parents informed with the basic information pertaining to educational opportunities. Please bookmark this booklet as a reference to consult regularly.

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Section 1: Planning for After High School

CAREER PLANNING

Nebraska Career Connections

<http://www.nebraskacareerconnections.org/>

Nebraska Career Connections is a free Internet-based career exploration and planning tool that Broken Bow students use to explore career plans and college options. Career Connections can be accessed from school, from home, or wherever a student/parent has Internet access. Features of the program include:

Interest and Skills Assessment- a world-renowned career assessment tool to help students

Career Profiles- thorough and up-to-date information about hundreds of different occupations, including direct links between careers and college programs.

Multimedia descriptions- visual and audible descriptions about each occupation, which add depth and realism to career profiles

College and Financial Aid Information- comprehensive college and financial aid information, with a number of useful search tool to help students find the right college and the right scholarships

Career Portfolio- available online, so students develop their education and career plans. Broken Bow students are encouraged to use this part of the program extensively.

Personal Learning Plans – a personal list of class needed to achieve a student’s career goal. This was filled out as part of Broken Bow MS 8th grade Career Education class.

Resume Builder- integrated with the portfolio to help students format and print professional looking resumes quickly and easily.

To find more about Nebraska Career Connections, we encourage you to logon and create a FREE account. Students that have forgot their login on information are encouraged to and recover their username and password through the website or visit Mr. Schaaf

Bookmark the [Education Quest](#) website for College Selection information and sign up for the Countdown to College updates.

MAKING A COLLEGE CHOICE – WHY?

WHY MORE EDUCATION?

- Because the world is rapidly changing and many jobs rely on new technologies and skills that require education beyond high school.
- Because the average person with some level of post-secondary education will earn more money than the person who has none.
- Because you'll gain a wide range of knowledge that will help you succeed, both on and off the job.

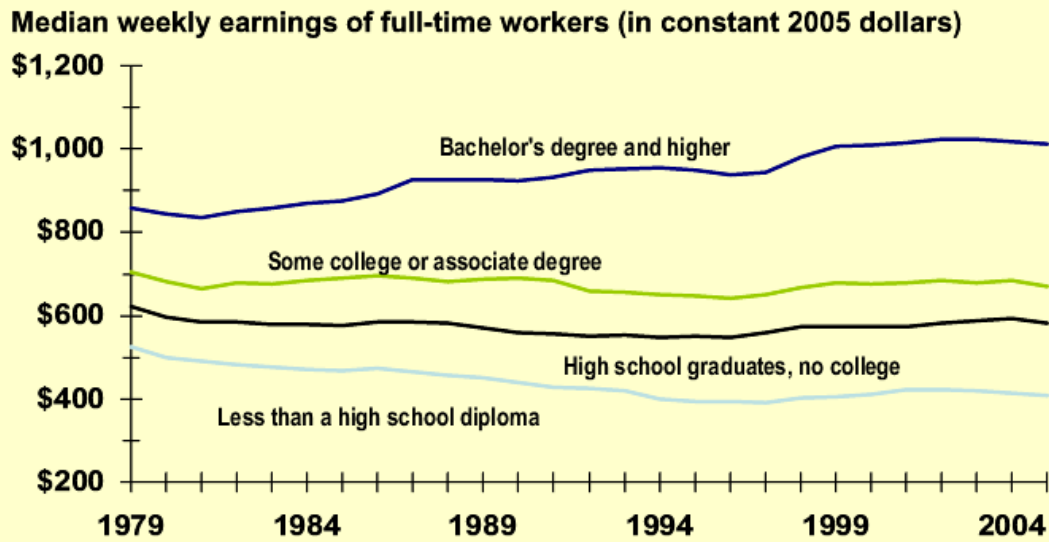
Below are some of the most common myths that exist in the employment world today.
Don't buy into them!

MYTHS

- **There's only one right job for me.**
On the contrary, there are numerous occupations in which your talents can be equally applied.
- **Most people start their career at age 21 and proceed in a straight line toward their career goals.**
Not likely! The career paths of most people are filled with zigs and zags and changes in direction.
- **There are specific job responsibilities for every occupation.**
On the contrary, people in positions with the same title often perform different tasks. Duties may vary according to an individual's interests and capabilities, as well as employer's needs.
- **You must have work experience to find a job.**
Often you're hired for your aptitude or potential to learn and advance in an organization rather than for your existing work capabilities or experiences.
- **A four-year college degree guarantees a well-paying job.**
Not true! Only 20-25% of current jobs require at least a four-year college education. It's very important to remember that many jobs also require technical skills.
- **If I'm smart, go to college, study hard and graduate, I'll get a job in my chosen occupation.**
Not necessarily. Getting a job in your chosen occupation depends on many factors, such as the U.S. economy, downsizing, competition, advancements in technology, etc. Again, you may have to be patient and very persistent in your job search.
- **Career planning is an irreversible process.**
Not so. You can change career directions whenever your talents, needs, and resources dictate or allow.
- **Choosing an occupation is difficult.**
While choosing an occupation takes time, patience, and research, it can be a satisfying experience under the guidance of your family, teachers and counselors.
- **Everyone should go to college.**
Everyone probably needs some training beyond high school. Think first about what occupation you want, and then find out about what education is necessary to do the job. Remember that both desire and effort are necessary to be successful in post-high school education.

(from the Minnesota SOICC Careers Study Guide)

Figure 4-3. Real Median Weekly Earnings for College Graduates Have Trended Up Over Time

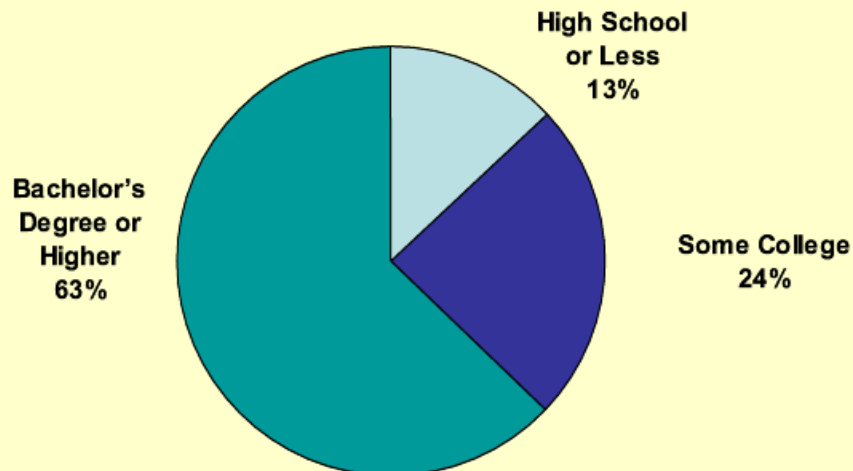


NOTE: Median weekly earnings of full-time wage and salary workers 25 years of age and over. Earnings data have been adjusted using the CPI-U-RS. Data beginning in 1992 are based on highest diploma or degree received; prior to 1992, data were based on years of school completed.

SOURCE: Bureau of Labor Statistics, Current Population Survey.

Figure 4-8. Most New High-Growth, High-Wage Jobs Are Expected to Be Filled by Workers with a Bachelor's Degree or Higher

Projected Employment Change In High-Growth, High-Wage Jobs, by Expected Educational Attainment



Source: Bureau of Labor Statistics, Employment Projections program, National Employment Matrix 2004-2014.

MAKING A COLLEGE CHOICE – HOW?

Making a college choice can be as difficult as making other important decisions that challenge you. Find a method to organize the task into smaller pieces to make it possible to make a good decision.

Begin by identifying what your reasons are for going to college:

What do you hope to gain?

What are your career ambitions?

What are your goals?

What learning opportunities do you need?

How will college help you achieve these goals and ambitions?

For help with college search: [Nebraska Career Connections](#), [Education Quest](#), [College Search](#), [College Confidential](#) and/or [College Zone](#).

The next step is to relate these goals to factors you can use as you search for colleges that meet your needs. Factors to consider are:

A. Type of college

1. Two- or four-year college
2. Residential or commuter
3. Large or small
4. College or university

B. Location

1. What area(s) of the country can you realistically consider?
2. What about the relation between location and costs?
3. Are specific interests and goals tied to a specific location?

C. Admissions selectivity

1. What are the application procedures?
 - a. What tests are required?
 - b. Are there any deadlines?
 - c. What high school course preparation is needed?
2. Are you eligible for admission?
3. What academic demands can you expect to find?

D. Costs

1. How much will it cost?
2. What type of financial aid is available?
3. How do you apply for financial aid?

E. Majors and study programs available

1. Does the school offer the major you want?
2. If you are undecided, does the school offer you the chance to explore areas of your interest?
3. Does the school have any type of internship program?

F. Social life

1. What is the campus atmosphere like?
2. What extracurricular activities are available?

After you have developed a list of colleges to consider, begin to form a detailed and complete picture of each college. This will be helpful in identifying those that best fit your needs.

MAKING A COLLEGE CHOICE – TYPE

Types of Colleges – What Suits Your Child Best?

What kind of college would your child like to attend? Different types of colleges suit different types of people. Take a look at these descriptions from College Board to learn about the options available to your child.

Liberal Arts Colleges

Liberal arts colleges offer a broad base of courses in the humanities, social sciences, and sciences. Most are private and focus mainly on undergraduate students. Classes tend to be small and personal attention is available.

Universities

Generally, a university is bigger than a college and offers more majors and research facilities. Class size is often a reflection of institutional size, and some classes may be taught by graduate students.

Community or Junior Colleges

Community colleges offer a degree after the completion of two years of full-time study. They frequently offer technical programs that prepare students for immediate entry into the job market.

Upper-Division Schools

Upper-division schools offer the last two years of undergraduate study, usually in specialized programs leading to a bachelor's degree. Students generally transfer to an upper-division college after completing an associate's degree or after finishing a second year of study at a four-year college.

Agricultural, Technical, and Other Specialized Colleges

Has your child made a clear decision about a career after college? Specialized colleges emphasize preparation for specific careers. Examples include Art, Music, Bible, Business, Health Science, Seminary, Rabbinical, and Teaching.

Public vs. Private

On the one hand, public colleges are usually less expensive, particularly for in-state residents. They get most of their money from the state or local government. Check out your state's Guide to Residency. Private colleges rely on tuition, fees, endowments, and other private sources. On the other hand, private colleges are usually smaller and can offer more personalized attention (and some believe more prestige).

Special Interests

Single-Sex

All four-year public colleges and most private schools are co-ed. In terms of single-sex colleges, there are about 50 specifically for men and about 70 specifically for women. Some may enroll a few men or women.

Religiously Affiliated Colleges

Some private colleges are affiliated with a religious faith. The affiliation may be historic only or it may affect day-to-day student life.

Historically Black Colleges

Historically black colleges find their origins in the time when African American students were systematically denied access to most other colleges and universities. These schools offer students a unique opportunity to experience an educational community in which they're part of the majority.

MAKING A COLLEGE CHOICE – READY?

College representatives recognize that a myriad of factors are considered in making the decision to admit a high school senior to their campus as a prospective freshman. Factors such as academic preparation, test scores, special talents in athletics or fine arts, leadership skills, or ethnic origin are but a few of the items considered in evaluating the student’s candidacy for admission. **By far, the most important item, regardless of the selectivity of the institution, is a student’s high school academic preparation.** To help gain insight into admission requirements four illustrations are included: community and technical colleges, state college and university admissions, moderately selective institution’s admissions, and highly selective institution’s admissions.

ACADEMIC EXPECTATIONS

- A. Many two-year technical and community colleges maintain an open door admissions policy (i.e. a high school diploma allows a student to be admitted). The ACT is required for students planning to transfer after two years. The ACT and/or SAT are not required for most programs leading to a diploma or certificate.
- B. High School Course Recommendations are contingent upon the major a student pursues. For example, a Health Occupations major requires a solid background in the sciences and an electronics major requires advanced math classes.

ACADEMIC EXPECTATIONS - STATE COLLEGE AND UNIVERSITY

1. The basis for admissions decisions traditionally revolves around two primary components: high school course preparation and ACT/SAT test scores. In essence, the admissions decision for the better part is made statistically, by counting academic units and reviewing test scores.
2. High School Core Requirements
 1. 4 years of English
 2. 3-4 years of mathematics
 3. 2-4 years of science (laboratory based)
 4. 3-4 years of social studies
 5. 2-4 years of world language
3. The above guidelines are considered minimum preparation. Students applying to out-of-state institutions may need to take four years of course preparation in English, mathematics, social studies, and science to meet admissions requirements. Students applying to in-state institutions will want to check on each institution’s entrance requirements.

MAKING A COLLEGE CHOICE – READY?

Moderate / Highly Selective Institutions

- A. The basis for admissions decisions may revolve around numerous factors: high school course preparation, ACT/SAT test scores, teacher/counselor recommendations, a personal essay, and special talents or leadership skills. These admissions components are not equally weighted; academic preparation is still the most important factor.
- B. Typical High School Course Requirements
 - 1. 4 years of English
 - 2. 4 years of mathematics
 - 3. 4 years of science
 - 4. 4 years of social studies
 - 5. 4 years of a world language
- C. Highly selective institutions place high emphasis on students who challenge themselves by taking competitive academic courses and performing in a consistent manner.
- D. Students applying to out-of-state institutions will want to check on each institution’s entrance requirements.

WHAT DO THEY LOOK AT?

Admissions officers consider these factors in roughly the following order of importance:

- | | |
|-----------------------------------|-----------------------|
| 1. Grade Point Average/Class rank | 5. Recommendations |
| 2. ACT/SAT test scores | 6. Interviews |
| 3. Extracurricular activities | 7. Application essays |
| 4. Difficulty of curriculum | 8. Intangibles |

Of course, every college is different. The larger the school, the less time it has to spend with your application (often less than five minutes.) Big state schools rarely reach number three on this list. Small schools may look past weak grades or test scores if they see something special about you.

It will be imperative that students work closely with their counselor to review their academic selections each semester to assure that they are meeting the admissions expectations of their colleges. Students can never be “**academically over-prepared**” for college. Seek advice from your counselor often to help assure that you are ready for the transition from high school to the collegiate environment.

Early decision: A high school student submits an application in the fall of the senior year to a school, agreeing not to apply to other colleges. Schools reply on or about December 1, with mandatory enrollment for students who are accepted.

Early action: Students apply in the fall of their senior year. Schools reply on or about December 1, but students may still apply elsewhere even if they are accepted.

Rolling decision: Admissions officers make decisions based on the order they receive applications from qualified students. Students are not bound to attend if accepted.

Regular decision: Colleges receive applications in the winter and make decisions in the spring. Nonbinding on students accepted.

MAKING A COLLEGE CHOICE – READY?

A Strong Standard

The admissions illustrations are meant as general guidelines to assist parents and students in planning their high school courses. It is important to review the admissions information listed in the college catalogs or via computer to determine the specific academic requirements of each institution or department. College's admissions officers make every effort to recognize individual differences in student's academic preparation before making final admissions decisions.

UNL ADMISSION REQUIREMENTS

(This example is not intended to market UNL. It is an illustration to inform seniors about classes required for college. Requirements are subject to change.)

Category	Units	Requirements
English	4	All units must include intensive reading and writing experience. Innovative interdisciplinary courses and courses in speech and journalism may be substituted if they include substantial amounts of reading and writing.
Mathematics	4	Must include Algebra I, II, and Geometry, and one additional unit that builds on a knowledge of Algebra.
Social Studies	3	At least one unit of American and/or world history and one additional unit of history, American government, and/or Geography, and a third unit drawn from any social science discipline
Natural Sciences	3	At least two units selected from biology, chemistry, physics, and earth sciences. One of the units must include laboratory instruction.
Foreign Language	2	Students who are unable to take two years of foreign language in high school may still qualify for admission. Such students will be required to take two semesters of foreign language at the University of Nebraska. These students are still required to complete 16 units of academic courses for admission.
Total Units	16	

Performance Requirements

In addition to meeting the above core course requirements, students applying for admission to the University should

be ranked in the upper one-half of their high school class

or

have received an ACT composite score of 20 or higher

or

have received an SAT total score of 950 or higher

Students who do not meet the above requirements for assured admission should still apply for admission. Each application will receive individual review for demonstration of potential for success at university-level work.

MAY 1- FINAL DEADLINE TO APPLY AT UNL

MAKING A COLLEGE CHOICE – READY?

Nebraska Schools

University of Nebraska

The University of Nebraska has admission requirements that most students must meet to be admitted to any of its four campuses. These include:

- **4 units of English**
- **3 units of mathematics (4 units at UNL)**
- **2 units of foreign language**
- **3 units of natural science**
- **3 units of social sciences**

Students also must rank in the upper half of their senior class or have a minimum ACT composite score of 20 or minimum SAT score of 950. Applications of students who don't meet all entrance requirements will be reviewed and approved on a case-by-case basis.

University of Nebraska-Lincoln

313 N.13th Street
Van Brunt Visitors Center
Lincoln, NE 68588-0256
(402) 472-2023
(800) 742-8800
<http://www.unl.edu>
admissions@unl.edu

University of Nebraska at Kearney

905 W. 25th Street
Kearney, NE 68849
(308) 865-8526
(800) KEARNEY
<http://www.unk.edu>
admissionsug@unk.edu

University of Nebraska at Omaha

Office of Admissions
6001 Dodge Street
Omaha, NE 68182-0005
(402) 554-2393
(800) 858-8648
<http://www.unomaha.edu>

University of Nebraska Medical Center

984230 Nebraska Medical Center
Omaha, NE 68198-4230
(402) 559-6468
(800) 626-8431
<http://www.unmc.edu>

State College System

To attend Nebraska's state colleges, you must be a high school graduate. You also are recommended to have completed the following coursework:

- **4 units of English**
- **3 units of social sciences**
- **3 units of mathematics**
- **2 units of laboratory sciences**
- **Additional courses in foreign language, fine and performing arts, and computer literacy**

Chadron State College

1000 Main Street
Chadron, NE 69337
(308) 432-6263
(800) - CHADRON
<http://www.csc.edu>
inquire@csc.edu

Peru State College

Box 10
Peru, NE 68421
(402) 872-2221
(800) 742-4412
<http://www.peru.edu>
admissions@oakmail.peru.edu

Wayne State College

1111 Main Street
Wayne, NE 68787
(402) 375-7234
(866) WSC - CATS
<http://www.wsc.edu>
dmit1@wsc.edu

MAKING A COLLEGE CHOICE – READY?

Which One is a Real Fit?

No publication, no matter how thorough, can give you a complete picture of a college or university. A visit at your high school with a college representative and a campus visit are the best ways to see for yourself what a college is like and if it is an appropriate consideration for you.

College representatives who come to the Broken Bow High School answer many of the student's questions as they inform them about their institution. Most admissions concerns are outlined in a brief, colorful booklet provided by the college. These view books may be obtained from the admissions office or an admissions representative. It is important to review the information in the view book that outlines high school preparation. Each institution has specific minimum entrance requirements that must be met for admission, especially many competitive colleges and universities.

Many of the remaining concerns students may have are with the social climate, academic standards, and are best addressed through a campus visit. We encourage this activity for both students and parents. Before doing so, it is imperative that students read available material on the college, search the Internet for more information, and finally take the time to develop a set of questions to ask during a campus visit that the materials have not addressed.

The questions below are examples of information that students may want to explore while meeting with a college representative or visiting a college.

ACADEMIC STANDARDS AND POLICIES

- What departments have the largest percent of students enrolled?
- What percent of graduates go directly to graduate school?
- What percent of the faculty hold Ph.D. degrees?
- How large is the library? What are the library hours?
- Do some departments have higher admission standards for acceptance?
- What is the average entrance information examination score of entering freshmen?
- Do graduate students teach any sections of freshman courses? Of upper-class courses?
- What are required freshman courses? Sophomore courses?
- What computer facilities are available?
- Is there an escort service across campus during evening hours?

STUDENT BODY

- What is the geographical distribution of the student body?
- How many foreign students attend the college?
- What is the average size of the freshman class?
- What percent of the freshman do not return as sophomores? What percent of these are for academic reasons?
- What percent of the students remain on campus during weekends?
- What is the male/female ratio on campus?
- Are there religious groups or organizations available on campus?

MAKING A COLLEGE CHOICE – READY?

Which One is a Real Fit?

FOOD SERVICE OPTIONS

- What meal plans are available? 20 meals? 15 meals? 10 meals?
- Do you have different meal options on campus? Vegetarian, etc.?
- Can you get meal vouchers to eat anywhere on campus?
- Are meals served in the dorms or are they in a central dining area?
- What provisions are available for after dinner snacks? In the dorms or dining area?
- Quick food service in the Student Union? Vending machines in the dorms?
- What meal service is available on Sunday evenings?
- Are there fast food options available within walking distance of campus?

CAMPUS REGULATIONS

- Are freshman permitted to have automobiles? Upperclassmen?
- Are parking facilities available?
- Are there curfews in the dormitories?

HOUSING

- Do all students live in dormitories?
- Are freshman living and eating arrangements or other regulations different from the upperclassmen? How?
- Are the dorms coed? Explain.
- Are fraternities and sororities available? Are they national?
- What percent of the student body belongs to those societies?
- Is there sufficient dormitory space for those wishing it?

CAMPUS RECREATION AND TRANSPORTATION

- How far is the nearest bus station? Airport? Railroad station?
- Does the campus have transportation service available to the airport, bus station, or railroad station?
- Is there special transportation available for incoming freshmen or at holiday vacation breaks?
- Is there travel service on campus that is available to students?
- How far is it to the nearest movie theater?
- Are there concert halls, museums, etc., in the community or area?
- Weekend activities on campus? What percentage stay on campus most weekends?
- Movies -- how many were shown on campus last year and what do they cost students?
- Concerts -- how many were held last year? Rock? Jazz? Classical?
- Did the campus sponsor dances? Were they open to the entire campus?
- Are there gym facilities available for recreational use?
- What intramural or intercollegiate sports are available? How are they financed?

Check out [Education Quest's College Visit Section](#)

or

[College Confidential](#)

GRADE LEVEL TIMELINES

Freshmen and Sophomore Year

[Know How 2Go](#)

Junior Year

Fall

- Sign up for Countdown to College at www.educationquest.org to receive monthly college planning advice.
- Complete a resume of honors, activities, experiences, and community service for recommendations, admissions and scholarships. Consider using EducationQuest's online [Activities Resume](#) or Nebraska Career Connections [Resume Builder](#)
- Research colleges that interest you.
 - Review EducationQuest's online [College Profiles](#).
 - Search Schools with [Nebraska Career Connections](#).
 - Attend the college fair in your area.
 - Talk to admission representatives who visit your school.
 - Seek advice from your school counselor.
 - Use the resources at EducationQuest Foundation.
- Start looking for scholarships to meet early deadlines. Check out the [list of scholarships](#) on the Broken Bow School website under guidance, www.educationquest.org, (Scholarship Quest), www.fastweb.com, www.collegeboard.com
- Attend the Financial Aid Program at your high school.
- Take the PSAT. This is used for National Merit consideration.

Spring

- Start your college visits - call two weeks in advance to set up each visit.
- Start a scholarship file to organize your scholarship applications.
- Update your resume
- Prepare for the ACT / SAT with:
 - Baylor Prep website through Broken Bow Schools
 - Test prep classes and books.
 - Sample questions at www.actstudent.org and www.collegeboard.org.
- Take the ACT / SAT.

JUNIORS

You are encouraged to take either the **SAT** or **ACT** in the spring/early summer of your junior year.

Some admissions / scholarships are dependent on the junior score.

Senior year

Fall

- Verify your graduation and college entrance requirements with your school counselor.
- Listen to daily announcements and check your school website!
- Hone your resume – stay involved!
- Work with faculty for recommendation letters
- Retake the ACT / SAT -- colleges use your best score for admissions and scholarships
- Narrow your college selection:
 - continue your campus visits
 - talk to admission representatives who visit your school
 - attend the college fair near you
 - seek advice from your parents and school counselor
 - use our in-house or online college selection resources
- Request letters of recommendation.
- Complete 3 - 4 college applications.
- Apply for scholarships. Good resources are:
 - [Counselors Corner](#) on the [Broken Bow website](#)
 - Education Quest [ScholarshipQuest](#) and their onsite scholarship catalogs
 - www.fastweb.com

Winter

- Order your cap/gown and announcements
- Prepare for the FAFSA (Free Application for Federal Student Aid)
 - Apply for a PIN at www.pin.ed.gov (student and parent).
 - Attend the financial aid program in your area.
 - Use the Education Quest's [College Funding Estimator](#) to estimate your FAFSA results.
 - Complete your taxes early for reporting on the FAFSA.
- Complete the FAFSA before your college's priority deadline. File online at www.fafsa.ed.gov or make an appointment at [EducationQuest](#) for free assistance.
- Watch for college acceptance letters.
- Continue to apply for scholarships.

Spring

- As a follow-up to the FAFSA, you should:
 - Expect your Student Aid Report (SAR).
 - Verify financial aid information with your college - if they require it.
 - Expect award letters from the colleges listed on your FAFSA.
 - Compare award letters from the schools.
- Select a college after careful consideration of all your options.
- Make your housing deposit at the college you selected.
- Order your final transcript from your school registrar.

Summer

- Apply for student and parent loans if you need them.
- Attend the orientation program at your college.

COMMUNITY COLLEGE / VOCATIONAL SCHOOLS

WHAT IS A COMMUNITY COLLEGE? A Community College can also be referred to as either technical or junior college, and they may either be under public or independent control. What unites these two-year colleges is that they are regionally accredited, post-secondary institutions, whose highest credential awarded is the associate degree. With few exceptions, community colleges offer a comprehensive curriculum, which includes transfer, technical, and continuing education program.

ACADEMIC TRANSFER EDUCATION -- Many community colleges (**MID-PLAINS COMMUNITY COLLEGE INCLUDED**) offer the first two years of academic credits for transfer to a four-year college/university.

ADVANTAGES OF A COMMUNITY COLLEGE

- **A Caring Environment**
- **Convenience and Accessibility**
- **Reasonable Cost**
- **Variety of Associate Degree Programs**
- **Community Partnerships**

The facts are that between now and 2020:

Employers will be hiring more people with technical education than any other group.

The fastest growing job category in the United States will be technology-related.

Bookmark the [EducationQuest](#) website for College Selection information and sign up for the Countdown to College updates.

COMMUNITY COLLEGE / VOCATIONAL SCHOOLS

JUNIORS & SENIORS: APPLY EARLY

Plan ahead if considering a Community College

Do 3 Things:

1. Enroll early - many programs have a waiting list.
2. Take an entrance exam.
 - a. send ACT score (if your Program of Study requires it)
 - b. Take the COMPASS test at Mid-Plains. The COMPASS is Mid-Plains Community College's computer adaptive placement test. It measures skills in reading, English, and mathematics. COMPASS helps determine placement in Community College courses. There is very little pressure as there is no time limit and no cost. The computer selects questions on the basis of answers to previous questions.
 - c. Call ahead for an appointment.
3. If any score is too low to qualify for a program they will reserve a place in the program if you develop a plan to improve. For example, if your math score is low you can take a math class at your high school or at Mid-Plains.

Mid-Plains Community College Custer Campus

2520 South E Street

Broken Bow, NE

PHONE: 872-5259

WEBSITE: <http://www.mpcc.edu/>

NCAA

Students planning to attend an NCAA Division I or II school on an athletic scholarship must meet certain academic requirements. **Not all courses qualify as NCAA core courses.** Students should consult with a counselor and the NCAA Guide for the College-Bound Student-Athlete to make sure they meet all requirements for graduation and NCAA eligibility. The NCAA Eligibility Center service web site is <https://web1.ncaa.org/eligibilitycenter/common/>. Use this access information needed to understand the Division I and II eligibility requirements, register with the Clearinghouse, and to access individual Clearinghouse records.

What Do I Need To Do?

- **Grade 9**
 - Verify with your high school guidance counselor and the online core-course listing to make sure you are on track.
- **Grade 10**
 - Verify with your high school guidance counselor and the online core-course listing to make sure you are on track.
- **Grade 11**
 - Make sure you are still on course to meet core-course requirements (verify you have the correct number of core courses and that the core courses are on your high school's 48-H with the eligibility center).
 - After your junior year and grades are posted, register with the eligibility center.
 - After your junior year, have your high school guidance counselor send a copy of your transcript. If you have attended any other high schools, make sure a transcript is sent to the eligibility center from each high school.
 - When taking the ACT or SAT, request test scores to be sent to the eligibility center (the code is "9999").
 - Begin your amateurism questionnaire.
- **Grade 12**
 - When taking the ACT or SAT, request test scores to be sent to the eligibility center (the code is "9999").
 - Complete amateurism questionnaire and sign the final authorization signature online on or after April 1 if you are expecting to enroll in college in the fall semester. (If you are expecting to enroll for spring semester, sign the final authorization signature on or after October 1 of the year prior to enrollment.) • Have your high school guidance counselor send a final transcript with proof of graduation to the eligibility center.

Consult an [NCAA worksheet](#) to calculate your eligibility. Be aware of requirements and colleges / universities changing Division status.

NCAA – KNOW THE RULES

CORE COURSES – Be sure courses chosen are approved through the [NCAA clearing house](#).

NCAA Division I requires 16 core courses.

- 4 years of English.
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 1 year of additional English, mathematics or natural/physical science
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy).

NCAA Division II requires 14 core courses.

- 3 years of English.
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 2 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 3 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy).

PLEASE NOTE: Beginning August 1, 2013, students planning to attend an NCAA Division II institution will be required to complete 16 core courses.

TEST SCORES

Division I has a sliding scale for test score and grade-point average.

Division II has a minimum SAT score requirement of 820 or an ACT sum score of 68.

The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used. The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, mathematics, reading and science. All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

GRADE-POINT AVERAGES

Only core courses are used in the calculation of the grade-point average. Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is www.ncaaclearinghouse.net

COLLEGE ENTRANCE EXAMS -OVERVIEW

ACT / SAT / COMPASS

Almost all colleges use tests as part of their admission program. Some use tests for the selection process, while others may use the results for placement purposes in certain courses or programs, or perhaps other uses. Registration packets for all tests are available in the guidance office. These packets should include a booklet, which provides sample test questions and other helpful test information.

It is the student's responsibility to obtain an application, fill it out, and mail it with the enclosed fee before the deadline.

The Three Basic College Entrance Tests

- COMPASS – Mid-Plains Community College's computer adaptive placement test.
- American College Test (ACT) -- Also referred to as the Enhanced ACT and used for Nebraska Regents Scholarships.
- Scholastic Aptitude Test (SAT) -- Also referred to as the College Boards.

COMPASS

The COMPASS is Mid-Plains Community College's computer adaptive placement test. It measures skills in reading, English, and mathematics. COMPASS helps determine placement in Mid-Plains Community College courses. There is very little pressure **as there is no time limit and no cost**. The computer selects questions on the basis of answers to previous questions.

ACT (American College Test)

The ACT test is recommended by many Midwestern colleges and universities. UNO, UNL, and UNK Regents Scholarships are awarded based upon ACT scores. (SAT scores can also be used).

Students must register in advance with the ACT Corporation. Registration materials are available in the guidance office. **However, students are encouraged to register online at www.actstudent.org.**

Included with the registration materials is a student profile in which the student answers many questions. These answers are reported to the college and include items such as size of class, class rank, and grades in certain subjects. STUDENTS UNSURE OF ANY QUESTIONS IN THE PRE-REGISTRATION PACKAGE SHOULD CHECK WITH A COUNSELOR TO GET THE CORRECT ANSWER!

ACT will send score reports to any college the student desires. The first four colleges are included as part of the basic fee. Additional colleges require an additional fee. ACT includes helpful information about each college in the report sent to the student. This information includes how the student's scores compare to the typical student attending that college, and a prediction of the number of chances in ten the student has to be successful at that college. This is useful information; and for that reason, it is to the student's advantage to have scores sent to at least three colleges.

It is the student's responsibility to request ACT to send official scores to colleges to which they are applying, as scores are not included on high school transcripts.

The ACT test itself is given on Saturday mornings at Broken Bow High School. Separate sub-tests are given in English, mathematics, reading, and science reasoning, as well as an optional writing test. The student should check with his/her college choices to determine if the writing section is needed. The student receives a score in each of these areas as well as a composite score. There is an optional writing section on the ACT. Students should check with prospective colleges for required testing.

COLLEGE ENTRANCE EXAMS

SAT REASONING TEST

The SAT Reasoning test is required by many East and West Coast college's as well as by many selective colleges. Students must register in advance with the Educational Testing Service (ETS). Registration materials are available in the guidance office. **However, students are encouraged online at www.collegeboard.com.** The appropriate check or money order must be sent with registration materials to SAT, Princeton, New Jersey.

The SAT Reasoning test is comprised of a verbal and a math section. In addition there is a mandatory writing section on the SAT.

ETS will send score reports to any college the student desires. The first four college reports are included as part of the basic fee, with additional college reports requiring an additional fee. The score report form sent to the student includes the student's percentile rank compared to enrolled freshmen for each of the colleges to receive score reports. This is helpful information in choosing a college; and for this reason, it is generally suggested that students choose four colleges to receive their scores. The SAT Reasoning test is given on Saturday mornings and generally takes from 8 a.m. to approximately 12:30 p.m. **BROKEN BOW HIGH DOES NOT OFFER THE SAT.**

It is the student's responsibility to request that ETS send official SAT scores to colleges for which he/she is applying.

SAT SUBJECT TESTS

SAT Subject tests are administered on the same days and times as the SAT Reasoning test. **STUDENTS CANNOT TAKE SAT REASONING AND SAT SUBJECT TESTS ON THE SAME SATURDAY.**

SAT SUBJECT TESTS ARE REQUIRED ONLY BY CERTAIN COLLEGES. Typically, these tests are required by competitive/prestigious colleges and are used as an additional means of discriminating between applicants. SAT Subject tests attempt to measure how much information a student has learned in the subject area being tested.

Students may take one, two, or three SAT Subject tests on one Saturday morning. Students choose which test(s) to take based on the requirements of the college(s) to which they are applying and on their own feelings of which test(s) they are best qualified to take.

Students who must take the SAT Reasoning and SAT Subject tests should carefully select their test dates to be certain they will have their scores in time to meet college application deadlines.

ACT/SAT results are NOT sent to your high school unless you enter your high school code on the registration form.

**ON-LINE REGISTRATION IS HIGHLY ENCOURAGED FOR THE
ACT and/or SAT**

COLLEGE ENTRANCE EXAMS – TESTING / REGISTRATION

ACT PROGRAM

The **ACT** is given regularly six times a year, all on Saturday mornings. Regular registration must be completed online at www.actstudent.org. Special circumstances i.e. postmarked approximately one month in advance of the test date (**postmark deadlines are listed on the registration envelope.**)

To register for the ACT:

Stop by Mr. Schaaf's office and pick a handout on how to register online or visit www.actstudent.org for more information.

SAT PROGRAM

The **SAT Reasoning** and **SAT Subject tests** are given regularly 6 or 7 times a year, all on Saturday mornings. Regular registration forms must be postmarked approximately one month in advance of the test date.

To register for the SAT:

Stop by Mr. Schaaf's office and pick a handout on how to register online or visit <http://sat.collegeboard.com/home> for more information.

JUNIORS

You are encouraged to take either the **ACT** or **SAT** in the spring/early summer of your junior year.
Some scholarships are dependent on the junior score.

PSAT (Preliminary SAT/National Merit Scholarship Qualifying Test)

- When: 3rd Wednesday morning in October
Who: **Juniors and high achieving sophomores**
Where: Broken Bow High School
How to Apply:
1. Listen for announcements at the end of September
 2. Pay fee and pick up sample test bulletin Mr. Schaaf during the application period.
 3. Again - listen to announcements/read announcements.

FOLLOW DIRECTIONS!

**LISTEN TO/READ
ANNOUNCEMENTS**

APPLYING TO COLLEGE – PLANNING TERMS AND REQUESTING INFORMATION

ACT/SAT TEST Scores are the only uniform yardstick available to colleges to measure the abilities of prospective students.

FAFSA is the Free Application for Federal Student Aid. This form must be completed in order for you to be eligible for federal financial aid programs. You don't have to fill this out until your senior year, but the good news is that the [EducationQuest](#) can help you complete and file it when you do!

Grants are based on financial need so not every student will qualify. These do not have to be repaid. The FAFSA results determine your eligibility for grants.

Scholarships are awarded to students based on their talents or academic achievements.

Student Loans are the largest source of financial aid available to students. Loans can be repaid with low monthly payments spread out over several years.

Work-Study is another source of assistance. Students can work part-time to help pay for college. You must show financial need...and submit your FAFSA on time.

EducationQuest
27706 Second Avenue
Kearney, NE 68847
308-234-6310
1-800-666-3721
www.educationquest.org

Request college information:

- Visit the college website (easily accessed via www.careercruising.com)
- Click on prospective student / then requesting information.
- Complete the necessary information.
- Most websites now ask for specific information; however, below is a sample request letter in case the request is open-ended.

I am a _____ at Broken Bow _____ High School in Broken Bow, Nebraska. Upon graduation I plan on entering college in the _____ (major) _____ area.

I am interested in attending _____ (college name) _____. Would you please send me information on your school, including your school catalog, application form, and information on scholarships and financial aid?

Also, please inform me of the date and time a representative of your institution will be visiting my city in the near future.

I can be reached by phone at _____. My email address is _____.

Respectfully,

TRACKING YOUR COLLEGE APPLICATIONS

College name, address, phone, and email	Approx. Cost To Attend	Application	Required Tests	Letters of Recommendation	Notes (College visit, interview and impressions)
		Deadline: _____ Sent: _____	ACT SAT Reasoning SAT Subject	Recommenders: _____ _____ _____ Date Requested: _____	
		Deadline: _____ Sent: _____	ACT SAT Reasoning SAT Subject	Recommenders: _____ _____ _____ Date Requested: _____	
		Deadline: _____ Sent: _____	ACT SAT Reasoning SAT Subject	Recommenders: _____ _____ _____ Date Requested: _____	
		Deadline: _____ Sent: _____	ACT SAT Reasoning SAT Subject	Recommenders: _____ _____ _____ Date Requested: _____	
		Deadline: _____ Sent: _____	ACT SAT Reasoning SAT Subject	Recommenders: _____ _____ _____ Date Requested: _____	

APPLYING TO COLLEGE – RESUME WRITING

John Doe
2831 College Ave.
Broken Bow, NE 68822
(308) 872-0000
(Email address)

EDUCATION

Broken Bow High School; Broken Bow, Nebraska
GPA: 3.47/4.00
Graduation Date: May 2012

SKILLS

IBM Computer Skills, WordPerfect 6.0 for Windows, Microsoft Word Vista for Windows, Lotus 1-2-3, Excel, dBase IV, PageMaker V, AutoCAD, spoken and written Spanish, Keyboarding (54 wpm), 10-key, data entry

COURSE WORK

Chemistry
Computer Applications II
Calculus
Business Communications
International Business / Sports and Entertainment Marketing
Spanish (four years)

SCHOOL ACTIVITIES

Student Council; Class President (2009-2012)
B Club; President (20011-20012)
Football (2008-2011)
Wrestling (2008-2012)
Golf (2009-2012)

COMMUNITY ACTIVITIES

Wrestling Club Instructor (2009-2010)
Red Cross Volunteer (2006-2007)
Salvation Army Bell Ringer (2007-2008)

HONORS & AWARDS

Honor Roll, Fall Semester, 2008, 2009, 2010, 2011
Honor Roll, Spring Semester, 2009, 2010, 2011, 2012
Nation Honor Society

REFERENCES

Available upon request.

APPLYING TO COLLEGE – RESUME WRITING ASSISTANCE

Consider using online resume writing assistance:

- EducationQuest's [Activities Resume](#)
- [Nebraska Career Connections](#) Resume Builder
- College Board [Resume Writing 101](#)

Here are some of the mistakes that recruiters and HR Managers say they hate to see on a teen worker's high school resume:

1. Spelling Errors, Typos and Poor Grammar
Use "spell check". It won't catch words spelt correctly but used incorrectly on your high school résumé, but proof reading will. Try the trick of reading backward to catch errors.
Ask a friend, a teacher, a parent or a counselor to read your high school resume to catch errors you missed.
2. Accomplishments not highlighted
For example did you "Serve people in a restaurant" or did you "Serve at least 10 customers per shift in a fine dining restaurant?" Speak about outcomes and quantify work done.
3. Missing dates
Add correct dates to your high school resume.
4. Inaccurate or missing contact information
Have you sent your high school resume out with an old phone number? Moved recently? Update resume contact information.
5. Poorly formatted high school resumes
Avoid really big fonts, All UPPER CASE, multiple font types in the same resume and different shape and size bullets. Keep resume format consistent.
6. Use bulleted lists and avoid long paragraphs to keep the high school resume to no more than one page.
7. Try to avoid using personal pronouns in your high school resume.

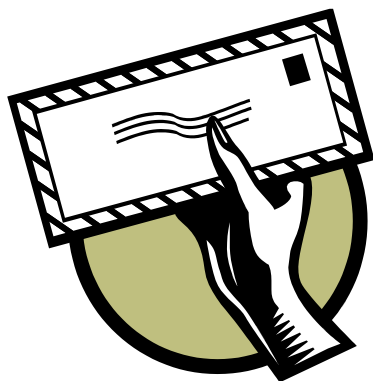
APPLYING TO COLLEGE – RESUME WRITING ASSISTANCE

When you begin to make application to schools and apply for scholarships, many will require 1-3 letters of recommendation. The following guidelines will help you secure better recommendations:

1. **Start early.** Complete the **STUDENT INFORMATION SUMMARY** (next page) and make as many copies as you need. Give this to each recommender for background information, as well as your complete resume.
2. **Choose your recommenders wisely.** It's important that the teacher, coach or counselor knows you personally. Spend time letting them get to know the real you. It can also be critical that you select core teacher, or a teacher/coach in your area of specialty per college major or scholarship focus.
3. **Waive your confidentiality rights.** This indicates you trust the person you ask to write about you.
4. **Give the recommenders the necessary materials and information:**
 - application deadlines
 - stamped, addressed envelopes if the instructions ask that recommendations be sent directly to the school, etc.

OR

 - envelope with "Please return to (counselor name) by (date) if you want everything mailed together from the counseling center - letters of recommendation, application, etc.
5. **Promptly send a thank you note.** This shows "class" on your part.



APPLYING TO COLLEGE – TRANSCRIPT AND SCHOLARSHIPS

STUDENT RESPONSIBILITIES:

1. **COMPLETE YOUR APPLICATION.** Most colleges prefer that you apply online. If you wish, confer with your counselor about the application process.
2. **IF NEEDED, REQUEST LETTERS OF RECOMMENDATION FROM YOUR TEACHER, COACH, COUNSELOR.** Give each a copy of your completed “Student Information Summary.” (See previous page). Allow at least 10 days for them to be written.
3. **OFFICIAL TRANSCRIPTS FOR COLLEGE APPLICATIONS** (Official Transcripts bear an official signature with a raised seal. The guidance department will not give students an official transcript.)
 - a. You must fill out a **REQUEST FOR TRANSCRIPT** in a book in the guidance office.
 - b. No charge to send transcripts.
 - c. Transcript will be mailed to your college of choice by the guidance office
4. **ACT AND SAT SCORES ARE NOT INCLUDED ON THE HIGH SCHOOL TRANSCRIPT.** Most colleges want a copy of your ACT or SAT results. If you did not have your ACT or SAT results sent to your college of choice you will need to. Students need to let the counselor know if they want their ACT or SAT scores sent along with their official transcript. Some colleges like UNL will not accept ACT or SAT scores from Broken Bow HS. So it will be the students responsible to have scores sent to their college of interest directly through the testing agency. As well as NCAA, if applicable.
5. **UNOFFICIAL TRANSCRIPTS FOR SCHOLARSHIP APPLICATIONS** – There are two ways to get an unofficial transcript:
 - a. You may download and print a transcript from your Infinite Campus account.
 - i. On the left hand side under your name you will see “Reports”
 - ii. Click on “Reports and you will see a link to HS Transcripts
 - b. You may also ask your counselor for a copy of your unofficial transcript.
 - i. Your counselor will sign it and stamp it as “Scholarship Copy”

PAYING FOR COLLEGE –SCHOLARSHIP ESSAY

Many colleges and scholarship committees require an essay from the student. The Princeton Review has provided guidelines for you to consider when writing an essay.

The following is a summary of what we consider to be the fundamentals of writing a good essay.

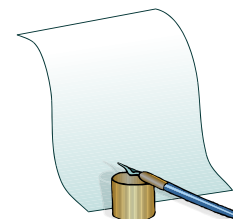
1. Good writing is writing that is easily understood.
2. Avoid the overuse of adjectives, adverbs, big words (don't abuse the thesaurus), the word *however*, and exclamation points!!
3. Buy and read *The Elements of Style*, by William Strunk, Jr. and E.B. White. You will refer to it forever. Other similar handbooks are also available.
4. Have one good writer critique your essay and another proofread it.
5. Stick to the length that is requested.

The following are some guidelines that should help you zero in on a good topic, or if the topic is assigned, help you find an effective way to get your point across.

1. Do not repeat information from other parts of your application.
2. Avoid generalities.
3. Maintain the proper tone.
4. Write about something you really care about or know about.

Avoid the following topics:

1. Your relationship with your girlfriend or boyfriend
2. Your religious beliefs and/or political views
3. Drugs, sex, and alcohol
4. The importance of a college education
5. Trendy topics like abortion or current events.



Additional Guidelines:

1. It is best that topics relate to expository writing, not narrative or persuasive.
2. You should organize around main concepts and not around “what you have learned” or “what your GPA is” or “what activities you were in”. That information will be available on your resume.
3. Analyze, synthesize, and be insightful.

Source: Princeton Review

**ESSAY QUESTIONS?
CONSULT YOUR ENGLISH TEACHER.**

PAYING FOR COLLEGE – SCHOLARSHIPS

Follow these simple tips will help ensure that your application isn't thrown out because of a technicality.

- **Send in a complete application.** If the scholarship requires letters of recommendation, transcripts, and an Estimator worksheet/results, make sure you send on packet with everything included. Fill out all sections of the application.
- **Request letters of recommendation** from individuals who can give specific examples of your qualities and skills. Give them at least **TWO WEEKS notice and follow up with** a thank you note. Most award committees will never meet you, so your references should help paint a picture of who you are.
- **Review your application** for proper grammar and spelling. Applications that are not legible or contain spelling and/or usage errors will not make it past the first judging cycle.
- **Write essays that reveal your unique qualities.** Help the committee understand what a college education means to you. Convey your hopes, interests and special qualities, as well as sell your passion.
- **Make sure you know the goal of the scholarship donor.** Match your application packet to their criteria. If the award is for music, relate your essay and references to your musical skills and goals for the future.
- **Make a copy of your application for your files.**

- “Be in the know” about scholarships and use MANY sources of information.
- The Broken Bow Public Schools web site has scholarship information listed under Guidance > **Local, Regional, & National Scholarships.** (The school web-site is www.bbbs.org)
- EducationQuest can provide you with scholarship information and study programs. All of their services are free. EducationQuest is located Kearney. Brochures about EducationQuest are available in the career center;
- Determine if you qualify for need-based scholarships by completing the CFE (College Funding Estimator) at www.educationquest.org
- The financial aid offices of the schools in which you are interested.
- Parent/guardian’s employers, unions, lodges, etc.
- Check out [Nebraska Career Connections](#)

Questions? See a high school counselor.

PAYING FOR COLLEGE – SCHOLARSHIP SCAMS

SIX SIGNS THAT YOUR SCHOLARSHIP IS \$UNK

1. **“THE SCHOLARSHIP IS GUARANTEED OR YOUR MONEY BACK.”** No one can guarantee that they’ll get you a grant or scholarship. Refund guarantees often have conditions or strings attached. Get refund policies in writing----before you pay.
2. **“YOU CAN’T GET THIS INFORMATION ANYWHERE ELSE.”** There are many free lists of scholarships. Check with your school or library before you decide to pay someone to do the work for you.
3. **“MAY I HAVE YOUR CREDIT CARD OR BANK ACCOUNT NUMBER TO HOLD THIS SCHOLARSHIP?”** Don’t give out your credit card or bank account number on the phone without getting information in writing first. It may be a set-up for an unauthorized withdrawal.
4. **“WE’LL DO ALL THE WORK.”** Don’t be fooled. There’s no way around it. You must apply for scholarships or grants yourself.
5. **THE SCHOLARSHIP WILL COST SOME MONEY.** Don’t pay anyone who claims to be “holding” a scholarship or grant for you. Free money shouldn’t cost a thing.
6. **“YOU’VE BEEN SELECTED” BY A ‘NATIONAL FOUNDATION’ TO RECEIVE A SCHOLARSHIP, OR “YOU’RE A FINALIST” IN A CONTEST YOU NEVER ENTERED.** Before you send money to apply for a scholarship, check it out. Make sure the foundation or program is legitimate.

If you have any questions concerning the authenticity of scholarships, check with your high school counselor or contact [EducationQuest](#) Foundation at 475-5222.

PAYING FOR COLLEGE – FINANCIAL AID

What is it?

When do I apply?

Where do I find answers?

Federal financial aid provides both need and non-need based aid, and it's the largest source of aid used by students and parents to pay college expenses. To apply for aid you must complete the Free Application for Federal Student Aid (FAFSA) after January 1 of your high school senior year and you must reapply each year you are in college. You can find answers about federal financial aid and FAFSA completion at EducationQuest.

You MUST make an appointment for assistance.

SENIORS: Be sure to apply for your free PIN number with FAFSA. www.pin.ed.gov

INFORMATION ON SCHOLARSHIPS AND FINANCIAL AID

Be sure to bookmark your school's website for scholarship listings and pertinent information!

Broken Bow High School Scholarship Website

Go to www.bbbs.org > Guidance > [Local, Regional, & National Scholarships](#)

www.educationquest.org

www.finaid.org

www.nasfaa.org

www.students.gov

www.college-scholarships.com

www.embark.com

www.fastaid.com

www.nelnet.net

www.fafsa.ed.gov

Also consider the Military option to pay for post-secondary education.

PAYING FOR COLLEGE – FINANCIAL AID CHECKLIST

It can't be said too many times: "You have everything to gain by applying for financial aid, BUT you've got to make the effort to apply." This checklist is designed to make your trip through the financial aid process relatively hassle-free. And, don't forget to ask for help along the way. **Talk to the people in the financial aid office at the institution you plan to attend.** Their job is to help students through this process.

1. Ask about financial aid deadlines at the institution(s) where you've applied. Application procedures typically vary by program and school, so make sure you talk directly to a financial aid administrator* to get accurate information. Optional: Send a follow-up letter to confirm that you spoke with (name of individual) on (date) and received (list specific) information.

Completed Task #1 on Date: _____

2. Ask the financial aid administrator* also to mail any supplemental forms the school may require for you to be considered for scholarships, the work-study program, or student loans.

Completed Task #2 on Date: _____

3. Gather up all tax returns, bank statements, records of income, and benefits you and your parents received during the previous year. You'll need all of these records to fill out financial aid forms and to verify that the information you've submitted is correct.

Completed Task #3 on Date: _____

4. Fill out a Free Application for Federal Student Aid (FAFSA) form as soon as possible. Some schools list a priority date for receiving these financial aid forms. For the form to be processed, it must be filled out correctly, signed, and dated. These forms are available through most college/school financial aid offices, or high school counseling offices.

Completed Task #4 on Date: _____

5. About four weeks after you mail in your FAFSA form, you should receive a Student Aid Report (SAR). This report summarizes the information you provided on your FAFSA and your Expected Family Contribution (EFC), the money you and/or your family are expected to contribute for your education based on a Congressional formula. If the cost of your education exceeds your EFC, you qualify for financial aid. Review your SAR.

Completed Task #5 on Date: _____

6. Submit your SAR to the financial aid office at the school or schools where you've applied. The schools will use the information to calculate how much aid you can receive and to design a financial aid package specifically for you.

Completed Task #6 on Date: _____

7. The school or schools should mail you a letter confirming the details of your financial aid package. When you receive this information, you should let them know in writing whether you accept or decline the package.

Completed Task #7 on Date: _____

Remember . . . since rules vary, you'll want to get your school's procedures directly from the financial aid administrator.

That's not all . . . to continue receiving financial aid, you must reapply each year you're in school.

PAYING FOR COLLEGE – COMPARING FINANCIAL AID OFFERS

School Name			
Costs:			
Tuition & Fees			
Room & Meals			
Books & Supplies			
Transportation			
Personal expenses			
TOTAL	A		
Expected Family Contribution (EFC)			
	B.		
(See Federal Student Aid Report for EFC)			
Gift Aid			
Pell Grant			
SEOG			
State Need Grant			
Scholarships/Grants			
Other gift/outside scholarships			
Total	C		
Work Study	D		
Loans			
Sub Stafford Loan			
UnSub Stafford Loans			
Parent PLUS Loan			
Perkins Loan			
Alternative Loans			
Total	E		
Total Financial Aid (C + D + E)			
Financial Need Not Covered by Financial Aid Offer (A – [B + C + D + E])			

WORK – WHAT IT TAKES

Employable Characteristics

Honesty/integrity	Computer skills
Creativity	Listening intelligently
Teamwork skills (works well with others)	Organizational skills
Entrepreneurial skills/risk-taker	Thinking through problems
Interpersonal skills (relates well to others)	Detail oriented
Sense of humor	Working effectively with team members
Motivation/initiative	Leadership skills
Read up for the interview	Critical thinking
Strong work ethic	Self-confidence
Interacting easily with others	Communication skills (verbal & written)
Analytical skills	Friendly/outgoing personality
Working effectively with team members.	Well-mannered / polite
Flexibility/adaptability	Tactfulness
Good work ethic	GPA (3.0 or better)

This quick list will give you an idea of six areas that employers say they observe when interviewing high school students as prospective employees.

Availability – The Department of Labor has very specific work rules for teenage employees. They have guidelines about age, job duties and the number of hours a teenager can be available for work. Your availability for work has to match up with the needs of the employer on the job.

Skills and ability to perform the job – **This** is the bottom line for many employers. If an employer is hiring a high school student to work in a fast paced environment, they will want to know if you can think on your feet and multi task.

Personal appearance, attitude, self confidence and maturity – **Employers** love to hire and work with high school students who are self confident and project a positive attitude on the job. Employers can get a sense of these characteristics in the interview by evaluating a student's body language and verbal communication. Body language such as fidgeting, giggling, slouching in the chair or not making eye contact can all reveal a negative attitude and low self-confidence.

Enthusiasm for working in that job – **You** have to be enthusiastic about working in that job. High school students should keep their energy high in the interview by getting a good night's sleep and eating well before the interview. Slouching in your seat in the interview does not show enthusiasm.

School grades, attendance and participation – The way a high school student performs at school is sometimes a good indicator of the way they will perform on the job. However, if a high school student is very involved in academic and non academic activities, you might want to ask questions about time management and scheduling conflict.

Personality – Whether you are a shy, friendly or outgoing high school student, it will come across in an interview. Employers might use what they see of your personality in the interview to decide which job would be good for you. For example, if you want to work in retail and come across as serious or shy, the employer might put you to work in inventory until you get more comfortable or confident on the job.

Excerpt from: Marcia Robinson who writes and trains on career, workplace and employment issues for **BullsEyeResumes.com** and **BullsEye Blogs**. Robinson has a BS in Human Resource Management, a Masters in Business Administration, nine years of professional experience in career center operations and 14 years of leadership experience in the Higher Education, Hospitality and Technology industries.

WORK – SEARCH ASSISTANCE

WHAT DO EMPLOYERS WANT?

[Quintessential Careers](#)

High School Graduates in Entry Level Jobs: What Do Employers Want?

[6 Ways Employers Evaluate High School Students for Employment](#)

Job search assistance:

[Kearney Hub](#)

[Monster](#)

[Broken Bow Employment Opportunities](#) (Chamber of Commerce)

[Simply Hired](#)

[Jobster](#)

Consider using online resume writing assistance:

Education Quest's [Activities Resume](#)

Nebraska Career Connection's

[Portfolio](#)

College Board [Resume Writing 101](#)



MILITARY

Programs available in the military include scholarships, tuition assistance and educational opportunities.

Options available:

- **MONTGOMERY GI BILL PROGRAM:** While serving on active duty in any branch of the Armed Forces, you can contribute \$100 a month for 12 months and be eligible to receive up to \$15,835 (subject to change commensurate with inflation rate) for college expenses. The Reserve and National Guard give you an opportunity to earn up to \$36,000 in total benefits with no initial contribution. You can use these benefits while either a full-time or part-time student. And the Montgomery GI Bill is available for both officers and enlisted personnel. For more information: Call 1-800-893-LEAD or see local military representative.
- **RESERVE OFFICER TRAINING CORPS (ROTC) SCHOLARSHIPS:** The Armed Forces offer ROTC programs at most major colleges and universities where you can apply for the ROTC program of your choice. ROTC Scholarships are a great way to help finance your college education, and you'll begin your service immediately following graduation as a commissioned officer in the Armed Service of your choice. For more information call the Army 1-800-USA-ROTC. Navy/Marine Corps 1-800-USA-NAVY or Air Force 1-800-522- 0033 Ext. 2091 or see local military representative.
- **US ARMED FORCES COLLEGE FUNDS & PROGRAMS:** The Army, Navy and Marine Corps College Funds, when combined with the Montgomery GI Bill, can offer up to \$50,000 for college if you qualify. Enlisting in the Air Force qualifies you for admission to the Community College of the Air Force, allowing you to earn an associate degree in applied science, with credit for training, civilian course work, and credits by examination. For more information call 1-800-USA-ARMY, 1-800-NAVY, 1-800-423-USAF or 1-800-MARINES
- **ARMED FORCES SERVICE academy appointments:** The Armed Forces Service Academies - including the U.S. Military academy at West Point, U.S. Naval Academy, U.S. Air Force Academy and U.S. Coast Guard Academy - offer superior educational opportunities with full scholarships leading to an officer commission. All appointments to the academies are awarded on a competitive basis. For more information on Armed Forces Service Academy Appointments call 1-800-893-LEAD.

More information is available on Nebraska Career Connections, at the Broken Bow College Fair, at the BBHS Career Center and at the Web sites: www.myfuture.com and www.militarycareers.com.

ASVAB Available: The **ASVAB** is a nationally-normed multi-aptitude test battery developed and maintained by the Department of Defense. It is used by the military to identify the occupations that best match the abilities of young people who plan to enlist. If interested in taking the ASVAB, see your high school counselor.



MILITARY

Visit the military websites for specific information:

[Air Force](#)

[Air Force Reserve](#)

[Army](#)

[Army Reserve](#)

[Marines](#)

[Marine Reserve](#)

[Navy](#)

[Naval Reserve](#)

[Nebraska National Guard](#)

[Air Force Academy](#)

[Coast Guard Academy](#)

[Merchant Marine Academy](#)

[West Point \(Army\) Academy](#)

[Naval Academy](#)

[Air Force ROTC](#)

[Army ROTC](#)

[Naval / Marine ROTC](#)

MILITARY - NEBRASKA ARMY / AIR NATIONAL GUARD

Members of the Nebraska Army National Guard are eligible for Nebraska's tuition assistance program. All Nebraska State supported schools and select private schools are included in this program.

Tuition is paid to the following state supported schools:

[Central Community College](#)
[Chadron State College](#)
[McCook Community College](#)
[Metropolitan Community College](#)
[Mid-Plains Community College](#)
[NE College of Technical Agriculture](#)
[Northeast Community College](#)
[Peru State College](#)
[Southeast Community College](#)
[University of Nebraska](#)
[Wayne State](#)
[Western NE Community College](#)

University of Nebraska Undergraduates tuition rate will be paid to the following private schools:

[Bellevue University](#)
[Clarkson College](#)
[College of Saint Mary](#)
[Concordia College](#)
[Creighton University](#)
[Doane College](#)
[Grace College of the Bible](#)
[Hastings College](#)
[Midland University](#)
[NE Methodist College](#)
[NE Wesleyan College](#)
[Union College](#)
[York College](#)

Each military branch has its own procedures to follow
and amounts of assistance vary.

GLOSSARY OF TERMS

ACADEMIC PROBATION Trial period for student not making satisfactory academic progress, usually caused by a deficient “grade point average.”

ACCREDITATION Approval granted to an educational institution by an accrediting commission that says the school has met specific requirements.

ADVANCED PLACEMENT An arrangement that enables secondary students to receive credit for or bypass requirements at the post-secondary level. These arrangements are keyed to “time-shortened” periods since post-secondary credit is granted for the accomplishments at the secondary level. Generally, advanced placement is optional for those students with grade point averages of “B” or better or high scores on placement exams.

ADVANCED SKILLS An arrangement that enables secondary students to enter the post-secondary institution at an advanced level in the program articulated with the secondary system. It differs from advanced placement in that students take a sequence of courses at both the secondary and post-secondary levels which lead to advanced skills levels upon completion of their high school degree or associate degree. Advanced skills arrangements focus on better preparing the student for employment or additional education rather than more rapid completion of an associate degree.

APPLIED ACADEMICS An approach in which the teaching of skills is stressed within a contextual framework that is meaningful to students. An example is the teaching of math with an emphasis on how to understand and apply functional math to solve problems in the world of work. Formal applied academic curricula materials that are presently available from vendors include Applied Communications, Applied Biology/Chemistry, Applied Mathematics, Applied Economics, Principles of Technology (Applied Physics), and Workplace Readiness.

ARTICULATION A planned process linking two or more educational systems to help students make a smooth transition from one level or program to another without experiencing delays or duplication of learning.

ASSOCIATE DEGREE Degree granted for completion of a course of study, usually two or three years in length.

AUDIT Attending a course without getting credit for it.

BACCALAUREATE DEGREE Bachelor’s degree awarded for completion of an undergraduate curriculum usually four years in length.

BACHELOR OF ARTS Academic degree conferred on those completing undergraduate study, usually lasting four years, in the liberal arts or humanities.

BACHELOR OF SCIENCE Academic degree conferred on those completing undergraduate study, usually lasting four years, in the sciences.

GLOSSARY OF TERMS – CONTINUED

CREDIT Official certification that a student has successfully completed a course. Three-credit courses are most common, but some are one, two, and four credits.

CREDIT HOUR Unit of measurement for credit. A three-credit course usually represents three credit hours per week or three one-hour classes.

COLLEGE PREP High school course of study leading to preparation for a four-year institution.

COOPERATIVE EDUCATION Cooperative programs feature agreements between schools and employers to provide on-the-job training that relates to the students' areas of vocational study. Students gain paid work experience, occupational skills, develop working relationships with employers, and often gain permanent employment upon graduation.

DEAN A senior administrative officer of a college or university; examples are Dean of Students and Dean of Admissions.

DEFERRED ADMISSION Have not met admission requirements.

DELAYED ENTRY Accepted student delays entering college in order to study, travel, work, or military.

DOCTORATE Highest academic degree awarded by a college or university for advanced graduate study.

EARLY ACTION Used primarily in highly selective colleges. Same time table as early decision, but allows accepted candidates until May 1 to accept or decline offer of admission.

EARLY DECISION Where a student applies to first-choice college early in fall (November of senior year) and agrees by contract to enter that college if accepted.

EARLY ENTRY The opportunity for currently enrolled high school students who have completed their junior year to enroll in college credit courses. Early entry applications must be approved by the parent or guardian, the high school, and the college prior to registration.

FINANCIAL AID DIRECTOR The person in charge of determining monetary assistance for college expense. This person usually has some discretion to adjust a financial aid package or make other decisions relative to a student's financial aid.

GED General Education Development -- A test to determine the educational level for people who have not earned a high school diploma.

GRANT Money not paid back, typically based on need (i.e. pell grant).

HUMANITIES Courses concerned with thought and human relations, philosophy, literature, classical languages, and the fine arts.

GLOSSARY OF TERMS – CONTINUED

JOB SHADOWING A work experience option where students learn about a job by “shadowing” a competent worker. Usually temporary, unpaid exposure to the workplace in an occupational area of interest to the student.

LIBERAL ARTS Courses in humanities, social sciences, and the abstract sciences as opposed to technical professional subjects.

MAJOR Subject in which a student takes the greatest concentration of courses.

MASTER’S DEGREE Degree conferred for completion of a program of post-graduate work, usually lasting for one or two years.

MATRICULATE To enroll in a degree program or be accepted as a candidate for a degree.

MINOR Subject in which a student takes the second greatest concentration of courses.

PROFESSIONAL Education beyond a bachelors (example: veterinarian or law degree.)

PORTFOLIO A portfolio or planner is a way to assess student growth and development. Portfolios are tools for making informed career plans and for facilitating the transition process out of the high school and into post-secondary education and/or the workplace.

REGISTRAR University official who keeps records of enrollment and academic standings.

REVOLVING ADMISSION New policy adopted by colleges under which students can be accepted throughout the school year rather than only in the spring.

SCHOLARSHIP Money awarded based on merit or achievement.

SCHOOL-TO-WORK A program committed to combining school-based and work-based learning, which leads to building and strengthening the ties between business, industries, and schools.

SYLLABUS Outlines of a course.

TECH PREP High school course of study leading to advanced skills and an associate degree at a technical/community college.

TRIMESTERS Three approximately equal periods of three to four months in the school year.

QUARTER SYSTEM Four equal periods of three to four months in the school year.

YOUTH APPRENTICESHIP An initiative that will provide students with work or educational options. Generally, youth apprenticeship programs are designed for students in the eleventh and twelfth grades. Together, schools and employers create hand-on, academically-credited curricula and formal structured work-site learning. One way this is being done is to have students spend half of their school work in the classroom and the rest of the work at a work-site where they prepare for entry into a technical/community college, formal apprenticeship, or a four-year degree program.

Section 2: Making the Most of High School

ABOUT HIGH SCHOOL

The Seven Habits of Highly Successful High School Students

As a teacher, I have seen students come and students go over the years. The most students in high school and in life have similar habits. Seven of the most common ones are:

1. Highly Successful High School Students Are Organized

The successful high school student's papers may be all over the place right now, but chances are that he has dated them and put on a heading that will help him easily identify the paper when he's ready to organize. A successful high school student should also have a place where she can keep track of daily assignments, test dates, and other extracurricular activities.

2. Highly Successful High School Students Ask Questions

Questions to clarify assignments...Questions about difficult concepts...Questions about how the material applies to life...Questions about where to get more answers...And more, and more, and more questions. Successful high school students use questions to create an education that is customized to what they need in life.

3. Highly Successful High School Students Have Support

Whether it is a parent, another trusted adult, or a friend that is a phone call away, successful high school students have someone they can turn to when they need help with an assignment or just need someone to talk to about the stresses of school life.

4. Highly Successful High School Students Focus on Learning, Not Grades

At the end of a homework assignment or study session, a highly successful high school student feels that she is successful if she understands the material. If the end goal of studying is solely to achieve a good grade

5. Highly Successful High School Students Read Independently

School doesn't teach everything you need to know. The most successful students read on their own, at least 30 minutes a day. Any type of reading works, whether it is a novel for fun, the articles in their favorite magazine, or an online news site.

6. Highly Successful High School Students Are Well-Mannered

Polite people get things done and win allies for the long term in their high school career and in life. From help on homework, to getting a letter of recommendation, to getting a foot in the door for a future career, successful high school students know that their good manners now will have people lining up to help them later on down the road.

7. Highly Successful High School Students Have Fun in School

There's more to school than class, homework, and lunch. The most successful high school students are involved in a few extracurricular-activities, including clubs, sports, community service, and student government.

Written by an experienced English teacher in California, 2007.

EXTRA-CURRICULAR ACTIVITIES

Why become involved?

“Extracurricular involvement in high school produces honesty and fair play needed to prevent delinquency and crime.”

Repeated records of high school students across the United States have shown that those students who become heavily involved in extracurricular activities tend to be model students and seldom get involved in delinquency and crime. They are the role models early in the high school and community showing that the bridge between home and the work place or college is much more sturdy and complete than for other students not so involved. The real problem is that too few students get involved in the major extracurricular activities, and too often the few who get involved often monopolize such activities in a number of different areas. (Rose, 2000).

There is growth in:

Personal Qualities

Team Spirit

Belonging-ness

Personal Pride

Excerpt from [Education, Winter 2000](#) by [Cassel, Russell N, Chow, Peter, Demoulin, Donald F, Reiger, Robert C](#)

The best source for extra-curricular activities at your high school – visit your high school’s website or stop by the main office for a list of activities and sponsors.

BROKEN BOW SCHOOL WEB SITE

www.bbps.org

MULTI-TASKING



How to “Get it Right”

1. Attend School Everyday

Broken Bow High School has an attendance policy; be sure you know the specific requirements. Besides, you can't learn if you aren't here.

2. Set Goals

- A. **Determine the grades you want** in each class and be realistic.
- B. **Set goals for each school quarter**, which may include what grade you want to earn in a certain class, job shadowing opportunities or extracurricular activities.
- C. **Enroll in challenging high school courses** to prepare you for work and college.
- D. **Take advantage** of a free education during high school by enrolling in classes that interest you and that may help you discover a career interest.
- E. **Be optimistic** about your future. Imagine what you can be ... and be it.

3. Do Your Homework

- A. **Use Your Planner** - keep a daily list of activities and use it as guide for setting priorities. Look at your deadlines, due dates and test dates every day. Get an early start on big assignments. Break large assignments down to smaller, more manageable tasks.
- B. **Set a regular time for studying and stick to it.** Hit the hard subjects first when you are most alert. Research has shown that studying a subject for a short time every day works better than studying it for a long time occasionally. This is especially true for subjects that are hard to learn. Study in one-hour blocks and reward yourself with a fifteen-minute break to walk, make a phone call, send an email or enjoy a snack. The habits you are building now will continue toward success in high school, college and employment.
- C. **Choose a place to study** – get rid of the three main distractions: sounds, sights and interruptions. Research shows that songs with lyrics, television, phone calls and emails distract from your studies and make your mind wander. You may be fooling yourself if believe you can get your homework done by multi-tasking.

4. Get to Know your Teachers and Counselor

- A. **Bookmark your school and teacher’s web pages** and make sure you have your teachers’ phone numbers and email addresses easily accessible. Know when your teacher’s office hours are.
- B. **Talk to your teacher right away** if you fall behind or don’t understand an assignment. Ask for extra help. Most teachers are willing to meet with students before or after school and know of available tutors, if necessary.
- C. **Meet with your counselor to set goals and develop a plan of study in high school.** Your counselor can suggest classes around your interests and give you added insight to be a more successful student. She can brainstorm ideas about what students can do to accomplish their goals. Counselors stand ready to assist students and parents in dealing with a wide range of issues including academics, career exploration, personal problems and college admission.

5. A Successful Student is an Involved Student

- A. **Join clubs and activities** that meet before and after school. Go out for a sport that interests you. Volunteer your time at a community agency or church. These activities not only teach you more skills but can also reduce stress, build your confidence and will look great on a college or scholarship resume.
- B. **Choose friends who model responsible behavior and bring out the best in you.** Friends and parents are the biggest influences of academic success.
- C. **Balance your activities and time with friends** to directly reflect your academic success in school. Take charge of your own time.

from LNE Counselors and Ninth Grade Transition, April 2005

ACADEMIC PREPARATION

Visit the section on for complete details:

ACADEMIC EXPECTATIONS

SUMMER READING

Any good book can increase your vocabulary and critical reading skills, so you may as well have fun. The books below have been recommended by the Princeton Review as literature that will broaden your world and prepare you for college material.

Contemporary Non-Fiction:

The Autobiography of Malcolm X by Alex Haley

Night by Elie Wiesel

Midnight in the Garden of Good and Evil by John Berendt

Contemporary Fiction:

Stranger in a Strange Land by Robert A. Heinlein

The Secret History by Donna Tartt

Geek Love by Katherine Dunn

One Flew Over the Cuckoo's Nest by Ken Kesey

The Bell Jar by Sylvia Plath

Cat's Cradle by Kurt Vonnegut

Catch-22 by Joseph Heller

Beloved by Toni Morrison

The Godfather by Mario Puzo

The Joy Luck Club by Amy Tan

The World According to Garp by John Irving

1984 by George Orwell

The Chosen by Chaim Potok

Bright Lights, Big City by Jay McInerney

The Handmaid's Tale by Margaret Atwood

Time and Again by Jack Finney

Their Eyes Were Watching God by Zora Neale Hurston

The Mists of Avalon by Marion Zimmer Bradley

Jitterbug Perfume by Tom Robbins

The Hunt for Red October by Tom Clancy

The Stand by Stephen King

Brave New World by Aldous Huxley

The Great Gatsby by F. Scott Fitzgerald

Anna Karenina by Leo Tolstoy

Section 3: Registration Information

MINIMUM OF CREDITS REQUIRED TO GRADUATE

A student must have completed and passed a minimum of 240 credits to graduate. Students must receive the full 5 credits per semester for all required classes. In addition, a student is normally required to have 8 semesters of high school attendance. Certain situations can cause the students to be graduated from school in less than eight semesters but this can only be decided in a joint conference between the student, the parent, the guidance counselor, and the principal.

*English or Vocational English	4 years	40 credits
*Junior and Senior English require 4 semester classes including Grammar, at least one writing class, and at least one literature class.		
American Studies I & II	2 years	20 credits
*Science (Earth Science & Biology)	2 years	20 credits
*Three years (30 credits) of science is going to be required starting with the class of 2014.		
Mathematics	3 years	30 credits
Physical Education/Health	1 year	10 credits
Computer/Technology Class	1 semester	5 credits
Speech Communications	1 semester	5 credits
Consumer Education	1 semester	5 credits
*Social Science	4 semesters	20 credits
*Requires 4 semester classes including Geography, Political Behavior (senior year) and two electives from the following classes; Sociology, Psychology, Accounting I, Entrepreneurship, World History or any other administratively approved social science class.		

High school students will be placed in the grade level based upon their year of attendance at the high school level when beginning BBHS as a 9th grade student. A senior student with insufficient credits to meet graduation requirements will remain in the 12th grade until all requirements are met. A transfer student will be placed in the grade level corresponding to the grade level this student was in before enrolling into Broken Bow High School. The final decision regarding grade placement is the responsibility of the BBHS Principal.

Permanent Records and Transcript

Broken Bow Schools use an individual cumulative record which follows each student in the school system from kindergarten through 12th grade. The student's permanent record is an excellent source of information concerning personal data, scholastic record, extracurricular activities record, vocational interests, standardized test scores, attendance record, and graduation data. The student's record is available to the parent or student upon request. Each student's school record is his/her personal property, and counselors assist with interpretation of the test and records to the parents and students.

GRADE SYSTEM

The following grade point system will be in effect in grades 6 through 12.

A+	97 – 100	4 points
A	90 – 96	“
B+	87 – 89	3 points
B	80 – 86	“
C+	77 – 79	2 points
C	76 – 70	“
D+	67 – 69	1 point
D	60 – 66	“
F	0 – 59	0 points
Inc.	Incomplete	
P	Passing	

DUAL CREDIT CLASSES

Dual credit is academic credit awarded to high school students in Nebraska accredited secondary schools both by Broken bow High School and an accredited post-secondary institution approved by the Broken Bow Schools for the same time and work requirement. Students may simultaneously earn academic credit that will be applied toward high school graduation requirements as well as being posted on the post-secondary transcript which may be counted toward post-secondary degrees.

Requirements for Dual Credit Class Status:

- Course must be taught by Nebraska certified teachers.
- Course must appear on the high school schedule
- Dual credit course will receive 5 credits for each semester of class time that puts in at least 200 minutes of class time each week
- Students must be a Junior or Senior in good standing
- Students must complete the required Dual Credit course form and have approval from the high school principal prior to acceptance of the course
- The grade will be counted into the student's GPA.

Section 4: Student Responsibilities

STUDENT RESPONSIBILITIES

Since the student is the center of all post-high school activities, the student must be responsible for initiating and completing the following tasks:

1. Completing and sending in required registration materials for college entrance examinations.
2. Requesting college applications and related materials.
3. Making appointments with counselors in completing their college applications.
4. Keeping track of important deadlines and other dates.
5. Informing parents of deadlines for applications and for filing [FAFSA](#) (Free Application for Federal Student Assistance).
6. Continually reviewing bulletins and newsletters relating to college applications and scholarships.

The counseling staff at Broken Bow High School is committed to helping students as they plan and prepare for their next step in education beyond high school. Your counselor is one of your most immediate resources. The Counseling Centers in Broken Bow High School gather, coordinate, and disseminate information they receive with regards to community colleges, technical schools, military, colleges, universities, testing, scholarships, and financial aid. It is to your advantage to connect with your high school counselor as you explore the next step in your education.

Broken Bow High School's Guidance Office has its own individual procedures as they serve our school communities. Get to know your counselors. Get to know your Counseling Center's procedures. Secure and read the Student Services bulletin and consult your school's website that is published by your counselors to keep you current on information and opportunities.

The Broken Bow High School guidance office is trained to partner with you. Please invite them to help in your post-high school planning.

DAILY ANNOUNCEMENTS

Check out your school's website for daily announcements.



Why?

You will find club and activity information, audition and tryout dates, practice times, pictures, yearbook deadlines and orders, calendar information, upcoming dates and deadlines, college visits, basic school news, new opportunities, and reminders,

Bookmark your Broken Bow High School Announcements:

[Broken Bow High School Announcements](#)

GET TO KNOW YOUR COUNSELOR

“School counselor 101: Getting the most from your school counselor”

What do school counselors do? What don't they do? School counselors help with academics, social and emotional problems, career and life planning, college testing, and skills assessment. They do whatever is necessary to help kids be successful in school and plan for the future.

School counseling involves a lot more than just handling college applications, making schedule changes, and meeting with troublemakers. Counselors can help you chart a career path after graduation. Do you want to go to college or vocational school? They can help you choose the right one, find the money to pay for it, and nail those SATs. Some organize and lead visits to nearby college campuses. Their office is the perfect place to blow off steam. You can talk to your counselor and know that what you say will never leave the room.

Sure, every school counselor meets with a student at least once a year. But the truth is, the better you know your counselor, the better service you receive. Some counselors are easy to see all the time; others have to juggle hundreds of students and need to manage meeting times and frequency.

Getting the most out of your school counselor takes some work on your part. No, not homework, but you need to speak up and take the first step if you don't want to get lost in the crowd. Counselors really are warm and friendly creatures, and with a little TLC they can help you make the most of your high school years. Here are some tips for keeping your counselor in the loop and on your side.

- ✓ Say hi - it's a start. Within the first eight weeks of starting high school, stop by and introduce yourself. If college is in your plans, let your counselor know so that you can plan a college-prep class schedule.
- ✓ Keep the connection. As you make your way through high school, it's important to build a relationship with your guidance counselor. In your sophomore year, schedule two to three visits to strengthen your connection and to discuss your career options.

- ✓ With two to go, cement the bond. The last two years of high school are critical for exploring options and figuring out how to get where you want to go. Laura Jo Severson works with 800 students at Sea-Tac Occupational Skills Center, a vocational high school program in Washington state. "In an ideal world, juniors would stop by once a month," she says. Still, juniors should visit on an as-needed basis to become familiar with colleges, set up campus visits, compare costs, and prepare for any tests.
- ✓ On fourth and down, don't fumble. Mapping a future is no easy task, so be sure to visit your counselor at least three to four times during your senior year. "Seniors are tied to our hip," jokes guidance counselor Randy Burwell, who works at Mill Valley High School in Shawnee, Kan. "It's all about finishing college applications, getting transcripts and recommendations, and finalizing resumes."
- ✓ Get the 411 on 911s. See a counselor before a problem becomes an emergency. "We can facilitate communication between a student and a friend, parent, teacher, or employer," explains Peggy Throne, who oversees 350 ninth graders at Maryland's Middletown High School. Counselors can refer you to other school services or outside help if needed. You can even tell a counselor if a friend is having a problem. Don't be afraid. A counselor won't snitch to anyone unless a life is in danger. Consider a counselor's office a "safe zone."
- ✓ Listen to a voice of experience. It's a counselor's job to listen to you. Tell your counselor what you want, not what you think he or she wants to hear. Be honest and open. At the same time, have an open mind about what the counselor has to say.
- ✓ Your counselor's a friend indeed. Never spoken to your guidance counselor? That's a mistake and no badge of honor. A counselor is that one extra person you can go to for advice and help. As the one person who sees the entire picture of your high school career, he or she can bring together everything to get you where you want to go. Think of your counselor as a great resource and mentor. Admits Van Dyck, "I have the best relationships with the kids who seek me out."

Excerpt from: [Career World](#), Oct, 2006 by [Laura Daily](#)

Section 5: Parent Resources

HINTS FOR PARENTS/GUARDIANS – THROUGH HIGH SCHOOL

One of the most important people you will come in contact with during your student's high school career is his or her counselor. Here are some tips you can use to help build helpful relationships.

- ✓ **Get to know them.** Encourage your son/daughter to get to know the counselors early in his/her high school career. Have him/her make an appointment to talk to them, learn about their policies and procedures, and learn about programs they host at your student's school. Your son/daughter may want to introduce goals, skills, strengths and weaknesses. This will make future conversations much more productive.
- ✓ **Keep in contact.** Introduce yourself to the school counselor at school events – open house, parent/teacher conferences and maintain contact. **Having said this, your son/daughter is no longer in elementary school. Encourage the student to navigate the course of high school with the counselor. While you should never hesitate to ask your student's counselor questions, you will be helping your son or daughter develop into a responsible adult by encouraging him or her to take charge of his or her issues. Encourage him/her to schedule another face-to-face appointment to check in.**
- ✓ **Stay involved.** Participate in as many parent activities as you can at your student's school, including open houses, college fairs, college workshops, evening programs and/or financial aid workshops. The information you'll receive at these types of events will help you become more knowledgeable about the types of educational, occupational and personal choices your student will be making about high school and life beyond high school.
- ✓ **Utilize counseling resources.** Counselors do their best to make resources on a variety of topics available to you. Newsletters, web sites, pamphlets and informational programs are all often available to give you more information. Take advantage of these resources.

[Broken Bow guidance section of the school website](#)

- ✓ By maintaining a good relationship with your student's counselor, and by making sure your son/daughter is following through with the goals the counselor helps set, you can make the most of your son/daughter's time in high school.

Visit the [NEA](#) website for more parent involvement ideas.

HINTS FOR PARENTS/GUARDIANS – THROUGH HIGH SCHOOL

The following links are here to provide help to some common topics that parents and teens might face.

The following links were retrieved by Googling the specific topic.
The thoughts and opinions expressed in these links do not necessarily represent the views and opinions of
Broken Bow Public Schools.

Bullying

[Stop Bullying Now](#)
[Bullying.org](#)
[Dealing with Bullying from TeensHealth](#)
[Stop Bullying Us](#)
[Suggestions for Parents when Dealing with Bullying](#)

Parental Resources

[Parenting Help - Free Tips, Advice, Resources & Guidance](#)
[Parenting Teens](#)
[Family Education](#)
[Love and Logic - Helping Parents and Teachers Raise Responsible Kids](#)
[Parenting Resources](#)
[Positive Parenting](#)

Family

[LIFESTYLE: We help you achieve your personal style in fashion, home and self expression](#)
[Focus on the Family](#)
[Family and Relationships](#)
[Help with Family and Life Problems](#)
[Information, Resources, and Support for Teen and Family Issues](#)

Depression

[How to Manage, Live with, and Treat Depression](#)
[Understand, Prevent, and Resolves Life's Challenges](#)
[Depression Overview](#)
[Transforming the Understanding and Treatment](#)
[Depression in Teens](#)
[Depression and Bipolar Support Alliance](#)

Suicide

[Suicide: Read This First](#)

[Teens Health](#)

[What can I do to help someone that may be suicidal?](#)

The [National Suicide Prevention Lifeline](#) is a 24-hour, toll-free suicide prevention service available to anyone in suicidal crisis. If you need help, please dial 1-800-273-TALK (8255).

[Suicide.com](#)

[SuicideHotlines.com](#)

Drug Related

[The Medical Basis of Stress, Depression, Anxiety and Drug Use! **explained in a FUN, easy to read format!**](#)

[Teen Drug Abuse and Treatment](#)

[Parents. The Anti-Drug. -- Is Your Teen Using?](#)

[Drug Rehab Treatment](#)

[Check Yourself: A place for teens to check where they are with drugs and alcohol.](#)

[TeenSavers](#)

[Teen-Anon](#)

[Alcoholics Anonymous](#)

Eating Disorders

[Eating Disorders: A General Guide for Teens](#)

[Eating Disorders: Facts for Teens](#)

[Teen Eating Disorder Statistics and Treatment](#)

[Eating Disorders \(from KidsHealth.com\)](#)

[Eating Disorders – Information on Eating Disorders in Teens](#)

Cutting

[Teens and Cutting \(from Discovery Health\)](#)

[Cutting \(from Teens Health\)](#)

[Cutting and Teens: Helping Teens Who Self-Mutilate](#)

[Understanding Teen Cutting and Self-Injury \(from parenting.org\)](#)

HINTS FOR PARENTS/GUARDIANS – THROUGH HIGH SCHOOL

Why Get Involved?

Research reveals many benefits when parents are involved in their child's education, including:

- Higher grades and test scores;
- Better attitudes and behavior;
- Better school attendance;
- More homework completed;
- Less chance of placement in special education;
- Greater likelihood of graduating from high school; and
- Better chance of enrolling in postsecondary education.

Showing an interest in your child's education, setting high expectations for achievement and letting your child know you believe in his or her abilities sets a positive context for growth and achievement.

(Excerpt from [America's Career Resource Network](#) / or review the [ACRN parent brochure](#))

HOW PARENTS CAN HELP STUDENTS DEVELOP AND IMPLEMENT AN EDUCATIONAL PLAN

1. Be Informed
 - a. Know the **GRADUATION REQUIREMENTS**. Help your student monitor progress.
 - b. Know college/university/technical school entrance requirements
2. Be Interested
 - a. Be available to talk to your student. Initiate the conversation. Talk about educational and career goals.
 - b. Make and communicate decisions that affirm the importance of developing educational goals that are consistent with career interests.
3. Communicate
 - a. Help students understand that planning is necessary to achieve educational and career goals.
 - b. Tolerate some ambiguity but discuss and make decisions on the basis of "best and current" information. If you don't know, ask someone who does.
4. Be Proactive
 - a. Take the initiative to involve yourself in the school's educational planning and course selection process.
 - b. Know how to contact and request counseling and guidance. Ask questions.
 - c. Monitor student's academic progress regularly.

HINTS FOR PARENTS/GUARDIANS – AFTER HIGH SCHOOL

It's completely normal for college freshmen away from home to be awed - and even frightened - by their new lifestyle, and it's just as normal for that alienation to snowball into some degree of loneliness and even homesickness.

A college director of housing sees homesickness as an issue, one of many that freshmen must face, rather than a problem. "For the vast majority of students it is just something that must be dealt with," he says. "And it usually results in a positive recognition of a gaining of independence in their lives."

Most homesickness stems from a simple lack of readiness to be independent, says Dr. Richard Rynearson, Director of University Health Services at Kent State University in Kent, Ohio. Many homesick students can't manage money. Many aren't sure of themselves socially and "don't have the confidence to develop friends and support systems in this environment." Many can't even do something as seemingly easy as making medical or dental appointments because "Mom always did that."

Hence the key to minimizing, if not completely avoiding, the on-your-own blues is parental preparation, which should begin long before the student ever stares out of a dormitory room window wondering, "Where am I? What am I doing here?"

Meantime, parents can help. Here are some tips:

1. Be a positive example and convey an optimistic outlook during the college selection and decision phases.
2. Teach your college student how to manage finances, how to manage a budget, how to write checks, and perhaps how to use a credit card since colleges are increasing credit card options for payment. During high school, make fewer major decisions for the student. Allow them to think for themselves.
3. While your senior needs to increase independent thinking and decision-making, don't push too hard. Expect possible foot-dragging behavior on your senior's part as important deadlines approach - graduation announcements, college acceptance deadlines, housing deposits, etc.
4. If your senior seems to have vague, generalized anxieties, suggest: 1) that they write down specific worries or concerns; and 2) that they see their high school counselor, one of their teachers, or someone else who might help with their concerns. AS a parent, state your own willingness to be of assistance.
5. If "senioritis" or "boredom" sets in and creates a lack of interest in school and study, consider: 1) exercise, 2) volunteer or other work, 3) a school activity, or 4) "a brief" vacation.

6. Avoid getting a jump on changing your student's physical surroundings. For example, do not promote nor permit another sibling to move into the vacated bedroom of the college-bound student the day or week the student leaves for college.
7. Encourage students to get involved in social activities where they have to learn to get along with other people and be independent.
8. Warn them that homesickness may occur, so they won't be overwhelmed when it happens.
9. When students want to come back home for good, encourage them to stay and try to get involved in activities. Urge them to seek help from the residence hall counselors or the psychological and medical services.

As a parent trying to define your feelings about your child leaving for college, try to honestly answer the following questions:

- Will your child's leaving feel like a loss to you?
- If you are left with an "empty nest", what are your plans for yourself?
- How will it feel not being able to protect your child?
- What expectations do you have for your child regarding career plans, college grades, social behavior, etc.?
- When your college student returns home for visits, will you expect the same level of obedience or dependence?
- Will you be comfortable with your child's level of appreciation for the financial commitment you are making?

Recommended reading:

Letting Go -- A Parent's Guide to Understanding The College Years; Coburn, Treeger -- Harper Perennial (<http://www.lettinggobook.com>)

This best-selling guide, based on real-life experience and recommended by colleges and universities around the country, offers compassionate, practical, and up-to-minute information to help parents with the challenging adjustments of the college years.