

SCHOLARSHIP CASE STUDY

REDUCING THE GAP



TGR FOUNDATION



MIDDLE
SCHOOL

OVERVIEW

Scholarships are a powerful tool students can use to help ease their journey to higher education. The scholarship application is a critical element, and students often need support on how to apply and stand out. This lesson introduces students to best practices to apply for scholarships through the eyes of a scholarship selection committee. By reviewing three sample applications, students determine what constitutes a "good application" and how they can best highlight their achievements and unique experiences. The lesson includes prompts for educators, parents and administrators to promote individual and group discussion.

SUGGESTED TIME

2 class sessions (60 minutes each)

GRADE LEVEL

9–12

CONTENT AREAS

- College Access
- English Language Arts

OBJECTIVES

Students will:

- Identify** different types of scholarships available.
- Describe** strategies to highlight unique talents, skills, abilities and experiences.
- Analyze** three sample applications based on scholarship criteria.
- Discover** tools to find scholarships that are a good fit.

MATERIALS

- TGR EDU: Explore Scholarship Case Study Digital Lesson PowerPoint
- At least two (2) pieces of large format paper (or an interactive white board) for creating a class concept map and creating a list of "helpful hints" for completing scholarship applications
- Writing utensils (pencils/pens)
- Scholarship Opportunities student capture sheet (1 per student or pair of students)
- BrightYoung Champions Foundation Scholarship Application Overview (1 per student)
- Set of 3 mock applications: Carina Nguyen, Jermaine Moore and Isabel Castro (1 set per student)
- Scholarship Candidate Profile Background student capture sheet (1 per student)
- Scholarship Candidate Profile Background (Teacher only)
- Scholarship Scoring Rubric (3 per student)
- Finding Scholarships (1 per student)
- Avoiding Scholarship Scams (Teacher only)
- Student notebooks, journals or plain paper

LESSON PREP OR FOLLOW-UP:

These resources will deepen students' understanding and application of concepts learned in the scholarship lesson.

Consider incorporating them in instruction as preparation for or extension of the learning activities below.

- Students complete the Financial Pursuit self-paced module.
- The teacher implements the Personal Statement lesson.
- The teacher implements the Academic Résumé lesson.

PROCEDURE

DAY 1

Overview: Introduce students to the topic of scholarships. Create a class concept map with them to share their current understanding, and compare scholarships to other types of financial aid.

Slide 0: Reducing the Gap: Scholarships

Start PowerPoint presentation. The first (or title) slide shows a college campus with words like college, tuition, room and board, books, materials and fees along with dollar signs.

To engage the students, ask the class:

- What do you know about financial aid for college?
- What kinds of financial aid are available?

Allow students a few minutes to share what they know about financial aid.

Write the word **Scholarships** in the center of a large piece of paper or interactive white board. Allow students about ten minutes to share what they know about scholarships to create a class concept map. As students share, have them add their notes to the concept map.

Slide 1: Did you Know?

When you are ready, click the mouse to advance to each bullet point.

Did you know that scholarships:

- Are a form of financial aid that helps students pay for college.
- Are awarded based on different criteria.
- Do not have to be repaid!

Did you know:

- All of the financial aid a student receives may not exceed the amount needed to pay for the total cost of college (tuition, room and board, materials, fees, etc.).

Ask if students have any questions and clarify any points of information for them.

Overview: Next, students learn about categories, brainstorm types of scholarships and build awareness of the wide range of scholarship options available to them. Introduce the **BrightYoung Champions Foundation Scholarship** application form and have them analyze the kinds of information that is commonly requested on scholarship applications. Students begin to reflect on how they might make themselves stand out in a crowded field of applicants.

Slide 2: Two General Types of Scholarships

When you are ready, click the mouse to advance to each bullet point.

Share that there are two general categories of scholarships. Explain each of them:

- Merit – Awarded based on your individual accomplishments, whether they are academic, athletic, artistic, etc. Most colleges offer merit-based scholarships for students with strong academic records, leadership qualities and/or community involvement, among other things.
- Financial Need – This type of scholarship takes your finances (and your family's) into account. That's why it's so important to complete the Free Application for Federal Student Aid (FAFSA) on time.

Ask if students have any questions and clarify any points of information for them.

Slide 3: "Stand Up if You..."

When you are ready, click the mouse to advance to each bullet point.

Say, "Stand up if you...." (Students stand, then sit back down after each prompt.)

Option: If you would like to make the activity even more interactive, prompt other actions as well, such as raise your right hand, wiggle your fingers or do jazz hands.

Stand up if you:

- Have brown eyes
- Are part of the student government
- Like ice cream
- Are into zombie apocalypses
- Can do duck calls
- Like duct tape

- Speak Klingon
- Like to make others laugh
- Like animals
- Like to fish

Say, "If you stood up for any of those, you could earn a scholarship! Those are unusual categories for scholarships, but they exist."

Hand out the **Scholarship Opportunities** student capture sheet (one per pair of students). Ask students to work with a partner to brainstorm about other (more standard) types of scholarships they think might be available. Have them record their ideas on the **Scholarship Opportunities** capture sheet.

After 3-5 minutes, ask students to share their ideas.

Option: If students have access to technology, consider ways they might compile their ideas into a single document they can use as a resource later.

Remind students that there are, in fact, many different types of merit scholarships, so students have a variety of options available to them, many of which are not related to academic achievement.

Slide 4: Check Your List

Click the mouse to advance through the list.

Share common categories of scholarships that students may (or may not) have included. Note: This list is not meant to be exhaustive, but to give students an idea of how many options there are:

- Academic (grades and academic achievement)
- Athletic (sports)
- Career (professional organizations and unions)
- Corporate (offered by companies to their employees and sometimes to anyone)
- College (specific to college student wishes to attend)
- Community (local organizations and groups and/or community involvement/activism)
- Skill/Talent (arts-based and/or creative organizations and groups)
- Background-specific (e.g. for special needs, medical issues, family life, or students' race, gender, ethnicity, religious affiliation, LGBTQI, etc.)
- Combination (e.g. academic and community service or athletic and need-based)

Emphasize that it's important to search for a variety of scholarships!

Slide 5: Concentric Circles

In Concentric Circles, the class is divided in half. One group forms a circle. The other group forms a second circle around the first circle. Students in the inner circle face the students in the outer circle. Students share their thinking with each other. Then, the outside circle rotates (move down one person) so that each student is facing a new partner and can share their thinking with a new peer.

Students share their thinking around the following questions:

- What do you think it takes to get a scholarship? (2 rotations)
- What do you think a scholarship committee is looking for? (2 rotations)

- Where do you think you can find information about the scholarship(s) you want? (2 rotations)

Students report on/share some of their conversations.

Remind the students that it is important to understand:

- What type of scholarship you are applying for and the requirements of each one
- What each specific scholarship is looking for

We find that information on the scholarship application (and possibly the scholarship website).

Option: If there isn't room in your classroom to create concentric circles of students, arrange them in parallel lines or several smaller concentric circles instead.

Slide 6: BrightYoung Champions Foundation Scholarship

Assign small groups or ask students to form groups of 3-4 students. Hand out one copy of the **BrightYoung Champions Foundation Scholarship Application Overview** to each student. Ask students to review the scholarship's mission statement, eligibility criteria and application. Allow approximately 7 minutes.

Students report their findings and explain why it's important to understand those three components when applying for a scholarship.

Click the mouse to advance the slide to the question in the body of Slide 6: Why do you think BrightYoung Champions Foundation requires the following from each scholarship applicant?

Click the mouse to advance the slide to the bullets in the body of Slide 6:

- A Completed Application Form
- Academic Résumé
- Official High School Transcript
- Community Service Log Form
- Short Answer Questions

Have students discuss (as a class) why each component might be required and briefly debate which of the basic requirements is most important.

Through questioning and discussion, guide students to formulate the conclusion that the relative importance of each required component depends on the type of scholarship. Remind students that each scholarship has its own application and eligibility requirements, so it's important to research each one and read everything carefully! For example, need-based scholarships typically require applicants to verify financial information by submitting their family's tax returns and/or other relevant documents.

Direct students to hold on to the **BrightYoung Champions Foundation Scholarship Application Overview** form or put it in their folder or notebook for safekeeping, as they will need it for Day 2's activities.

Slide 7: Compare These Two Scholarship Applicants

Direct students to observe the basic information section from two different (but almost identical) completed scholarship applications (Student A and Student B on Slide 8). Ask them to share their observations and guide them in a brief discussion. Include as a discussion point: With the hundreds, or thousands, or tens of thousands of applications that selection committees review every year, it's important to stand out from the crowd.

Ask students to imagine that they are one of the applicants whose information is given on the slide, and discuss the following questions:

- How can I make sure that I stand out?
- How will I convince the review committee that I should get the scholarship?

Direct students to fold a piece of paper into four squares and do a Quick Write to highlight their skills, talents, extracurricular activities, unique personal traits and background.

Advise students to keep their papers and continue to augment them over time.

DAY 2

Overview: Students switch roles from student to member of a scholarship review committee. They analyze three mock applications and collaborate to choose which of the three candidates should receive the scholarship. Students explain their selections using information they have gathered in this lesson.

Slide 8: Let's Review

Briefly review what students learned about scholarships on Day 1:

1. Scholarships:

- Are a form of financial aid to help pay for college.
- Are awarded based on different criteria.
- Don't have to be paid back!

2. Two categories of scholarships:

- Merit
- Financial Need

3. Most scholarship applications require:

- A Completed Application Form
- Official High School Transcript
- Short Answer Questions

4. It's important to:

- Do research.
- Look for as many scholarship opportunities as possible.
- Read the requirements for each scholarship carefully!

Slide 9: BrightYoung Champions Foundation Scholarship Applicants

Explain to students that today they will expand their understanding of the scholarship application process by examining the process from a different perspective – as members of a scholarship review committee.

When you are ready, click the mouse to advance through the slide. First, briefly review the requirements for the BrightYoung Champions Foundation Scholarship found on the scholarship application form from Day 1.

Next explain that students will work independently to review the applications of three students: Carina Nguyen, Jermaine Moore and Isabel Castro before getting into groups of 4-6 to discuss and score the applications and choose a candidate to recommend as the scholarship recipient.

Distribute to each student:

- One set of three completed mock applications (Carina Nguyen, Jermaine Moore and Isabel Castro)
- One **Scholarship Candidate Profile Background** student capture sheet
- Three **Scholarship Scoring Rubrics**

Note to the Teacher: Before students review the scholarship applications, discuss the meaning of “financial need.” Students may understand that it refers in general to a need for money to pay for college. However, different regions of the country may have specific criteria students must meet to qualify as being in “financial need.” Be sure to check the requirements for your region and share them with students.

Students first work independently for 20-25 minutes to review the three applications. They record their observations on the **Scholarship Candidate Profile Background** capture sheet.

Next, students form groups of 4-6 people. (They should bring the three applications and their completed **Scholarship Candidate Profile Background** capture sheet to the “review committee” meeting.)

Once they are in groups, students should work together for about 15 minutes to discuss their findings for each of the three candidates. As a group of “committee members,” have students discuss and debate each applicant’s qualifications and use this discussion as the basis for completing a **Scholarship Scoring Rubric** for each candidate to decide which one of the three candidates they will recommend to receive the scholarship.

Each group reports its decision and justifies its choice based on scholarship criteria. Facilitate the discussion, asking questions to challenge students to think about potential benefits and pitfalls of the scholarship application review process.

Slide 10: Who Gets the Scholarship?

After all groups have presented their choice and arguments, students conduct a vote to decide who will receive the scholarship. Propose a “What if?” scenario to see if students’ opinions change regarding who they think should receive the scholarship.

Facilitate a discussion to help students synthesize what they have learned about scholarships and their experience acting as a review committee. Question students to help them identify helpful hints or things to remember as they apply for scholarships. Have students record their ideas on the interactive white board, an easel pad, or another piece of large format paper (poster board or butcher paper) and post it in the classroom for students to refer to. Have students also record the ideas in their notebooks or journals and keep it along with the Quick Write they did yesterday to identify their skills, talents, extra-curricular activities, unique personal traits and background.

Slide 11: For More Information

Engage students in a conversation about how to identify scholarship scams and answer any questions students may have. Refer to the **Avoiding Scholarship Scams** resource sheet for helpful information.

Distribute the **Finding Scholarships** handout. Discuss information on how to find scholarships and encourage students to ask questions about the process.

EXTENSION ACTIVITY

- **Part 1:** If you have not already done so, implement the [Academic Résumé](#) lesson for your class, allowing students to identify their accomplishments, activities, acts of service, etc. so that they can refer to it when completing scholarship applications of their own.
- **Part 2:** Identify a scholarship related to your specific content area and have students complete the application (for homework, in class or as part of an after-school initiative). Once they’ve completed the application, guide students in a class discussion where they ask questions, identify challenges, collaborate to resolve those challenges and make changes in their applications to improve them.
- **Part 3:** Direct students to create a personal action plan for seeking out scholarships, completing and tracking applications and monitoring the results.

ADDITIONAL RESOURCES:

- Scholarship Resource List
- [Avoiding Scholarship Scams](#)
- [U.S. Department of Labor Scholarship Search](#)
- [FAFSA](#)
- [PSAT/NMSQT](#) – It's important to note that students are **only** eligible for the National Merit Scholarship Program when they take the PSAT in their 11th grade year, not at any other time. Taking the PSAT during 9th or 10th grade may be good practice, but only the 11th grade year qualifies them for the National Merit Scholarship Program.

STANDARDS

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading

Key Ideas and Details:

- [CCSS.ELA-Literacy.CCRA.R.1](#): Read closely to determine what the text says explicitly and to make logical inferences from it.

Integration of Knowledge and Ideas:

- [CCSS.ELA-Literacy.CCRA.R.7](#): Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Language

Conventions of Standard English:

- [CCSS.ELA-Literacy.CCRA.L.1](#): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [CCSS.ELA-Literacy.CCRA.L.2](#): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:

- [CCSS.ELA-Literacy.CCRA.L.3](#): Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:

- [CCSS.ELA-Literacy.CCRA.L.6](#): Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



SCHOLARSHIP APPLICATION OVERVIEW

MISSION STATEMENT

At BrightYoung Champions Foundation, we believe that being a remarkable leader stems from serving your community and finding innovative ways to bring about change. We hope to find the next BrightYoung Champion to lead the way and become a positive role model to transform the future.

BrightYoung Champions Foundation will award a need-based scholarship of \$10,000 per year, renewable for up to four years. We are looking for applicants that show an outstanding commitment to community service and demonstrate financial need.

SCHOLARSHIP ELIGIBILITY CRITERIA

- Student must be a graduating high school senior from the United States.
- Student must have a minimum of 200 community service hours.
- Student must have a minimum cumulative GPA of 2.5 or above.
- Student must demonstrate a commitment to community service.
- Student must enroll full time in an accredited 4-year university in the United States, immediately upon high school graduation.

SCHOLARSHIP APPLICATION

To be considered for the BrightYoung Champions Scholarship, applicants must submit the following:

- A Completed Application Form
- Academic Résumé
- Official High School Transcript
- Community Service Log Form
- Short Answer Questions

Please include typed responses to the following questions and ensure that the maximum word count of 650 total words are between both essay prompts.

- Describe your participation in a community service project/volunteer opportunity and the impact it has had on your life.
- How has your involvement in the community contributed to your leadership skills?

Applicant may submit an optional letter of recommendation from a volunteer/community service supervisor or advisor.

PLEASE NOTE: If selected as a finalist, a FAFSA Student Aid Report will be required to verify financial need.



PERSONAL INFORMATION

STUDENT INFORMATION

Last Name _____ First Name _____ Middle Initial _____

School Name _____ Race/Ethnicity _____

Date of Birth _____ / _____ / _____ Cumulative GPA (Based on 4.0 Scale) _____

Street Address _____

City _____ State _____ Zip _____

Home Telephone _____ Mobile _____

Email _____

FAMILY INFORMATION

Who do you live with? _____ Mother & Father _____ Mother _____ Father
Other/guardian (explain: _____)

How many family members live in your household (including yourself)? _____

Name of _____ **father** or _____ **step-father** or guardian _____

Check only if it applies: _____ Unknown/Limited Information _____ Deceased

Employer _____ Title/Position _____

Highest level of completed education _____

Total yearly income (include commissions, bonus, etc.) \$ _____

Name of _____ **mother** or _____ **step-mother** or guardian _____

Check only if it applies: _____ Unknown/Limited Information _____ Deceased

Employer _____ Title/Position _____

Highest level of completed education _____

Total yearly income (include commissions, bonus, etc.) \$ _____

I certify that all information given in this application is complete and accurate to the best of my knowledge. Misrepresentations in any statement will be considered adequate grounds for denying the application.

Signature _____ Date _____



COMMUNITY SERVICE LOG FORM

(To be completed by student and community service supervisor)

Please use the following to list your volunteer and community service involvement. In addition, provide a signature from an advisor/community service supervisor. For additional listings, please utilize a separate page.

COMMUNITY SERVICE/VOLUNTEER

Organization: _____ Your leadership Role/Title: _____

From: _____ To: _____

Supervisor Name: _____ Title: _____

Email: _____ Telephone: _____

Total hours served: _____

Supervisor Signature to verify hours: _____

Organization: _____ Your leadership Role/Title: _____

From: _____ To: _____

Supervisor Name: _____ Title: _____

Email: _____ Telephone: _____

Total hours served: _____

Supervisor Signature to verify hours: _____

Organization: _____ Your leadership Role/Title: _____

From: _____ To: _____

Supervisor Name: _____ Title: _____

Email: _____ Telephone: _____

Total hours served: _____

Supervisor Signature to verify hours: _____



BrightYoung Champions Foundation

PERSONAL INFORMATION

STUDENT INFORMATION

Last Name Nguyen First Name Carina Middle Initial _____
 School Name Hedge High School Race/Ethnicity Vietnamese
 Date of Birth 11 / 10 / 2000 Cumulative GPA (Based on 4.0 Scale) 2.98
 Street Address 1235 17th St NW
 City Washington State DC Zip 20001
 Home Telephone (202) 555-3855 Mobile (202) 555-9755
 Email Ccarina57.hnguyen01@gmail.com

FAMILY INFORMATION

Who do you live with? Mother & Father Mother Father
 Other/guardian (explain: _____)
 How many family members live in your household (including yourself)? 5
 Name of father or step-father or guardian _____
 Check only if it applies: Unknown/Limited Information Deceased
 Employer N/A Title/Position N/A
 Highest level of completed education Elementary
 Total yearly income (include commissions, bonus, etc.) \$ N/A
 Name of mother or step-mother or guardian Linda Tran
 Check only if it applies: Unknown/Limited Information Deceased
 Employer 123 Start Cleaning Services Title/Position Maintenance at apartment complex
 Highest level of completed education Some high school
 Total yearly income (include commissions, bonus, etc.) \$ 35,000

I certify that all information given in this application is complete and accurate to the best of my knowledge. Misrepresentations in any statement will be considered adequate grounds for denying the application.

Signature C. Nguyen Date 05/23/2017

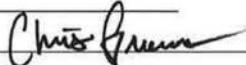


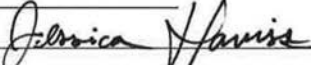
COMMUNITY SERVICE LOG FORM

(To be completed by student and community service supervisor)

Please use the following to list your volunteer and community service involvement. In addition, provide a signature from an advisor/community service supervisor. For additional listings, please utilize a separate page.

COMMUNITY SERVICE/VOLUNTEER

Organization: Make-A-Wish Your leadership Role/Title: Founder of Chapter
 From: October 2013 - 9th Grade To: Present
 Supervisor Name: Chris Greene Title: Program Advisor
 Email: greene_chris.09@gmail.com Telephone: (202) 555-8655
 Total hours served: 225
 Supervisor Signature to verify hours: 

Organization: Best Buddies Your leadership Role/Title: Lead Volunteer
 From: September 2014 - 10th Grade To: Present
 Supervisor Name: Jessica Harris Title: Program Coordinator
 Email: harris.je.015@gmail.com Telephone: (202) 555-1255
 Total hours served: 168
 Supervisor Signature to verify hours: 

Organization: _____ Your leadership Role/Title: _____
 From: _____ To: _____
 Supervisor Name: _____ Title: _____
 Email: _____ Telephone: _____
 Total hours served: _____
 Supervisor Signature to verify hours: _____

HIGH SCHOOL TRANSCRIPT

School Information

Hedge High School
777 5th Street NE
Washington DC 20001

(202) 777-7777

Student Information

Carina Nguyen
1235 17th Street NW
Washington DC 20001

Gender: Female Birthdate: 11/10/2000

SS Number: XXX-XX-XXXX

Parent or Legal Guardian:
Linda Tran

Academic Achievements

Freshman Year:			Junior Year:		
	Grade	Credits		Grade	Credits
English I	C-	5.00	English III	A	5.00
French I	C	5.00	French III	A	5.00
Art & Graphics	B	5.00	Pre-Calculus/Trigonometry	B	5.00
Geometry	C-	5.00	US History	B	5.00
Biology	B	5.00	Human Anatomy & Physiology	A	5.00
Physical Education	B	5.00	Draw/Paint	A	5.00
Sophomore Year:			Senior Year:		
	Grade	Credits		Grade	Credits
English II	B	5.00	English IV Honors	IP	5.00
Algebra II	C+	5.00	Statistics	IP	5.00
Chemistry	A	5.00	Government/Economics H	IP	5.00
World History	B	5.00	AP Biology	IP	5.00
Physical Education	A	5.00	Office Aide	IP	5.00
French II	A	5.00	Computer Science	IP	5.00

Academic Summary

Freshman	2.0
Sophomore	3.2
Junior	3.74
Final GPA	2.98
Graduation Date:	06/2017

Number of Credits Earned

English	For. Lang	Math	Social Sci.	Nat. Sci.	Fine Arts	Business	Religious	P. E.	Other
5.0	5.0	5.0	5.0	5.0	5.0	5.0	N/A	5.0	
5.0	5.0	5.0	5.0	5.0	5.0		N/A		
15	15	315	15	15	10	5.0	N/A	10	

I certify that the information on this transcript is true, correct and complete.

Signature: John Doe

1. December 18, 2012. That was the day my 10-year-old sister was diagnosed with Leukemia. From then on, she became the center of our universe.

To blur away her illness, my sister and I spent our time planning different adventures she'd like to one day go on. Her biggest wish was to visit Yosemite National Park in California. A couple weeks later at a doctor's visit, I over-heard nurses discussing the Make-A-Wish Foundation and I immediately began working towards granting this dream for my sister.

Right before freshmen year began, my sister's wish was granted. Being able to be with her to share her joy and happiness in those moments is something I have held with me ever since. In those moments, her illness did not exist; not to her, not to my mom and not to me. After this trip, I wanted other families to experience these moments; to have positive memories with their loved ones. I began my research and soon-after school began I started a Make-A-Wish club on my high school campus.

The creation of this club has inadvertently become a foundation for me and my peers. This chance allowed me to create a support network for other students who also had or have a loved-one going through similar circumstances. Sharing our stories, our struggles as caretakers and patients has provided me with so much information I can share with my mom, my sister and younger brothers.

Being a part of the Make-A-Wish club has taught me to see past obstacle and hurdles, but most importantly to experience the world beyond my own. My peers and I made it our priority to hold various fundraisers year-round like selling baked goods, holding silent auctions, wrapping gifts to be able to make as many wishes as possible a reality.

2. Being the Founder of the Make-A-Wish club on my campus and a member of Best Buddies has provided me with the resources to excel as a leader.

Spearheading the start of Make-A-Wish pushed me out of my comfort zone. My only goal was to help in granting more wishes for kids with terminal illnesses. Little did I know that I would have to propose this idea of creating a club to different administrative staff on campus and find ways to advertise to my peers at school. Over time, I became more and more comfortable with public speaking and communicating with adults.

Once the club was approved and students began to join, I sensed that they looked to me for direction on fundraisers, events, and ideas. Even though I started the club, I wanted anyone who joined to feel empowered to share ideas, to feel confident in taking the initiative. As a way for this to happen, I let them discuss ideas in our meetings have them as a group vote on different ideas rather than asking for what I thought would be a more successful idea.

My role as a member in Best Buddies gave me ideas on how I could improve the Make-A-Wish club and a setting where I could grow my skills as a leader. For example, spending time with students with disabilities has shown me the importance of making your voice heard. I witnessed students stand up for themselves and for their peers, which in turn made me more comfortable voicing my opinions and or those of the student I was partnered with.

Being a part of these organizations has come to show me that I'm going to continue to learn about how to be a better leader.

CARINA NGUYEN

1235 17th Street NW
Washington, DC 20001
ccarina57n.nguyen01@gmail.com

EDUCATION

Hedge High School

COMMUNITY & EXTRACURRICULAR INVOLVEMENT

Make-A-Wish Chapter, Founder (9th grade – currently involved)

Community Service Hours: 225

I founded the chapter at Hedge High School to help others.

Best Buddies, Lead Volunteer (10th grade – currently involved)

Community Service Hours: 168

I help create activities for youth with disabilities.

AWARDS

Community Leader of the Year Award



Hedge High School

Home of the Hedgehogs

435 18th Street NW • Washington, DC 20001 • Phone: (202) 555-5555

To the BrightYoung Champions Foundation:

It is an honor to write a letter of recommendation for Carina Nguyen. Carina has spearheaded the Make-A-Wish chapter at our high school and within our school district. As her Program Advisor and teacher, it has been a pleasure to witness her confidence as a leader grow over time. I am happy to share the positive attitude she exudes daily and her kind spirit that keeps her pushing despite all the hurdles she has had to overcome.

Carina's commitment to service is demonstrated through the activities she is passionate about and devotes her time to. At the age of thirteen, her younger sister who was ten years old was diagnosed with Leukemia. While this was a challenging time in her life she learned to take on chores at home and became more responsible for her siblings while balancing her school work at the same time. Shortly after her sister was diagnosed with cancer, the Make-A-Wish Foundation granted her sister's wish and sent her family to visit Yosemite National Park. To show her gratitude to the Foundation for bringing hope and joy to her family, Carina founded the Make-A-Wish Chapter at Hedge High School. Together the club hosts fundraisers where one hundred percent of the proceeds are donated to the Make-A-Wish Foundation where Carina currently serves as the co-founder and president. Additionally, feeding the homeless has been a commitment that she has made each Sunday since she was a freshman. This experience has been particularly meaningful to her and has helped her grow a sense of compassion for those less fortunate.

Academically, Carina might not have the highest GPA but she always tries her best in everything she does. She was in my Pre-Calculus Honors class and she continuously struggled with grasping the material. Instead of falling victim to the material, she made sure to ask questions during class, came to after-school tutoring, asked for extra credit and simply went above and beyond to do her best. This is telling of who she is at her core; she doesn't give up and always puts her best foot forward.

With the amount of responsibilities, she carries at home and school, Carina is a true inspiration to her peers, faculty and others around her. Her mom works around the clock to help provide for her family and that leaves Carina having to care for her younger sister and two brothers. After tutoring and club meetings, she goes home to help with household chores and ensuring her siblings were also doing their homework.

Carina is striving for a better life for herself and her family, and she is well on her way. Her future goals include focusing on Psychology where she will undoubtedly approach each task with the positive energy and tenacity required to be a top-notch student. She is calm under pressure, thoughtful in her approach and will deal with all challenges enthusiastically. She would greatly benefit from your scholarship and will allow her the opportunity to pursue a higher education.

Carina is one of a kind; she is passionate, hard-working, and dedicated and will prove herself to be a perfect candidate for your scholarship program.

Sincerely,

Mr. Chris Greene
Program Advisor/Pre-Calculus Honors Teacher



BrightYoung Champions Foundation

PERSONAL INFORMATION

STUDENT INFORMATION

Last Name Castro First Name Isabel Middle Initial _____
 School Name Sunny High School Race/Ethnicity Hispanic/Latina
 Date of Birth 3/14/2000 Cumulative GPA (Based on 4.0 Scale) 3.35
 Street Address 4567 Mar Avenue
 City Santa Monica State CA Zip 90401
 Home Telephone (111)222-333 Mobile (111)555-6666
 Email Isabel.castro2000@gmail.com

FAMILY INFORMATION

Who do you live with? Mother & Father Mother Father
 Other/guardian (explain: Step-Dad)
 How many family members live in your household (including yourself)? 4
 Name of father or step-father or guardian Oscar Baeza
 Check only if it applies: Unknown/Limited Information Deceased
 Employer Ernst & Young Title/Position Certified Public Accountant
 Highest level of completed education: Master's Degree
 Total yearly income (include commissions, bonus, etc.) \$ 90,000
 Name of mother or step-mother or guardian Alma Gonzalez
 Check only if it applies: Unknown/Limited Information Deceased
 Employer Sunny Unified School District Title/Position Biology Teacher
 Highest level of completed education College Degree
 Total yearly income (include commissions, bonus, etc.) \$ 55,000

I certify that all information given in this application is complete and accurate to the best of my knowledge. Misrepresentations in any statement will be considered adequate grounds for denying the application.

Signature _____

Date _____



COMMUNITY SERVICE LOG FORM

(To be completed by student and community service supervisor)

Please use the following to list your volunteer and community service involvement. In addition, ensure to provide a signature from an advisor/community service supervisor. For additional listings, please utilize a separate page.

COMMUNITY SERVICE/VOLUNTEER

Organization: Read2Youth Your leadership Role/Title: President/Lead Mentor
 From: August 2014 To: Present
 Supervisor Name: Luna Chavez Title: Advisor
 Email: lchavez@schooldistrict.edu Telephone: (111)456-7890
 Total hours served 200 hours
 Supervisor Signature to verify hours: _____

Organization: Santa Monica Food Bank Your leadership Role/Title: Volunteer
 From: June 2015 To: July 2015
 Supervisor Name: Matthew Robinson Title: Volunteer Program Coordinator
 Email: mrobinson@smfoodbank.org Telephone: (111)321-0987
 Total hours served 115 hours
 Supervisor Signature to verify hours: _____

Organization: _____ Your leadership Role/Title: _____
 From: _____ To: _____
 Supervisor Name: _____ Title: _____
 Email: _____ Telephone: _____
 Total hours served _____
 Supervisor Signature to verify hours: _____

HIGH SCHOOL TRANSCRIPT

School Information
Sunny High School 222 Sunshine Street Santa Monica, CA 90401 (111) 444-4444



Student Information
Isabel Castro 4567 Mar Avenue Santa Monica, CA 90401
Gender: <u>Female</u> Birthdate: <u>3/14/2000</u>
SS Number: <u>XXX-XX-XXXX</u>
Parent or Legal Guardian: <u>Alma Gonzalez</u>

Academic Achievements					
Freshman Year:			Junior Year:		
Course	Grade	Credits	Course	Grade	Credits
English I Honors	C	5.00	AP English Language	A	5.00
Algebra I	A	5.00	Algebra II	B	5.00
Yearbook	B	5.00	Physics Honors	C	5.00
Biology	C	5.00	AP US History	B	5.00
Volleyball	B	5.00	ASB - Leadership	A	5.00
Business Systems & Tech	B	5.00	AP Spanish Lang & Cul	B	5.00
Sophomore Year:			Senior Year:		
Course	Grade	Credits	Course	Grade	Credits
English II Honors	B	5.00	English	IP	5.00
Geometry	B	5.00	Pre Calculus/Trig Honors	IP	5.00
AP Art History	A	5.00	Government/Economics H	IP	5.00
Chemistry Honors	C	5.00	ASB - Leadership	IP	5.00
AP World History	B	5.00	AP Spanish Literature	IP	5.00
Spanish III	A	5.00	Graphic Communications	IP	5.00
Physical Education	B	5.00			

Academic Summary	
Freshman	<u>3.25</u>
Sophomore	<u>3.55</u>
Junior	<u>3.65</u>
Final GPA	<u>3.35</u>
Graduation Date:	<u>06/2017</u>

Number of Credits Earned									
English	For. Lang	Math	Social Sci.	Nat. Sci.	Fine Arts	Business	Religious	P. E.	Other
5.0	5.0	5.0	5.0	5.0	5.0	5.0	N/A	5.0	
5.0	5.0	5.0	5.0	5.0	5.0		N/A		
5.0	5.0	5.0	5.0	5.0			N/A		
15	15	315	15	15	10	5.0	N/A	10	

I certify that the information on this transcript is true, correct and complete.

Signature: Jane Smith

Isabel Castro

Essay #1

A little over a year after my father passed away my mother remarried. It was hard to accept this new stranger in my life. I did not want him in my house nor was I interested in knowing him. All I knew was that he replaced the spot my dad once had in our household.

As my step-dad was moving into our house, I noticed one box labelled books. I was intrigued and began rummaging through the box. As I sorted through all these dystopian book titles, my heart sank when I found a tarnished *Charlotte's Web* at the bottom of the box. I ran to him crying and asking him why the book was so discolored and dusty. He said that book was his most favorite book that he would read with his mom when he was a little boy.

This was a book that my father and I loved reading together. After that I did not see him as a stranger, instead I found him to be someone I could read my beloved book with after dinner. This life lesson changed my perspective and taught me how to bond with my step-dad through literature.

Flash forward to my sophomore year of high school when I founded Read2Youth. I wanted to give back to my community and encourage our youth to seek mentors through reading. I am fortunate enough to call my step-dad and older brother my mentors. My brother is currently a sophomore at Hepburn University. Read2Youth is a summer program that I coordinate between my high school and local elementary school. In the program, 5th and 6th graders bond over books and then are paired with high school students that become their mentors. The whole premise of the club is not to judge a book by its cover and build lasting relationships that inspires our youth.

Essay #2

Being involved in my community has greatly contributed to my leadership skills. As an introvert at heart, I have pushed myself to get out of my comfort zone by joining numerous clubs and founding Read2Youth. I understand the importance of gaining leadership skills, and having those skills in college.

My freshman year I was extremely reserved and was not involved in any clubs or extracurricular activities. You could usually find me under a tree reading a book. That all changed when I founded Read2Youth. I wanted to create a summer program that encouraged 5th and 6th graders to bond over literature and be paired with a high school student mentor. Read2Youth is all about youth inspiring each other and using literature to work on communication and leadership skills.

Since then I have joined the Associated Student Body, Future Doctors of Tomorrow Club, and Pre-Med Mentorship Program. In addition, I have volunteered at the Santa Monica Food Bank. In every club or organization at school, I hold a role that makes me the voice of my peers. I am no longer shy about expressing my voice and guiding my peers. Leadership is not about power; it is about listening to your peers and helping them grow to be the best version of themselves. Being a great leader is all about making your community better than you found it. I strive for that every day.

ISABEL CASTRO

4567 Mar Avenue
Santa Monica, CA 90401
isabel.castro2000@yahoo.com
Mobile Phone: (111)555-6666

ACADEMIC HISTORY

Sunny High School (Santa Monica, CA)
Weighted GPA 3.35

ADVANCED COURSEWORK

AP Art History
AP English Language & Composition
AP US History
AP Spanish Literature

SKILLS

Computer: Proficient with Microsoft Word, Excel, and PowerPoint
Languages: Fluent in English and Spanish
Social Media: Created blog via WordPress focused on the power of feminism

SCHOOL INVOLVEMENT AND EXTRACURRICULAR ACTIVITIES

Associated Student Body, *Treasurer (11th & 12th grade)*

- I take the lead in keeping track of supply and advertisement expenses for events.

Future Doctors of Tomorrow Club, *Historian (12th grade)*

- This program is dedicated to guiding and mentoring high school youth interested in pursuing a career as a future physician. Along with capturing memories, I keep our members updated on upcoming events.

COMMUNITY SERVICE

Read2Youth, President/Lead Mentor (10th - Present)

- I helped coordinate the summer reading program for elementary school children at local elementary schools. In addition, I helped organize, clean, and shelve books. In addition, I am the lead to recruit fellow peers to become mentors for the program.

Santa Monica Food Bank, Volunteer (June 2015 – July 2015)

- I would package non-perishable items and lead other volunteers to sort and package in an orderly manner.

AWARDS AND SPECIAL HONORS

Pre-Med Mentorship Program, *Mentee (10th – 12th grade)*

- A selective program in which I was matched with a health professional at the local hospital. Through this mentorship, I had the ability to conduct research on causes of various cancers.

HOBBIES AND OTHER INTERESTS

I enjoy writing short stories and reading science fiction books.



BrightYoung Champions Foundation

PERSONAL INFORMATION

STUDENT INFORMATION

Last Name Moore First Name Jermaine Middle Initial C
 School Name Times Square HS Race/Ethnicity Black / African-American
 Date of Birth 7 / 16 / 2000 Cumulative GPA (Based on 4.0 Scale) 4.12
 Street Address 123 State Avenue Apt. 5C
 City New York State NY Zip 10001
 Home Telephone (555) 123-4568 Mobile (555) 865-1234
 Email M00r3@gmail.com

FAMILY INFORMATION

Who do you live with? Mother & Father Mother Father
 Other/guardian (explain: _____)

How many family members live in your household (including yourself)? 7

Name of father or step-father or guardian Shawn Moore

Check only if it applies: Unknown/Limited Information Deceased

Employer Time Warner Title/Position Technician

Highest level of completed education High school diploma

Total yearly income (include commissions, bonus, etc.) \$ 55,000

Name of mother or step-mother or guardian Frisilla Moore

Check only if it applies: Unknown/Limited Information Deceased

Employer Stay at home mom Title/Position _____

Highest level of completed education High School diploma

Total yearly income (include commissions, bonus, etc.) \$ 0

I certify that all information given in this application is complete and accurate to the best of my knowledge. Misrepresentations in any statement will be considered adequate grounds for denying the application.

Signature [Handwritten Signature]

Date 5/23/2017



COMMUNITY SERVICE LOG FORM

(To be completed by student and community service supervisor)

Please use the following to list your volunteer and community service involvement. In addition, ensure to provide a signature from an advisor/community service supervisor. For additional listings, please utilize a separate page.

COMMUNITY SERVICE/VOLUNTEER

Organization: Boys & Girls Club Your leadership Role/Title: volunteer/mentor
 From: August 2015 To: current
 Supervisor Name: Andrew Brooks Title: Program Coordinator
 Email: abrooks@bgc.org Telephone: (555) 888-1267
 Total hours served: 185
 Supervisor Signature to verify hours: [Signature]

Organization: New York Service Center Your leadership Role/Title: volunteer
 From: June 2015 To: July 2015
 Supervisor Name: Tamara Hunt Title: Program Director
 Email: tam.hunt@nysc.org Telephone: (555) 173-5190
 Total hours served: 18
 Supervisor Signature to verify hours: [Signature]

Organization: Recruitment Day Your leadership Role/Title: volunteer
 From: April 21, 2015 To: _____
 Supervisor Name: Mrs. Fernandez Title: teacher
 Email: f-julia@tusc.edu Telephone: (555) 232-6162
 Total hours served: 8
 Supervisor Signature to verify hours: [Signature]

Please see attached.



HIGH SCHOOL TRANSCRIPT

School Information

Times Square High School
4563 Main Street
New York, New York 10001

(502) 555-1111

Student Information

Jermaine C. Moore
123 State Avenue Apt. 5C
New York, New York 10001

Gender: Male Birthdate: 7/6/2000

SS Number: XXX-XX-XXXX

Parent or Legal Guardian:
Priscilla Moore

Academic Achievements

Freshman Year:			Junior Year:		
	Grade	Credits		Grade	Credits
English I Honors	A	5.00	AP English Language	A	5.00
Geometry	A	5.00	Pre-Calculus/Trigonometry H	A	5.00
Biology H	B+	5.00	AP Environmental Science	A-	5.00
Soccer	A	5.00	AP US History	A	5.00
AP Human Geography	C+	5.00	AVID III	A	5.00
AVID	A	5.00	ASB - Leadership	A	5.00
Spanish I	A	5.00	AP Spanish Lang & Cul	A-	
Sophomore Year:			Senior Year:		
	Grade	Credits		Grade	Credits
English II Honors	A	5.00	AP English Literature	IP	5.00
Algebra II	B	5.00	AP Calculus AB	IP	5.00
Soccer	A	5.00	AP Physics	IP	5.00
Chemistry Honors	B	5.00	Government/Economics H	IP	5.00
AP World History	B	5.00	ASB - Leadership	IP	5.00
AVID II	A	5.00	Ceramics	IP	5.00
Spanish II	A	5.00			

Academic Summary

Freshman	3.6
Sophomore	3.93
Junior	
Final GPA	4.12
Graduation Date:	06/2017

Number of Credits Earned

English	For. Lang	Math	Social Sci.	Nat. Sci.	Fine Arts	Business	Religious	P. E.	Other
5.0	5.0	5.0	5.0	5.0	5.0		N/A	5.0	
5.0	5.0	5.0	5.0	5.0			N/A		
15	15	315	15	15	10		N/A	10	

I certify that the information on this transcript is true, correct and complete.

Signature: Cristina Brown

Essays - Jermaine Moore

Describe your participation in a community service project/volunteer opportunity and how has it had an impact on your life?

Sixteen, sweet, sixteen. That's how old my older sister was when she became pregnant with my niece. It changed her life but so did mine.

Becoming an uncle at such a young age came with many unexpected twists and turns. I learned a couple things from changing a diaper to remaining calm when she was screaming at the top of her lungs. But the greatest lesson I have learned is the importance of being a positive role model. See, the thing is, kids imitate every move, word and even facial expression you make. My niece made me realize that I needed to make a difference beyond my household and be a mentor to younger students.

I became involved with the Boys & Girls Club where I volunteer a few times a week to tutor and mentor students in math and language arts. In this space, I am an extra helping hand for students that may not have the support at home or even an "Uncle J" to turn to. This year, I have also taken the initiative to create Project Mentor for the kids at the Boys & Girls Club to encourage other high school students to mentor middle school and elementary school students. It has been a huge success so far and we are planning to take the high school mentors and middle school students to visit a college campus.

Volunteering at the Boys & Girls Club has changed my life and has motivated me to continue my higher education. While my sister only made it to her first year in college, it was too difficult for her to balance a toddler, a full-time job and college courses. I hope to be the first in my family to go to college and graduate. One day, I want to come back to the Boys & Girls Club and tell students and niece about my family's story and how college is a possibility regardless of the hurdles life may bring.

How has your involvement in the community contributed to your leadership skills?

Sweaty palms, shaky voice and awkward posture – is how I would describe myself before volunteering at the New York Senior Center. Having conversations did not come easy for me but that changed soon after meeting Doug, a senior citizen. I had the opportunity to interact with him for a couple months over the summer break. We played Texas Hold'em, talked about his late wife, and his experiences in Vietnam.

As days passed, I noticed my voice was stronger and my posture more poised. I quickly realized that I was taking the lead to create new activities not just for Doug but the rest of the senior citizens. I would ask questions too, when before I was terrified to even let a word slip out of my mouth.

Ultimately, it pushed me to become more involved in school and to ask those around me when I needed help. Being a leader is not about being the most outgoing person in the room but ensuring that you evolve and grow as a person. Thanks to Doug and the senior citizens that challenged me to be better and to take risks.

JERMAINE MOORE

123 State Avenue Apt. 5C • New York, NY 10001 M00R3@gmail.com

ACADEMIC HISTORY

Times Square High School (New York, NY)

Weighted GPA 4.12

SKILLS

Computer: Proficient with Microsoft Word, Excel, and PowerPoint

WORK EXPERIENCE

BurgerTown, Cashier (11th & 12th)

- Provide customer service and improved on interpersonal skills

COMMUNITY SERVICE

Boys & Girls Club, Volunteer/mentor (11th grade – currently involved)

- I am a mentor and tutor middle school students in math and language arts.

New York Senior Center, Volunteer (Summer 2015)

- I would spend my time playing games and connecting with senior citizens to keep them company.

Beautification Day, Volunteer (April 21, 2015)

- I helped clean-up my high school.

New York Food Bank (Summer 2015)

- I helped pack canned food for underserved families in the community.

AWARDS AND SPECIAL HONORS

Principal's Honor Roll (9th – 12th grade)

Student of the Month (10th – 12th grade)

SCHOLARSHIP CANDIDATE PROFILE BACKGROUND STUDENT CAPTURE SHEET

Requirements	Isabel Castro	Jermaine Moore	Carina Nguyen
Background			
Financial Need			
Cumulative GPA			
Service Hours			
Community Service Experience			
Essays			
Letter of Recommendation			
Notes			

SCHOLARSHIP CANDIDATE PROFILE BACKGROUND STUDENT CAPTURE SHEET

Requirements	Isabel Castro	Jermaine Moore	Carina Nguyen
Background	Lives with mom and step-dad, father passed away at a young age. Has older sibling that is in his second year of college.	Lives with both parents, older sister and niece, and two younger siblings.	Single-parent household, 3 siblings, is the oldest and first in their family to go off to college.
Financial Need	Family of 4 - \$145k	Family of 7 - \$55k	Family of 5 - \$35k
Cumulative GPA	3.35	4.12	2.98
Service Hours	315 Hours	215 Hours	393 Hours
Community Service Experience	Read2Youth (10th – Present) Local Food Bank (Summer before 12th grade)	Boys & Girls Club (11th – Present) Local Senior Center (Summer before 12th grade) Beautification Day Local Food Bank	Make-A-Wish Foundation (9th-Present) Best Buddies (10th – Present)
Essays	Her relationship with her step-dad was rocky but what helped them bond was their love for reading. Because of this she founded a club at school where she encourages youth to bond with each other through reading and pairs them with high school mentors.	Older sister was teen mom and had to drop out of 1st year of college. His niece is an inspiration for him to be a mentor to others. He felt the need to become a mentor for the younger students, where he tutors math and language arts. He identifies as an introvert but by becoming involved he has truly found his voice.	Younger sister inspired her to give back and begin her own chapter of Make-A-Wish at her high school when sister was diagnosed with Leukemia. They create fundraisers to help make wishes for students within the school district who are experiencing terminal illnesses.
Letter of Recommendation	N/A	N/A	Helps take care of younger siblings, helps mom around the house. Although her academics are not the best, she reaches out to teachers.
Notes	Résumé No LOR Application & Comm. Log – Missing Signatures	Résumé – Part-time job No LOR Written in green ink	Résumé – Comm. Leader Award Submitted LOR



SCHOLARSHIP CASE STUDY: REDUCING THE GAP

SCHOLARSHIP SCORING RUBRIC

APPLICANT NAME: _____ HIGH SCHOOL/STATE _____

Evaluation Key

- 0: Missing Document / Does Not Meet Requirement
- 1: Fair Work / Barely Meets Requirement
- 2: Good Work / Meets Requirement
- 3: Outstanding Candidate / Exceeds Requirement
- 4: Extraordinary Candidate / Far Exceeds Requirement

CRITERIA	POINTS AWARDED
Community Service Experience	0 1 2 3 4
Service Hours	0 1 2 3 4
Essays	0 1 2 3 4
High School Transcript / Cumulative GPA	0 1 2 3 4
Financial Need	0 1 2 3 4
Résumé	0 1 2 3 4
Letter of Recommendation (Optional) If applicable, you may award a maximum of 2 extra points.	
TOTAL POINTS (Max. 24 points)	

Notes:

FINDING SCHOLARSHIPS

Early Bird Tips:

- Start your scholarship search early and block off time each week to pursue it.
- Think outside the box! Look for a variety of scholarships.
- Check out scholarship search sites, such as the following:
 - [College Greenlight](#)
 - [Fastweb](#)
 - [Chegg](#)
 - [Scholarships.com](#)
 - [College Board](#)
 - [RaiseMe](#)
 - [Scholar Snapp](#)
 - [Scholarship Monkey](#)
 - [CHCI NextOpp](#)
 - [Niche](#)
 - [Cappex](#)
 - [Unigo](#)
- Fill out and submit a [FAFSA](#) by the deadline.
- Consider taking the [PSAT/NMSQT](#) exam. If you take this test during your 11th grade year, the results may help qualify you for some merit-based scholarships.

For general information, look here:

- The counseling office at your school
- The financial aid office at a college or university
- Your library's reference section
- Clubs and organizations

Branch out into your community and find out if any of these offer scholarships:

- Your employer or your parents' (or other relatives') employers
- Ethnicity-based organizations such as the United Negro College Fund
- Community groups such as Toastmasters, Chamber of Commerce or Kiwanis
- Foundations, religious or community organizations, local businesses or civic groups
- Organizations (including professional associations) related to your area of study

Check local, state, and national government resources:

- [Your state grant agency](#)
- [Federal agencies](#)
- The U.S. Department of Labor's [free scholarship search tool](#)

Research national corporate scholarships, such as the following:

- Doodle 4 Google
- The Gates Scholarship (@TheGatesScholar)
- Science Talent Search
- Coca-Cola Scholars Foundation (@cokescholars)

AVOIDING SCHOLARSHIP SCAMS RESOURCE FOR THE TEACHER

You've probably heard the Latin phrase *caveat emptor*, which translates to "buyer beware." If something sounds too good to be true, then it probably is. Scholarships are supposed to be "free" money for college. If someone is asking students to **pay** in order to get "free" money, then it's probably a scam! Students should be cautious and avoid the pitfalls associated with these common scholarship scams.

How to Avoid Identity Theft:

- Complete the FAFSA online.
- Exit the application and close the browser to delete any cookies.
- Never tell anyone your FAFSA ID or share your login information and/or passwords.
- Never give personal information over the phone or internet unless you contacted them.
- Keep receipts and important documents (like bank statements or pay stubs) in a safe place and shred them once you're done with them.
- Keep your personal belongings (wallet, back pack) safe; store them in a secure place at home.
- Immediately report any lost or stolen IDs to the issuer (Department of Motor Vehicles, credit card company or bank) and to the police, if necessary.

How to Get Assistance Filling Out the FAFSA:

- The acronym stands for Free Application for Federal Student Aid, which means that it should not cost students anything to fill it out.
- Check with the Federal Student Aid Information Center for access to free help via email or by phone (studentaid@ed.gov or 1-800-4-FED-AID).

The Dos and Don'ts of Finding Money for College:

- Don't: Pay for "free" seminars that sell financial aid advice services.
- Don't: Supply credit card or bank account numbers to process a scholarship application.
- Don't: Fall for companies that "guarantee" you'll get financial aid if you use their service. The services probably aren't worth it.
- Do: Check out free sources of information like those available from your counselor, or all of those listed on the Finding Scholarships handout.
- Do: Report financial aid fraud by contacting: The U.S. Department of Education, Office of the Inspector General Fraud Hotline at 1-800-647-8733.